

SOC327 – INTRODUCTION TO CRIMINAL JUSTICE

FALL 2014



LECTURE LOCATION: Murray Fraser Hall (MFH) 162, Main Campus

SCHEDULE: M/W/F 3-3:50PM, SEP 8 – DEC 5, 2014

INSTRUCTOR: Dr. Michael Adorjan

EMAIL: madorjan@ucalgary.ca

OFFICE: SS 952, Social Science Building

OFFICE HOURS: By appointment

COURSE TA: Michael Hoang

TA EMAIL: hoanm@ucalgary.ca

TA OFFICE: SS 945; available by appointment

Course Description

This course is both a general introduction to and sociological critique of criminal justice. Broad areas are examined, including policing, juvenile justice, corrections, as well as alternatives to the formal criminal justice system such as restorative justice. Questions are raised regarding the differences between formal and informal responses to crime and their consequences. Attention is given to both Canadian and international trends. Seeking to instill a broad *sociological imagination* about criminal justice systems and processes, lectures and readings will also examine perceptions and related reactions to crime, with a focus on penal populism as well as the controversial argument that crime serves a purpose and role in modern society. In exploring these areas, the course also asks how do emotional reactions to crime come to influence how we think about certain offenders and how we respond to their offences. Overall, students will be challenged to think through the argument that 'crime does not exist'.

Learning Outcomes

By the end of this course students will be expected to:

- Challenge common sense notions of crime and the criminal justice system
- Illustrate knowledge of how to think sociologically about the problem of crime and criminal justice system processes
- Produce an original assessment of a particular topic/issue related to criminal justice and crime

Course Assessment

- 20% Term Test#1
- 20% Term Test#2
- 30% Term Paper
- 30% Final Exam

Key Due Dates (for details please see below)

Term Test#1: October 20th

Term Test#2: November 17th

Term Paper: EITHER November 3rd OR December 3rd

Assessment Components

Term Tests

Two multiple choice tests will be administered during regular lecture time, in class, on October 20th and November 17th. Directions for study and review will be posted along with each set of lecture notes (e.g. key concepts, themes, etc.). While multiple choice tests have a reputation for testing the memorization of facts, questions will be geared to test analytical and critical thinking skills. You will be accountable for materials that are assigned, regardless of whether or not they are covered in class. As well, you will be accountable for information covered in class that is not reviewed in the readings.

Term Paper

Students are required to write ONE term paper for this course (please do not write two papers!). The choice of topic will determine when to submit the paper (see below). Students are free to select one of the possible topics below; specialized topics may be chosen but students *must* first consult with the course TA.

Required Tasks:

1. Students are to choose ONE of the substantive topics below (i.e. policing, youth crime, corrections, restorative justice)
2. The specific area may be one addressed by required readings or during lectures, but students are encouraged to address contemporary news events
3. The paper *must* interpret the substantive topic addressed in relation to *at least one* of the following theoretical concepts: penal populism, the metaphor of the house of perfection, the metaphor of the house of turbulence, Durkheim and Christie's argument 'crime as normal' in modern society

Term papers are to be submitted to D2L in .doc or .docx formats by the required due dates. Early submissions are very much welcome!

Format Guidelines:

There is no minimum length. The maximum length is 10 pages *not including references*. Papers must be formatted to an 8.5x11" layout, 1" margins on all sides, double spacing, Times New Roman or Calibri or Cambria font, 12pt. type. Cambria is preferred, but not mandatory. Please see the appendix for detailed grade descriptors for the essay, as well as citation and referencing guidelines. Students are encouraged to review the university guidelines on plagiarism before proceeding (see below).

Term Paper Option#1, DUE NOVEMBER 3rd

Possible topics: Policing, Youth Crime

Term Paper Option#2: DUE DECEMBER 3RD

Possible topics: Corrections, Restorative Justice

Final Exam

30%

The final exam, set for 3 hours, will test knowledge from all required readings and lecture notes and discussions. You will be accountable for materials that are assigned, regardless of whether or not they are covered in class. As well, you will be accountable for information covered in class that is not reviewed in the readings. The date of the final exam will be announced according to regular examination timetabling procedures. The format will be 50% short answer/definition questions and 50% critical reflection questions. Details will be discussed during lecture.

GRADING

Letter Grades will be assigned based on the following scale:

95 - 100 = A+	67 - 71 = C +
90 - 94 = A	63 - 66 = C
85 - 89 = A -	59 - 62 = C -
80 - 84 = B +	54 - 58 = D +
76 - 79 = B	50 - 53 = D
72 - 75 = B -	00 - 49 = F

In addition to this general scale, grade descriptors will be employed in this course (see appendix of this syllabus). Student feedback on their assignments will include reference to these grade descriptors.

LECTURES AND READINGS

The following lists lectures topics which will be covered including all required reading materials. Readings will either be posted in PDF form on D2L for direct download or through links provided immediately below. Students are also encouraged to refer to D2L for all lecture notes and additional supplementary readings, links, videos, etc. Lecture notes will *normally* be posted before lecture times to allow students to download the document and take notes. While every effort will be made to provide lecture notes in advance of lectures, this may not be possible before every class.

