Soc 402-B1 (90416) and 504 B2 Winter, 2019

Selected Topics/Conference Course in Sociology (Course weight: *3)
University of Alberta
Course Outline

Instructor: Dr. George Pavlich
Time: Thursdays, 2 - 4:50pm, T 1 83
Office Hours: Wed, 1pm - 3pm.
Office: Tory 6-18
Contact: gpavlich@ualberta.ca

Criminal Accusation and Criminalization

Prerequisites for 402

The prerequisite for SOC 402 is SOC 100 or consent of instructor. However, this topic will assume a keen understanding of social theory. It is best suited for advanced students who are well versed in social theory.

Course Summary

For millennia, societies have fashioned boundaries through rituals of accusation that allege wrongdoing. Such rituals vary over time, but accusers often enlist ‘public fame’, suspicion and blame to allege that a wrong, or a crime has been committed. Although ideas and practices of accusation assume diverse historical forms, they tend to arrest everyday life, and inaugurate social entrances, or gateways, that decide on whether to channel accused subjects into or out of formal justice networks. Criminal accusation has thereby become pivotal to populating modern justice systems directed to the guilt and punishment of ‘criminals’. It works at the foundations of criminalizing processes and initiates a crime’s journey into being.

Given that constitutive role, it is important that criminal accusation receive scholarly attention. This course first attends to the contingency of what is considered a crime in different contexts. Secondly, it explores the role of criminal accusation at the start of criminalization processes, emphasizing its history, ideas, rituals and social consequences. Finally, it examines the effects of criminological approaches to Canadian settler-colonial contexts, exploring how accusatory gateways serve as unequal conduits that populate crime-control arenas. It will also study selected attempts to conceive of contingent practices that initiate criminalization, and consider possibilities for justice beyond exclusive notions of crime and punishment.

Course Objectives
The substantive aim of the course is, accordingly, threefold:

1 Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.
• to problematize absolute and individual ideas about crime and criminals, highlighting the historical contingency of criminalization processes;
• to explore the role and effects of settler-colonial ideas of criminalization;
• and, to critically explore forms of accusation and ways of dealing with wrongdoing without always depending on discourses of crime and its punishment.

Upon completing this course, participants should be in a position to:
• Critically review perspectives on the contingent nature of crime and criminalization;
• Communicate lucidly selected historical ideas and rituals of criminal accusation, and their social consequences;
• Present organized ideas on the history and social effects of accusatory entrances to criminal law;
• Identify consequential legacy effects of settler-colonial criminalization in Canada; and,
• Articulate clear and critical scholarly argument on the material through a convincingly developed essay

To help achieve such objectives, it is expected that all participants will attend classes, carefully read required readings in advance of weekly topics, and carefully complete course assignments. Thoughtful participation in class seminars is a key component of the course.

Required Texts
The course will anchor itself around chapters from the following texts:


Overview of Course Evaluation
Participants are required to engage in independent research as an integral part of the course. It will be assessed through the following means:

1. Thoughtful contributions to in-class seminars (5%).
2. 1000-word (1500 for graduate students) maximum scholarly book review (20%)
3. Reading Group Presentation (15%)
   • 500 word in-class reading group presentation summary to be uploaded to eclass by noon on the Wed before class presentation (5%)
   • 10-15 minute (depending on class size), in-class reading group presentation (10%)
4. 5000-word research paper [7000-words for grad students] (60%). All participants are strongly advised to attend the Class Group Tutoring Program for this course

Details of Course Evaluation

Penalties for late work:
All late work that does not have instructor exemptions will attract the following penalties: 10% for every 24 hours or portion thereof (including weekends). Late work will not be accepted 72 hours after the due date. Absence for in-class presentations will be marked as 0%. Please contact me in advance if you will
have difficulty meeting a deadline for health or personal reasons.

1. Class discourse (5%)

Attendance with prepared, thoughtful and constructive contributions to class discourse will be credited up to 5% of the total grade. This grade will be assigned for the quality of thoughtful course contributions throughout the course. In all cases, the overall quality of carefully framed contributions to discussion will be assessed. Since the course encourages critical thinking, theoretical disagreements are to be expected. However, please always ensure that your contributions are respectfully presented, relevant to the readings/course, and offer reasoned justifications for any positions taken.

2. Scholarly Book Review (20%) — due Monday 25th February 2019 before noon

Book reviews are to be no more than 1000 words (1500 for graduate students). You are to review one of the following texts, clearly indicating on the title page which text you have selected:


or


Please note that the aim of an excellent scholarly book review is not simply to reiterate minutiae of a text, or to restate a book’s chapter-by-chapter organization. Rather, it is to locate a conceptual background to which the book’s key themes respond, and to critically evaluate its overall thesis, approach, objectives, arguments, claims, methodology and so on. Much of your review will thus comprise an assessment of how convincingly the book develops and supports its main arguments, making sure that your interpretations are defensible. Since you have only 1000 (or 1500 for graduate students) words to convey to your reader a comprehensive sense of the book, it is essential that you write concisely, and find thoughtful ways to communicate a critical evaluation effectively.

3. In-class Reading Group Presentation (15%)

After several weeks into the course, each person will be assigned to a reading group. These groups will assemble to discuss readings/themes for particular topics, and will continue throughout the term.

However, on specifically assigned days (the precise order will be finalized in class), each reading group will be responsible for leading the class through a selected part of a weekly topic. Members of the reading group will be designated a role for that class (these might include: passage analyst; critical connections leader; Q&A discussant).

Each member of the group is to prepare (according to an assigned role) a 500-word summary, and to present to the class for no more than 10-15 minutes. This summary is to be uploaded to eClass by noon on the Wednesday prior to the class presentation. It is advisable that reading groups meet outside of class to organize the overall presentation, and to carefully decide on the sequence of presentations. The overall coherence of the group's presentation will be taken into consideration when evaluating each person’s contribution.
4. Final Research Essay (60%) Due Friday 5th April, 2019 before 5 pm.

