Professor Sandra Bucerius  
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Email: bucerius@ualberta.ca  
Office Hours: please email to set up appointment  
Seminar Time: Mondays 9-11:50 am  
Lecture Room: T 6-4  
Telephone: 1- 780-492-3561

Course Description:  
In this course, you will learn about the history, politics, and consequences of incarceration as well as about prison as a sociological unit of inquiry. We will explore why and how we have punished people in the past and continue to punish people in Canada and other nations. We will explore questions such as: 1) How does incarceration feed off and into the major bases of social division and inequality—class, ethnicity, gender, age, and nationality? 2) What determines the level and scope of incarceration and what effects does it have on inmates, their families, and on the regions of social and urban space from which they come? 3) What are the institutional contradictions and cultural correlates of the growing penalization of poverty, and, for the Canadian context specifically, Indigenous populations?  
This is a split 400 level undergraduate and graduate class. We will have different evaluation criteria for graduate students than undergraduate students. The course is officially taught by Dr. Sandra Bucerius, but will effectively be co-taught with Dr. Kevin Haggerty. Dr. Bucerius will grade all assignments, however, we will both be available for questions and feedback.  
While each of you needs to submit your own assignments, it will be beneficial to discuss your thoughts with your classmates before putting them down on paper – and we highly encourage that! In other words: competition is good and natural, but try to benefit from each other in positive ways - it will make everyone’s work better!

Learning Goals:  
1. Students will learn how we punish and the multiple and often contradictory aims of incarceration.  
2. Students will learn to critically understand the politics, history, and collateral consequences of mass incarceration.  
3. Students will learn about the racial, ethnic, and gendered aspects of who we incarcerate and the victim/offender overlap.  
4. Students will learn about the strengths, limitations, and pragmatics of research in prisons.  
5. Students will learn about the prisoner society, prison codes, and how prisons work from a sociological perspective.  
6. Students will learn about various aspects of prisons, such as prison gangs, radical groups in prison, and drugs in prison.  
7. Students will learn about correctional officer culture, discretion in corrections, and the dynamics of authority in a total institution.
Classroom Atmosphere:
This classroom will be our learning community. We expect that you do all the readings before class and come to class prepared to engage with the material and ready to participate in a class discussion. In order to learn with and from each other, it is important that we are all coming to class with an open mind, ready to share ideas and – potentially – have them challenged by someone else (you should also feel free to question us!). However, the rule is that we always do so in a respectful manner!

Evaluation:
Please note that this course will NOT have a final paper and has no tests! You will be busy during the semester, yet your course work will be done as soon as the semester ends.

Breakdown of Grades:

<table>
<thead>
<tr>
<th>Component</th>
<th>Worth</th>
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<tbody>
<tr>
<td>Discussion questions</td>
<td>2% each for a total of 20%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Class participation and attendance</td>
<td>20%</td>
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<tr>
<td>Analytical reflections</td>
<td>25% each (or 12.5% each for grad students) for a total of 50%</td>
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Discussion Questions: 20% of your final grade is based on discussion questions that you need to submit on a weekly basis. Based on the readings for each week, you must circulate three discussion questions with brief explanations as to why you find these questions particularly interesting or important. A question and its explanation should be about ½ page long. The questions should reflect that you have thought about the readings in the larger context and can contextualize it within the larger themes of the course/social sciences. You can think about theory, data, methods, findings and contributions of the articles/chapters. Your three questions have to be based on at least two of the assigned readings, not all on the same. The questions and explanations have to be emailed to Dr. Bucerius and Dr. Haggerty no later than Sunday, 1 p.m. before the respective class. Late submission/emails will not be accepted! (In case of doubt: the emails must have been received by the UofA server no later than Sunday, 1 p.m.) You must circulate ten of these – each will count for 2% of your final grade (thus, you can skip one week – not counting the first week).