1 - Course Introduction

No required readings

2 - The "Americanization" of the Canadian criminal justice system?

Colin Goff. (2014). Criminal Justice in Canada, ch. 1, pp. 1-5, Toronto: Nelson.
[PDF posted to D2L]

3 - Crime as Normal in Modern Societies

Thomas Bernard, Jeffrey Snipes and Alexander Gerould. (2010). Crime as Normal in Modern Societies. Pp. 116-120 in *Vold's Theoretical Criminology (6th Ed.)*. Oxford: Oxford University Press.
[PDF posted to D2L]

4 – Crime Does Not Exist

Nils Christie. (2004). *A Suitable Amount of Crime*, pp.4-6, 10-12, London: Routledge.
<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10099986>

5 – Public Perceptions of CJ: Fear of crime and counting Crime

Victor Kappeler and Gary Potter (2005) *The Mythology of Crime and Criminal Justice* (4th Ed.), ch.2, pp. 33-51, Long Grove: Waveland Press
[PDF posted to D2L]

6 – Public Perceptions of CJ: Crime rates, crime trends, and perceptions of crime in Canada

Colin Goff. (2014). *Criminal Justice in Canada*, ch. 4, pp.113-123, Toronto: Nelson.
[PDF posted to D2L]

7 – Criminal Justice Reactions to Public Perceptions: Penal populism

Julian Roberts, Loretta Stalans, David Indermaur, Mike Hough. (2003). Ch.1, pp. 3-5: "Penal Populism in context" and Ch.2, pp. 12-15: "Public Opinion about Crime and Punishment", in *Penal Populism and Public Opinion. Lessons from five countries*. Oxford: Oxford University Press.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/docDetail.action?docID=10084855>

8 – Policing: The Impossible Mandate

Peter Manning. 1977. Ch.1., *The Symbolization of Police Work*, pp. 3-22, in *Police Work*. Cambridge: MIT Press.
[PDF posted to D2L]

9 – Policing Modern Society

Colin Goff (2014) *Criminal Justice in Canada*, ch. 5, pp.160-166, Toronto: Nelson
[PDF posted to D2L]

10 – Zero Tolerance Policing, NYC Style

No required readings

10.5 – Special Topic, Time Permitting – Policing in China – Regulating Legitimacy

No required readings

11 – American Juvenile Super Predators

Victor Kappeler and Gary Potter (2005) *The Mythology of Crime and Criminal Justice* (4th Ed.), ch. 9, pp. 215-33, Long Grove: Waveland Press.
[PDF posted to D2L]

12 – Emotions Discourses on Youth Crime in Canada

Michael Adorjan. 2012. Emotions Contests and Reflexivity in the News: Examining Discourse on Youth Crime in Canada. Ch.14, pp. 73-77, in *Reading Sociology: Canadian Perspectives (2nd Ed.)*. Lorne Tepperman and Angela Kalyta (eds.). Oxford: Oxford University Press.

13 – Prison and Prisonization: Inmate Society

Colin Goff (2014) *Criminal Justice in Canada*, ch. 11, pp. 377-381, Toronto: Nelson
[PDF posted to D2L]

14 – Prison and Prisonization: Cons and Country Clubs

Victor Kappeler and Gary Potter (2005) *The Mythology of Crime and Criminal Justice (4th Ed.)*, ch.12, pp. 287-311, Long Grove: Waveland Press
[library reserve copy available]

15 – Guest Lecture – Aboriginals in Canadian Courts

Reading TBD

16 – Reintegrative Shaming and Restorative Justice

Colin Goff (2014) *Criminal Justice in Canada*, ch. 3, pp. 99-101, Toronto: Nelson
[PDF posted to D2L]

17 – Restorative Justice in Canada

Scott Kenney. 2010. Chapter 7: Restorative Justice (with Don Clairmont), pp. 173-204 in *Canadian Victims of Crime: Critical Insights*, Toronto: Canadian Scholars' Press Inc.
[PDF posted to D2L]

18 – Final exam review

No required readings

Technology in the Classroom

Students are encouraged to bring their electronic devices to class (e.g. laptops, smartphones, tablets, etc.) to assist with note taking and learning. Students are expected NOT to distract other students by watching any videos or engaging in any video chats, answering phone calls (unless emergencies), playing video games, or any other activity that would distract other students either through audio or video content. All devices must be set to buzzer or silent mode during the lecture.

Email and Correspondence

Questions and comments are always welcome about all aspects of this course. While every attempt will be made to respond to emailed inquiries promptly (e.g. questions about a forthcoming assignment, specific theories and concepts, etc.), A WINDOW OF THREE (3) DAYS MAXIMUM should be anticipated for a response. Students should bear this in mind if last

minute questions or issues arise, especially before any mid-terms and/or end-term examinations.

