Course Description
In this course, we will explore society’s responses to criminal behaviour, including general public attitudes and government legislation. Public policy relating to crime and criminal justice involves a range of legal and normative considerations, starting with the determination of which actions ought to be deemed “criminal” in the first place. We will examine policy and criminal justice responses broadly to evaluate their proficiency as instruments of social control.

Course Prerequisites: SOC 225 or consent of instructor.

Course Objectives
The class will collectively explore paradigms and processes employed to address crime (in Canada and internationally). Students should note that this is NOT a Public Policy and Management course, nor is it a course on Law. In SOC 423, students will develop sociological understanding of crime and governance while practicing the skills of oral communications and academic writing.

Class Format
In an advanced seminar, students are expected to be active learners and to participate in the pedagogical experience. This seminar is student-led. Each week, the instructor will spend a few minutes introducing the subject matter and contextualizing the significance of the week’s topic (the instructor will NOT be summarizing the readings). The class will take on the qualities of a group seminar to stimulate lively discussion. The required readings are therefore critical to this course. It is expected that you have read them before class and will have formulated questions/issues you would like to discuss.

Use of eClass and e-mail: Class announcements will generally be posted on eClass. Messages for individual students will be mailed to university accounts only. Therefore, it is important that you check e-class and your ualberta account regularly. Failure to do so cannot be used as a reason for dispensation of term work policies and course work requirements. Please do not email the professor with questions that can be answered by consulting this syllabus (those emails will not receive response).
Required Reading: Readings are available through the course website (eClass).

Evaluation

1. Participation: 10% Throughout
2. Précis: 30% Your assigned week
3. Questions/Responses: 20% Throughout
4. Topic Proposal: 10% November 2, 2018
5. Final Paper: 30% December 7, 2018

(1) Participation: This course does not see the student as a passive recipient of content but rather as an active learner. Participation grades evaluate the intellectual contribution students make to the class through group discussion. Students are expected to show respect for others and for the method of shared inquiry. Critiques should be addressed to ideas rather than individuals.

Each class, you will receive a grade out of 10, which will be averaged to calculate the overall participation grade. You may miss up to two classes without affecting your participation grade. The following rubric will be applied:

Excellent 9-10
- comes to class prepared with questions and critiques of the readings.
- deepens the conversation by going beyond the text.
- actively attends to what others say and responds to points raised by others.

Good 7-8
- comes to class prepared with questions and critiques of the readings.
- takes steps to check comprehension by asking clarifying and probing questions.
- comments and ideas contribute to the group’s understanding of the material and concepts.

Satisfactory 5-6
- has read and understood the readings as evidenced by oral contributions.
- generally listens well, takes steps to check comprehension by asking clarifying and probing questions.
- contributions to the discussion are sometimes based on opinion or unclear views rather than on informed arguments.

Poor 1-4
- does not listen well as indicated by the repetition of comments posed earlier or by off task activities.
- comments indicate that the student didn’t read assigned material or misunderstood many points.
- no contribution; or comments are off topic, difficult to understand or without substantiation.

Unacceptable 0
- shows a lack of respect for members of the group and the discussion process by dominating the discussion or disengaging from the discussion.

OR

Student is Absent
(2) **Précis (Group work):** Each student will work in a group (2 to 3 people) to present on the readings in a given week and help lead the seminar. Students will sign up for their précis topic choices in the first class. You are expected to coordinate together and with the instructor to determine how to organize the class. Teamwork and collaboration is a key part of life outside of university – especially as it relates to those working in the areas of crime and public policy – and is therefore itself part of your learning objectives in this course.

Précis of the core readings will include *briefly* summarizing the main points and highlighting the overall contribution of the articles/chapters. You are also expected to *engage critically* with the ideas presented in the readings and go beyond the text to develop *thoughtful questions* for discussion. You are also expected to engage with the supplementary material.

You may use power point, provide handouts or employ any other presentation style that suits you. Students have freedom to be creative here.

(3) **Questions & Responses:** In class, you will submit TWO “discussion questions” (for 10 weeks; freebie on your précis week!) about the required readings which demonstrate solid understanding and deep engagement with the content. These questions might – but don’t necessarily have to – be used to inform your participation in class and serve as platforms for group discussion (consider bringing a separate copy for your own reference). In addition to the questions themselves, you will also provide (in writing with your questions) what your own views about the topic/issue you raised or what your response to your question would be. These are meant to be interesting, analytical questions and responses – NOT “yes or no” questions, or questions meant to quiz people about content. These will be graded out of 2 points (2% x 10 = 20%). *Length:* 2 single-spaced pgs (1 pg ea).

(4) **Topic Proposal:** You will submit a topic proposal for the final paper which includes a description of the topic and research question, a basic (preliminary) summary of the thesis/argument, and 8-10 peer-reviewed sources (books, journal articles, etc.) that you will draw on for your analysis. This exercise is meant to get students actively thinking about their final paper early on and to begin the research process well before the deadline. *Length:* 1 single-spaced pg (*not* including sources).

(5) **Final Paper:** For the final assignment, you will submit an overview and analysis of an issue relating to crime and public policy in Canada (*note:* more detailed criteria will be made available on eClass). This is an opportunity to demonstrate critical and creative thinking, and to engage deeply with a specific literature. In this assessment, you should aim to meet three broad objectives (which may also inform the structure/format of the body of the paper):

1) **Frame the problem:** Clear description of the issue.
2) **Describe the policy:** Review of relevant policy developments and applications that were initiated in response to the issue.
3) **Evaluate:** In depth analysis of the policy. You may consider the following for guidance:
   a. What are the implications, positive and/or negative, of how the issue is being addressed?
b. Are the policies sufficient and the most effective way to deal with the matter? Why or why not? What may be an alternative approach?

