Course Description: Public policy governs and regulates social order and defines certain actions as “criminal”. In this course, we will discuss why some actions are deemed criminal (whereas others are not) and examine our social responses to criminal behaviour, including general public attitudes and government legislation. The class will also analyze contemporary public policy debates related to crime both in Canada and internationally.

Course Prerequisites: SOC 225 or consent of instructor.

Course Objectives and Expected Learning Outcomes: In this course, students will develop their factual knowledge and sociological understanding of crime and governance while practicing the skills of oral communications and academic writing. The class will collectively explore paradigms and processes employed to govern crime in Canada. In doing so, we will address four questions:
1) What paradigms govern crime in Canada (e.g. governance, discipline, sovereignty)?
2) What agents govern crime in Canada (e.g. the public, the legislature, the courts)?
3) Who or what are the objects of crime control in Canada (e.g. conduct, “the economy,” bodies, “criminals,” “citizens”)?
4) What are the ends of governing crime in Canada (e.g. equality, order, security, welfare, justice)?

The class will discuss how the governing of crime is linked to normative and practical concerns. In the process we will consider the ways criminal law promotes visions of its subjects, the relations between crime and “culture,” and the processes that define certain actions as criminal.

Teaching style:
The course will mainly consist of class discussions. Each week, I will give a short introduction to the topic and one or two of you will present on additional readings relevant to the meeting’s topic – but essentially, the main part of each meeting will be class discussion. I will treat the seminar room as a “learning community” – so sharing thoughts and arguing about points (also with me!) is crucial for learning. Being in a fourth year seminar, you are more than ever expected to come to class prepared and ready to share your critical thoughts on the assigned readings.
While each of you needs to submit your own final paper, it will definitely be beneficial to discuss your thoughts with your classmates before putting them down on paper – and I highly encourage that! In other words: competition is part of our university education system, but collegiality makes everyone’s work better!
**Required Texts:** *Readings available through course website.*

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**Course Schedule and Assigned Readings**

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**September 02**

Opening discussion of class objectives and expectations. Start discussions on the “creation of law”, media influence, Cohen’s concept of moral panic etc.

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**Topic 1 – Normative and Effective Governance**

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**September 09**


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**Topic 2 - Subjects of Criminal Law**

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**September 16**

**Class Presentations Begin**


**Topic 3 – Canadian incarceration trends**

**September 23**


**Presenter 1:** Raji Mangat (2012). *More than we can afford. The cost of mandatory minimum sentencing*. Vancouver: The Canadian Bar Foundation.

ONLY READ UNTIL PAGE 44!!


**Presenter 3:** Raji Mangat (2012). *More than we can afford. The cost of mandatory minimum sentencing*. Vancouver: The Canadian Bar Foundation.

Page 45 until 86

**Topic 4 – Public Inquiries, Policing, and culture**

**Sept 30**


**Topic 5 – Criminal Law and Religion**

October 07


**Topic 6 – Youth and Gangs**

October 14


Everyone: read up on the anti-gang taskforce in B.C.
http://www.cfseu.bc.ca/en/about-cfseu-bc


**Topic 7 – Drug Dealing and Harm Reduction and Topic 8 Deportation**

**October 21**


Presenter 2: http://www.newyouth.ca/immigration/permanent-resident/what-does-it-mean-to-be-deported


http://www.ihra.net/files/2010/08/10/Briefing_What_is_HR_English.pdf
Topic 9 - Human Trafficking and Topic 10 Rape and Sexual Assault

October 28


Topic 11 - Intimate Partner Violence and Family Violence

November 04


For reference – not mandatory:
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90c11_e.htm


November 11 – No Class

Topic 12 – De-concentrating poverty

November 18

Everyone: www.mtoresearch.org = familiarize yourself with the MTO program, including its history, previous findings in different sites and on different aspects, data, and the final impact evaluation. You do not need to familiarize yourself with the survey instrument.


