

The University of Calgary

Sociology 421: INTERNATIONAL LAW, CRIMINAL JUSTICE AND SOCIAL CONTROL IN LATE MODERNITY Fall 2012

Instructor: Dr. Christie Barron

Class: Wednesday 4:00pm – 6:50pm in ST 127

Office Hours: Wednesday 2:00pm – 3:00pm or by appointment
Office: 944
Phone number during office hours: 403 220 6874

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Please only use email for quick questions or to set up an appointment.

COURSE CONTENT AND OBJECTIVES

This course focuses on contemporary transitions in governing deviance and crime in an international context. In particular, we will look at the changing nature of regulation and justice in Canada, the United Kingdom and the United States. We will also consider the current social, economic and political environments in order to assess the topical issue of policy transfer between countries. The implications of the growing centrality of risk assessment, prevention and actuarial justice will be considered throughout. Topics will include: new directions in social control theory; strategies of crime prevention; changes in the youth justice system; the rise of mass incarceration in Western societies; hate crime; terrorism and global social control; crime control in the community; the regulation of drug use.

REQUIRED READING

The required texts are available at the U of C Bookstore:

1. Barron, C. (2011). *Governing Girls: Rehabilitation in the Age of Risk*. Halifax: Fernwood Publishing.
2. Garland, D. (2001). *The Culture of Control: Crime and Social Order in Contemporary Society*. Oxford: Oxford University Press.
3. Soci 421 *Book of Readings*.

This selection of readings also constitutes part of the material to be examined. The following articles are located in the Book of Readings:

1. Innes, M. (2003). "A history of social control practices." In *Understanding social control: Deviance, crime and social order*. Maidenhead: Open University Press.
2. Rose, N. (2000). "Government and control." *British Journal of Criminology*. 40(2): 321-339.
3. Innes, M. (2003). "The argument." In *Understanding social control: Deviance, crime and social order*. Maidenhead: Open University Press.
4. Kemshall, H. (2003). "The role of risk in criminal justice and penal policy." In *Understanding risk in criminal justice*. Maidenhead: Open University Press.
5. O'Malley, P. (2010). "Risk and Crime Control." In *Crime and Risk*. London: Sage. RECOMMENDED READING – RESERVE SECTION OF LIBRARY
6. Pitts, J. (2001). "The new correctionalism: young people, youth justice and New Labour" In Matthews and Pitts (eds). *Crime, disorder and community safety: a new agenda*. London: Routledge.
7. Wacquant. L. (2001). "Deadly symbiosis: when ghetto and prison meet and mesh." *Punishment and Society*. 3(1): 95-134.
8. Alexander, M. (2011). "The New Jim Crow: How mass incarceration turns people of color into permanent second-class citizens." *The American Prospect*. 22(1): 19-21.
9. Jacobs, J. (2002). "Hate Crime: Criminal Law and Identity Politics" *Theoretical Criminology*. 6(4): 481-484.
10. Perry, B. (2002). "Hate Crime and Identity Politics." *Theoretical Criminology*. 6(4): 485-491.
11. White, R. (2002). "Hate crime politics." *Theoretical Criminology*. 6(4): 499-502.
12. Moore and MacLean Rennie. (2006). "Hated Identities: Queers and Canadian Anti-hate Legislation." *Canadian Journal of Criminology and Criminal Justice*. 48(5): 823-836.
13. Bell, C. (2006). "Subject to Exception: Security Certificates, National Security and Canada's Role in the 'War on Terror.'" *Canadian Journal of Law and Society*. 21(1): 63-83.

14. Poynting, S. and B. Perry (2007). "Climates of Hate: Media and State Inspired Victimization of Muslims in Canada and Australia since 9/11." *Current Issues in Criminal Justice*. 19(2): 151-171.
15. Ventura, Miller and Deflem. (2005). "Governmentality and the War on Terror: FBI Project Carnivore and the Diffusion of Disciplinary Power." *Critical Criminology*. 13: 55-70.
16. Bowling, B. (1999). "The rise and fall of New York murder: zero tolerance or crack's decline." *British Journal of Criminology*. 39(4): 531-554.
17. Muzzatti, S. (2004). "Criminalising Marginality and Resistance: Marilyn Manson, Columbine and Cultural Criminology." In Ferrell, Hayward, Morrison, Presdee (eds). *Cultural Criminology Unleashed*. London: The GlassHouse Press.
18. Lippert, R. and B. Wilkinson (2010). "Capturing crime, criminals and the public's imagination: Assembling Crime Stoppers and CCTV surveillance." *Crime, Media, Culture*. 6(2): 131-152.
19. Mallea, P. (2011). "Drugs Legislation." In *Fearmonger: Stephen Harper's Tough-on-Crime Agenda*. Toronto: James Lorimer & Company Ltd.
20. O' Malley, P. (2002). "Drugs, risks and freedoms: Illicit drug 'use' and 'misuse' under neo-liberal governance." In Hughes, McLaughlin and Muncie (eds). *Crime Prevention and Community Safety*. London: Sage Publications.

STUDENT RESPONSIBILITIES

Emergency evacuations:

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by [*check link to find assembly point for your building*] --

<http://www.ucalgary.ca/emergencyplan/node/75>

Deferrals:

If at all possible you must provide advance notice to the instructor if you are unable to take a test or pass in an assignment or essay 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 physical or emotional problem 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://ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.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).

Ethics 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.

Academic Misconduct: Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor’s office or the Department main office. Written assignments must be returned to students individually, during class, or during the instructor’s office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

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 with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.

Handing in papers outside of class, return of final papers, and release of final grades:

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor’s office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor’s office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.