A 5000-word (max) research paper for undergraduate students (and a 7000-word max paper for graduate students) is to be uploaded onto the eClass website as a PDF file before the above noted due date.

**Bonus**: Everyone is strongly encouraged to participate in the Class Group Tutoring Program offered to help with drafting the essay. Details of the Program, with sign up sheets, will be discussed in class. A bonus mark for up to 1% may be earned through effective participation in this aspect of the course.

Please adhere strictly to the word limit and indicate the word count of your essay (excluding references) on the title page. Essay topics and requirements will be placed on eClass, but include the following:
- All written assignments must to uploaded as PDF files onto the eClass for this course before the due date/time. No work will be accepted in any other form.
- Indicate the word count (excluding references) and Topic of your essay on the title page.
- Adhere strictly to the word limits (references are not included in the word maximums).

Please keep a copy of all class assignments in case of mishap. Essays will be graded using the “Essay Marking Guide” document posted on eClass.

**Sociology Department Undergraduate Grading Scale**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Numerical Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90+</td>
<td>4.0</td>
<td>Exceptional work and achievement</td>
</tr>
<tr>
<td>A</td>
<td>86–89</td>
<td>4.0</td>
<td>Excellent and displays high comprehension of material</td>
</tr>
<tr>
<td>A-</td>
<td>82–85</td>
<td>3.7</td>
<td>Great work with good comprehension of material</td>
</tr>
<tr>
<td>B+</td>
<td>78–81</td>
<td>3.3</td>
<td>Good and better than average comprehension</td>
</tr>
<tr>
<td>B</td>
<td>74–77</td>
<td>3.0</td>
<td>Solid understanding of course material</td>
</tr>
<tr>
<td>B-</td>
<td>70–73</td>
<td>2.7</td>
<td>Satisfactory to good performance</td>
</tr>
<tr>
<td>C+</td>
<td>66–69</td>
<td>2.3</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>C-</td>
<td>58–61</td>
<td>2.0</td>
<td>Slightly exceeds minimum requirements</td>
</tr>
<tr>
<td>D+</td>
<td>54–57</td>
<td>1.7</td>
<td>Meets minimum requirements</td>
</tr>
<tr>
<td>D</td>
<td>50–53</td>
<td>1.0</td>
<td>Barely acceptable work</td>
</tr>
<tr>
<td>F</td>
<td>0–49</td>
<td>0.0</td>
<td>Unacceptable engagement with course material</td>
</tr>
</tbody>
</table>

Final grades for this course are calculated by adding raw scores to make up a percentage mark. Marks will not be altered because they appear near or at category cut-off points.

Please note that in accordance with the Freedom of Information and Privacy Act, no requests for grades will be granted by phone, email and so on.

**Recording of Classes**

Please note: ‘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).’

Access to Instructor
Participants may consult with Dr. Pavlich during posted office hours or by appointment. Email will be received during the normal business hours of the University. Please allow for up to three business days for a reply, even though the instructor will make an effort to answer emails as rapidly as possible. Please do not use email contact for extended discussion, or for clarification of theoretical matters better suited to dialogue in classes, or during office hours.

Required Notes
“Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.”

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 (www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions 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.” All students should consult the Academic Integrity website. If you have any questions, ask your instructor.

Territorial Statement:
“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (from the beginning of the Calendar).

Resources for Students
An all-purpose website for student services on campus is here: https://www.ualberta.ca/current-students. Note: The Student Success Centre has changed its name to the Academic Success Centre: https://www.ualberta.ca/current-students/academic-success-centre.

Accessibility Resources
Please let me know during the first week whether you have registered with Accessibility Resources, and whether there are any special needs that might be accommodated in the course (1-80 SUB; Email arrec@ualberta.ca; phone 780-492-3381).
Provisional Weekly Topics and Assigned Readings
(these are subject to change)

**Topic 1. Course Introduction**
(Read Clarke alongside topics for the next few weeks — to be integrated as examples)

**Topic 2. What is a crime: Legal, Criminological, Sociological, and Historical phenomenon?**

*Supplementary but required for Graduate Students:*

**Topic 3. Histories of Criminalization: Homicide and Witchcraft**

*Supplementary but required for Graduate Students:*

**Topic 4. States, Criminal Subjects, and Violence**
   a. De Lagasnerie Chapters 1-6.

*Supplementary but required for Graduate Students:*

**Topic 5. Criminal Law's Unequal Punitive force: Indigenous Criminology and Settler Colonialism**
   b. Cunneen and Tauri, Chapters 1-3
   c. Discussion of Clarke's Book (e.g Tyrone Conn Chapter Chapter 4, and also 6, 7)

**Topics 6 and 7: Forging Individuals: Who is responsible for ‘crimes’?**
   a. De Lagasnerie Chapters 7-10
   b. Cunneen and Tauri, Chapters 4-5
Topic 8. Thinking differently about criminalization
   a. De Lagasnerie Chapters 11-15

Topic 9. Criminal Accusation Commences Criminalization: Discourses and Apparatuses
   a. Pavlich and Unger, Chapters 1, 2, 3.

Supplementary but required for Graduate Students:

Topic 10. Interrupting Criminal Accusation: Alternatives to Criminalization?
   a. Pavlich and Unger, Chapters 2, 5, 6, 7

Topic 11. Recalibrating the Logos of Crimen: What to accuse, call to Account, and Abolish?
   a. Cunneen and Tauri, Chapters 6, 8.

Supplementary but required for Graduate Students:

Topic 12. Review of Course