Grade Appeals

If students wish to appeal a grade on any assignment or examination, they are required to make an appointment with the instructor and bring with them a written document specifying what grade they believe they should have earned and the reasons for that grade. The instructor retains the right NOT to change the grade, to raise the grade or LOWER the grade after consultation with the student.

University Policies and Protocols

The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.

Academic Misconduct: Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Protection of Privacy: The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or through D2L. "If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment."

Ethical Research: Students are advised that any research with human subjects--including any interviewing (even with friends and family), opinion polling, or unobtrusive observation--must have the approval of the Departmental Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Deferrals: If possible, please provide advance notice to the instructor if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. If you have missed a test for a legitimate reason, the instructor can require you to write a "make up" test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a "make up" test for you, its date and location will be at the convenience of the Department of Sociology. Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It's available at

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf> Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation: The 2014-15 Students' Union VP Academic's email is: Hana Kadri suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Education Block Food Court (alternately, Scurfield Hall – Atrium). Please check these assembly point locations for your other classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

Academic Accommodation: Students who require academic accommodation, must register with Student Accessibility Services (formerly the Disability Resource Centre) at MC 452 (or phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

Appendix 1/2: Grade Descriptors

Grade Descriptors for Essays

	Grade A	Grade B	Grade C	Grade D	Grade F
Addressing the Task	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) and a few of the subsidiary, embedded or implicit aspects but only addresses them partially.	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.
Understanding, Analysis, Synthesis, and Application of Knowledge	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Overall, some perceptive and critical engagement with issues and themes, the analysis, synthesis and application of knowledge is mostly clear and effective but the essay in parts reveals rather superficial understanding of relevant concepts and theories.	Occasional critical engagement with key issues and themes but in general rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies.	No critical engagement with issues, and themes. Essay characterized by serious inaccuracies and misunderstandings.
Argumentation	Examines the question/issue/ problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question/issue/ problem from most of the important perspectives. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Examines the question/issue/ problem from some of the important perspectives. Not all relevant arguments and counter arguments are fully examined. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single perspective. Only minimal examination of relevant arguments and counterarguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.	Arguments are confused and illogical. Student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.
Structure / Organization	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.	Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to construct effective paragraphs, but some paragraphs lack a central idea or supporting detail.	Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
Mechanics	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but show many inconsistencies and/or errors.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

APPENDIX 2/2: REFERENCING

Standard citation and referencing styles include APA and MLA. So long as students are *consistent* in their referencing style, either approach is acceptable. See for example:

- *Cite right: a quick guide to citation styles--MLA, APA, Chicago, the sciences, professions, and more* [available as an e-book through the library]

Citations in the body of a portfolio/essay:

Deviance was conceived as a statistical aberration given a normally distributed orderly society (Best 2004, 7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

OR

Deviance was conceived as a statistical aberration given a normally distributed orderly society (Best 2004:7). Fuller and Myers (1941) defined social problems as “an actual or imagined deviation from some social norm cherished by a considerable number of persons” (p. 25).

Use quotations only for exact reproductions of original text and presentation. Paraphrased passages (where you write/summarize in your own words what an author wrote) do not require quotations but ***still require citation and referencing*** You do not need quotes but should cite paraphrased summations (as in the first citation for ‘Best 2004, 7’).

Please avoid androcentric (male centered) generic nouns/pronouns: Chair**man**, polic**eman**, e.g. “in general an individual in society wants to feel normal. **He** will often act in a way to complete this self perception.” Instead use chairperson, police officer, and he/she or she/he.

Referencing for a bibliography:

Journal:

Wrong, Dennis H., “The Oversocialized Conception of Man in Modern Sociology”, *American Sociological Review*, 26, 2, April 1961, 183-193.

Book:

Spector, Malcolm and John Kitsuse, *Constructing Social Problems*, Cummings Publishing Company, Menlo Park, 1977.

OR

Wrong, Dennis H. April 1961. “The Oversocialized Conception of Man in Modern Sociology.” *American Sociological Review* 26, 2:183-193.

Spector, Malcolm and John Kitsuse. 1977. *Constructing Social Problems*. Menlo Park, Cummings Publishing Company.

Newer forms of multimedia have a variety of ways to be referenced. So long as the reader can find the source if it is online, that it include the title of the online article if applicable, the author of the online article if applicable, and that you include the date you accessed the

source, that will be sufficient for this course. Indenting the second line may cause interference with the URL that is listed. Indenting is thus not necessary for online sources.

Machinima Report. *Gone Gitmo – a virtual Guantanamo Bay Prison built in Second Life*.
<http://www.immersivejournalism.com/gone-gitmo/> (Accessed August 2014).

How about a movie? Same general principle – include the name of the movie, the year, and also the director. No need to list actors/actresses. www.imdb.com is a good source.

Fight Club. 2000. Directed by David Fincher.

A television show? If possible include season, episode and directorial information.
www.tv.com is a useful source.

Breaking Bad. “Blood Money.” Season 5, Episode 9. Directed by Bryan Cranston.