**Topic 13 – National security**

**November 25**

Presenter 1: Building Resilience Against Terrorism: Canada’s Counter-terrorism strategy: 
www.publicsafety.gc.ca/cnt/rsrscs/plctns/rslnc-gnst-trrrsm/index-eng.aspx#s1

**December 02**

Wrap up (usually the schedule shifts slightly and we will probably need this session for national security as well if the discussion of earlier topics took longer than expected)
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/

Representative Evaluative Material: Will be discussed in class.

Grading:

Marks are given in percentages, to which letter grades are also assigned, according to the table below.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Grade Value</th>
<th>Grade Point Value</th>
<th>Definition</th>
<th>Grade Value</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td>4.0</td>
<td>Excellent</td>
<td>4.0</td>
<td>Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.</td>
</tr>
<tr>
<td>A</td>
<td>90-94</td>
<td>4.0</td>
<td></td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>85-89</td>
<td>3.7</td>
<td></td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
<td>3.3</td>
<td>Good</td>
<td>3.3</td>
<td>Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.</td>
</tr>
<tr>
<td>B</td>
<td>75-79</td>
<td>3.0</td>
<td></td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-74</td>
<td>2.7</td>
<td></td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>66-69</td>
<td>2.3</td>
<td>Satisfactory</td>
<td>2.3</td>
<td>Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefiting from his/her university experience.</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>2.0</td>
<td></td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C_</td>
<td>58-61</td>
<td>1.7</td>
<td></td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-57</td>
<td>1.0</td>
<td>Marginal Pass</td>
<td>1.0</td>
<td>Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of ‘C’ is required).</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>Inadequate</td>
<td>0</td>
<td>Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.</td>
</tr>
</tbody>
</table>
Grade Evaluation:

<table>
<thead>
<tr>
<th>EXAMS</th>
<th>WEIGHTING</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Online Discussion Questions</td>
<td>10%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Presentations</td>
<td>30%</td>
<td>Individuated</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
<td>Dec 02, 2016</td>
</tr>
</tbody>
</table>

Grades are unofficial until approved by the Department and/or Faculty offering the course.

Participation:

Participation grades evaluate the intellectual contribution students make to the class and are not a measure of whether students conform to expected classroom conduct. As a baseline, students are expected to show respect for members of the class and for the method of shared inquiry. This means participating in class discussion. **Critiques should be addressed to ideas rather than individuals.**

Each class, each student will receive a grade out of 10 and the average of these grades will be used to calculate the student’s participation grade. Students may miss up to two classes without affecting their participation grade. The following rubric will be used.

**Participation Rubric:**

**Excellent 9-10**
The student comes to class prepared with questions and critiques of the readings.

The student deepens the conversation by going beyond the text.

The student actively attends to what others say and responds to points raised by others.

**Good 7-8**
The student comes to class prepared with questions and critiques of the readings.

The student takes steps to check comprehension by asking clarifying and probing questions. In general, the student’s comments and ideas contribute to the group’s understanding of the material and concepts.

**Satisfactory 5-6**
The student has read and understood the readings as evidenced by oral contributions.

The student generally listens well and takes steps to check comprehension by asking clarifying and probing questions.
The students’ contributions to the discussion are sometimes based on opinion or unclear views rather than on informed arguments.

**Poor 1-4**
The student does not listen well as indicated by the repetition of comments posed earlier or by off task activities.

The student’s comments indicate that the student didn’t read assigned material or misunderstood many points.

The student’s comments are off topic, difficult to understand or without substantiation.

**Unacceptable 0**
Student 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

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**Online Discussion Questions:**

Our class website contains a section for online discussion between students. Students will pose thoughtful questions about the readings. These questions must go beyond asking for clarification of the readings. Instead, students should pursue questions of the following sort: In which ways do the current policies addressing the specific issue pose problems? What ideas about the world, human beings, morality and so on does the author take for granted? What political or ethical vision animates the author’s writing? How might one take up or react against the author’s arguments in one’s own thinking, daily life and professional activities? After posing their question, the student will provide their own attempt to answer their question.