**Grading**
Marks will be given in percentages, to which letter grades are also assigned according to the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>95-100</td>
<td>90-94</td>
<td>85-89</td>
<td>80-84</td>
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<td>Good</td>
<td>4.0</td>
<td>4.0</td>
<td>3.7</td>
<td>3.3</td>
<td>3.0</td>
<td>2.7</td>
<td>2.3</td>
<td>2.0</td>
<td>1.7</td>
<td>1.3</td>
<td>1.0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Required Note:** Policy about course outlines can be found in *Course Requirements, Evaluation Procedures and Grading* of the University Calendar.

**Accessibility Resources**
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with *Student Accessibility Resources*, contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Phone 780-492-3381; WEB www.ssds.ualberta.ca).

**Important Term Work Policies**
Students are expected to take responsibility for making appropriate judgments to ensure that their assignment is submitted in a timely manner. It is also the student’s responsibility to back up their work either electronically or by photocopying the work for their own reference.

Requests for *extensions* must be received in writing along with supporting documentation preferably well BEFORE the due date. Extension will *only* be granted if there are legitimate medical or compassionate grounds. Students will not be given extensions due to travel, employment, vacations or other personal commitments. As a matter of fairness to all students, you will be required to support any request for extensions with supporting documentation, which may include the following:
• For incapacitating medical illness
  - “University of Alberta Medical Statement” signed by a doctor (this cannot be required, but
    must be accepted if provided in lieu of other documents)
  - “Medical Declaration Form for Students” (for Faculty of Arts students)
  - “Statutory Declaration” (to be obtained from your home Faculty)
• For all other cases (i.e. domestic afflictions, religious convictions, etc.)
  - For a death in the family – a copy of the death certificate
  - For a religious conflict – a letter from the church or pastor
  - For a car accident – a copy of the accident report
  - For other serious afflictions – consult with Instructor or Department

Assignments are due at the beginning of class. Late papers will incur a penalty of 5% per day
(including weekends), unless prior arrangements with the instructor have been made. Papers will
not be accepted 10 days after the due date. Late papers must be submitted through eClass using
the “late submissions link”, which will be made active after the deadline.

Recording of Lectures
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching
environment by students is allowed only with the prior written consent of the Instructor or as a part of
an approved accommodation plan. Student or Instructor content, digital or otherwise, created and/or
used within the context of the course is to be used solely for personal study, and is not to be used
or distributed for any other purpose without prior written consent from the content author(s).

Academic Integrity
The University of Alberta is committed to the highest standards of academic integrity and honesty.
Students are expected to be familiar with these standards regarding academic honesty and to
uphold the policies of the University in this respect. Students are particularly urged to familiarize
themselves with the provisions of the Code of Student Behaviour (online at
https://www.ualberta.ca/governance/) and avoid any behaviour which could potentially result in
suspicion of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.
Academic dishonesty is a serious offence and can result in suspension or expulsion from the
University.

Recommended Learning Resources:
APA Citation Style at Purdue Online Writing Lab:
https://owl.english.purdue.edu/owl/resource/560/01/

University of Alberta Centre for Writers:
http://www.c4w.arts.ualberta.ca/
COURSE SCHEDULE & READINGS

SECTION A: THEORETICAL PERSPECTIVES

CLASS 1 – September 7: Welcome!

**Assignment of Précis presentation topics**

Opening discussion of class objectives and expectations.


CLASS 2 – September 14: Forms of Governance and Social Control


Supplemental:

SECTION B: VARIETIES OF POLICING

CLASS 3 – September 21: Surveillance

**Q&A SUBMISSIONS and PRÉCIS PRESENTATIONS BEGIN**


**Supplemental:**


**CLASS 4 – September 28: On the Beat**


**Supplemental:**

Review recent debates on “carding” or “street-checks“. These are occuring nation-wide and you need only perform a Google search.

**CLASS 5 – October 5: Evidence-Based Policing**


**Supplemental:**
Lum, Cynthia et al. (2015). Existing and Ongoing Body Worn Camera Research: Knowledge Gaps and Opportunities." *Center for Evidence Based Crime Policy*.

Explore Canadian Society of Evidence Based Policing website:
http://www.can-sebp.net

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**SECTION C: SENTENCING & CORRECTIONS**

CLASS 6 – October 12: Two Extremes? Mandatory Minimums and Restorative Justice


**Supplemental:**

CLASS 7 – October 19: Administrative Segregation

Explore Correctional Service Canada website:


Supplemental:


**CLASS 8 – October 26: Risk Management and Actuarial Justice**


**Supplemental:**


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**SECTION D: MANAGING PHYSICAL AND SOCIAL ENVIRONMENT**

**CLASS 9 – November 2: Crime Prevention Through Environmental Design and Social Mix**


**Supplemental:**


**CLASS 10 – November 9: Measures of Social Exclusion**


**Supplemental:**


**CLASS 11 – November 16: (READING WEEK - NO CLASS!)**

**SECTION E: YOUTH JUSTICE**

**CLASS 12 – November 23: Governing Young People**


Supplemental:
Department of Justice. (2013). Recent Changes to the Youth Criminal Justice Act. 

SECTION F: DRUG POLICY

CLASS 13 – November 30: Drug Criminalization, Legalization, Regulation

http://www.ihra.net/files/2010/08/10/Briefing_What_is_HR_English.pdf


Supplemental:

CLASS 14 – December 7

**FINAL PAPERS DUE at beginning of class**

Final wrap-up (if necessary, overflow from previous class) and concluding remarks about crime and public policy.
HAPPY HOLIDAYS!