EVALUATION

Students are evaluated in four different ways:

1. CLASS PARTICIPATION 10%

This course is designed to allow students to benefit from a small group seminar experience. The intent is to create an interactive and respectful classroom environment to allow the instructor and students alike to listen, learn and critique. Students are required to attend and contribute to class discussion and debates. Student participation will be recorded for each class. To ensure fairness and equity, there will be a seating plan implemented on the second day of classes.

Students are also strongly encouraged to keep informed of current changes in law and policy through reading a local and national newspaper. This information will be required for some class discussions.

2. IN-CLASS TEST 30%
October 24, 2012

The format will be discussed in class closer to the date. All material up to and including **Week 5** will be included.

3. RESEARCH PAPER 50%
Due November 28, 2012 (NO EXTENTIONS)

Students are required to submit a 15 page (please number pages), 12 font, double-spaced, formal research paper addressing one of the essay topics provided in the list of topics and readings. Although essay topics are provided, it will up to you to interpret the question in a specific way and to make this clear in your thesis statement and analysis. You are required to consult primary documents (for example, analyze relevant government policy documents) as well as text reading. Further guidance for the completion of this essay is as follows:

- You must outline a clear argument and use supporting data.
- The perspectives outlined in the first three lectures in relation to social control (i.e. the theories of Innes, Garland, Rose) must be engaged with in relation to your specific topic even if this is critical engagement.
- The paper must be informed by an understanding of the changing nature of contemporary policy and to some degree law, if appropriate.
- The paper must critically engage with populist or common-sense assumptions with regard to crime and crime control.
- It must be analytical and not descriptive; it is an essay and not a 'review'.

The paper will be evaluated on the following basis:

15 marks – Course Objectives (degree of understanding and incorporating relevant theory, explanation and context)

15 marks – Persuasion of Argument (clear thesis statement, supporting topical sentences and coherent organization)

10 marks – Research Resourcefulness (quality of primary research and bibliographic sources)

10 marks – Quality of Composition and Referencing (grammar, spelling and proper referencing format)

4. IN-CLASS TEST 10%
December 5, 2012

The final format will be discussed in class closer to the date. All material from **Week 6 to Week 13** will be included.

LATE WORK

Late penalties will apply. Work submitted past the end of class on the due date will be assigned a penalty of **5% per day**. For example, a paper submitted two days late which would have received a 60 will instead receive a 50. Extensions will not be permitted without appropriate medical documentation. It is the responsibility of students, not the instructor, to keep a copy of handed-in work.

GRADING SCALE

Please be aware that the grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

A+	95>
A	85-94
A-	80-84
B+	77-79
B	74-76
B-	70-73
C+	67-69
C	64-66
C-	60-63
D+	55-59
D	50-54
F	<49

LECTURE SCHEDULE AND READING ASSIGNMENTS

This is designed to be a flexible schedule. When and how certain topics are covered in class may change, and we will complete the following *only* if time allows. Students are strongly advised to attend class to keep informed of any changes that may occur. Video material, which may include content not identified below, may be used to complement lectures where relevant and available. Video material used in class may be examined on the tests. It is expected that assigned readings will be completed by the beginning of class each week to enhance class participation.

WEEK 1 – September 12 **Introduction to the course**

Readings: none

WEEK 2 – September 19 **Penal Modernism**

Readings:

Garland – Chapters 2-4
Book of Readings – Innes Chapter 3

WEEK 3 – September 26

New directions in social control theory: regulation and inclusion/exclusion

Readings:

Garland – Chapter 1 and Chapter 5
Book of Readings – Rose article and Innes Chapter 1

WEEK 4 – October 3

New directions in social control theory: risk and actuarial justice

Readings:

Barron – Chapters 1, 2 and 3
Book of Readings: Kemshall article

Recommended reading: O’Malley article (2010) on reserve in library

WEEK 5 – October 10

Youth justice: diversion or incarceration?

Readings:

Garland – Chapter 6 and Chapter 7
Barron – Chapter 4 and Chapter 5
Book of Readings: Pitts article

Essay topic: Analyze contradictions in the youth justice system in relation to the contemporary nature of social control.

WEEK 6 – October 17

The rise of mass incarceration in Western societies

Readings:

Barron – Chapter 6 and Chapter 7
Book of Readings: Wacquant article and Alexander article

Essay topic: Wacquant argues that the actions of the criminal justice system and the tight meshing of the hypergetto with the carceral system has lead “not to mass incarceration but to the hyperincarceration of sub(proletarian) African American men” (Wacquant 2010: 74). Discuss.

WEEK 7 – October 24
In-class test

Readings: none

WEEK 8 – October 31
Paper Preparation – NO LECTURE

WEEK 9 – November 7
Race, hate crime and legal transitions

Readings:

Book of Readings: Jacobs article, Perry article, White article and Moore and MacLean article

Essay question: Is the law the most effective way of dealing with the problem of hate crime?

WEEK 10 – November 14
Terrorism, anti-terrorism and global social control

Readings:

Book of Readings: Bell article, Poynting article, Ventura, Miller and Deflem article

Essay topic: Discuss the implications of the ‘war on terror’ for the rule of law and global social control.

WEEK 11 – November 21
Crime control in the community: fear of crime, anti-social behaviour and ‘zero tolerance’

Readings:

Book of Readings: Bowling article, Muzzatti article and Lippert and Wilkinson article

Essay question: Do zero tolerance strategies ‘work’? Discuss in relation to a late modern context of social control.

WEEK 12 – November 28
Essays due

Drugs: criminalization and decriminalization (short lecture)

Course Review and Conclusions

Jeopardy trivia game

Readings:

Book of Readings: Mallea article and O'Malley article

WEEK 13 – December 5

In-class test

Readings: none