Marks will be based upon the quality of student’s questions and responses to others’ questions, rather than their frequency. Students should provide four to six detailed and thoughtful questions, and four to six thoughtful responses to others’ questions over the course of the semester. Grades for this category will be determined at the very end of the course.

**Presentations:**

Student presentations should be about 10-15 minutes long. Your classmates may not have read the text that you are presenting on, so make sure that you present the main points of your assigned reading, yet also go beyond the text in posing relevant and critical questions about the reading. Your presentation should end with one or more questions you will pose to your classmates, for the purposes of opening up the class discussion.
Presenters are expected to take on additional responsibility for promoting class discussion during the seminar in which they present.

You may or may not use power point, may or may not provide handouts and may employ any other presentation style that suits you.

Students will sign up for class presentations during the first/second week of classes.

**Final Paper:**

Your final paper is due on **December 02, 2016 (at the beginning of class!)**. For the final paper, you will choose any issue relating to crime and public policy in the Canadian context. This could be a topic that we are explicitly covering in class (for example, de-concentrating poverty as a way of tackling neighbourhood crime rates or human trafficking) or, it could be a topic that we are not explicitly covering in class (for example, prostitution).

Your final paper will consist of three main components:

1) A description of the topic in the Canadian context. (i.e., what is the issue?)
2) A description of the current policies pertaining to your chosen topic.
3) An analysis of the current policies. What are advantages and disadvantages of how the issue is currently being addressed? Are the current policies sufficient and the best way to approach the topic? If so, why? If not, what would be more adequate approaches?

**Your paper will be 12-15 pages** double spaced, 12 font not including a title and reference page.

Please use APA citation style.

**Attendance, Absences, and Missed Grade Components:**

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the **Attendance** section of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result. Approval for an excused absence from term work (e.g. classes, assignments, quizzes, term papers, reports, or term examinations) is at the discretion of the instructor. There is no guarantee that an excused absence will be granted. Misrepresentation of facts to gain an excused absence is a serious breach of the **Code of Student Behaviour**.
Policy for Late Final Papers:

Late Papers will not be accepted unless special arrangements have been made with the instructor. If a final paper is not handed in for reasons of potentially excusable illness or domestic affliction the student must provide the instructor with supporting documentation pertaining to the absence within two working days following the due date or as soon as the student is able having regard to the circumstances underlying the absence. If a student chooses to provide a medical note to support the request for an excused absence, the University of Alberta Medical Statement Form may be downloaded from the Online Services section of www.registrar.ualberta.ca. In the absence of a University of Alberta Medical Statement, or where the reason for the absence is something other than illness, a student must present a completed Statutory Declaration. Statutory Declarations forms can be obtained from your Faculty office. A copy of the Statutory Declaration is submitted to the instructor, and the original Statutory Declaration remains in the student’s permanent academic file in the faculty office.

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 (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.

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:
• Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the student ombudservice: (http://www.ombudserviece.ualberta.ca/). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, at http://gfcpolicymanual.ualberta.ca/.
Student Accessibility Services (SAS):

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 SAS, contact their office immediately (1-800 SUB; Email ssdsrec@ualberta.ca; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Plagiarism and Cheating:

Students should refer to the Student Conduct and Accountability website for helpful resources on Academic Integrity, Cheating and Plagiarism.  

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty.

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).”

Cell Phones:

Cell phones are to be turned off during the seminar, unless special arrangements have been made with the instructors.

Computers and Tablets:

May be used only to access the readings for the course, unless special arrangements have been made with the instructors. Notes should be taken on paper, again unless special arrangements have been made with the instructors. Any other use of electronics creates distraction for both the user and surrounding students.

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class.