Reading presentation: 10% of your final grade will be based on the presentation of one of the readings. Starting in week two, you can be asked to provide a 5 to 10 minute overview of the one of the assigned readings, summarizing its main points and letting us know what questions the readings prompted for you that we should discuss as a class. We will not assign readings to students beforehand but we will draw names from a hat.

Active and engaged oral presentation: 20% of your final grade will be based on active and engaged oral participation and attendance. While this should be clear without saying: The format of the seminar is based on the concept of a learning community in which everyone is engaged in shaping the learning experience. This means coming to class prepared to discuss the topics and the readings. Your classmates and the instructors will assume that you are fully ready to commit yourself to the seminar hours we will spend together each week. As such, you will be expected to volunteer your ideas (more than “gum flapping”) and make reasoned, thoughtful and informed contributions. You can miss one class without your absence affecting your attendance grade.

Written analytical reviews: 50% of your final mark will be based on written analytical reviews of two of the assigned articles/chapters on the reading list (four if you are a graduate student). This is
your opportunity to develop your OWN analyses of the readings. (In other words: do not summarize them!!). Each review will be worth 25% of your final mark (12.5% if you are a graduate student) and should not exceed 1000 words (I will stop reading after 1000 words (approximately 4 pages) and grade the paper on that basis). Reviews must be handed in before or at the beginning of the following class in which the article/chapter was assigned (so, the week after we have discussed the article/chapter in class). Should you have written an analysis but can’t make it to class, you can email the review to me. However, it must be received by the UofA server no later than Monday, 9 a.m. No late reviews will be accepted. I encourage you not to wait until the last few weeks of the course to do your reviews. Please put your student number on your work, NOT your name!

<table>
<thead>
<tr>
<th>Grades</th>
<th>A+</th>
<th>95-100</th>
<th>4.0</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
<td>90-94</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>85-89</td>
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<tr>
<td>Good</td>
<td>B+</td>
<td>80-84</td>
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<tr>
<td></td>
<td>B</td>
<td>76-79</td>
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<tr>
<td></td>
<td>B-</td>
<td>75-69</td>
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<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>68-71</td>
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<td></td>
<td>C</td>
<td>64-67</td>
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<tr>
<td></td>
<td>C-</td>
<td>60-63</td>
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<tr>
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<td>55-59</td>
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<tr>
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<td>D</td>
<td>50-54</td>
<td>1.0</td>
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<tr>
<td>Fail</td>
<td>F</td>
<td>0-49</td>
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Email
Email is great for communicating simple information, but extended conversations should be conducted face to face. Please set up a time for an appointment! I will usually reply to emails within 24 hours. If you have not received a response within 48 hours, please re-send your email. Please copy both Dr. Haggerty and Dr. Bucerius on all emails related to the course.

Course policies
"Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar".

Video/Audio recording
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 www.governance.ualberta.ca) and avoid any behaviour which 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.”

The winter term withdrawal deadline is April 3, 2019.

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**Course schedule**

**January 7:** Introduction to the course

**January 14:** Punishment and deterrence

*Readings:*


**January 21:** Incarceration and Penal exceptionalism

*Readings everyone:*


*Additional readings for grad students:*


January 28: Consequences of mass incarceration

Readings:


February 4: Doing Prison research

Readings for everyone:


Additional readings grad students:


February 11: The prisoner society

Readings:

February 25: Pains of imprisonment and human rights issues

Readings:

March 4: Correctional officers
Readings:


March 11: Race, ethnicity and prisons
Readings:


Tetrault, Bucerius, and Haggerty (2018): Multiculturalism under Confinement. *Manuscript*

March 18: Prison gangs
Readings:


March 25: Radicalization in prisons
Readings:


Radicalization. *Punishment and Society, 16*(1), 73-104.

**April 1: Gender in prison**

*Readings for everyone:*

*Readings for some grad students:*


**April 8: Drugs**

*Readings:*


*This schedule and list of readings is tentative and may be adjusted along the way*