

SOC 2610 A02: Sociology of Criminal Justice & Corrections
The University of Manitoba • Department of Sociology
Winter 2018 (3 cr. hrs.)

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|--------------------|------------------------|----------------------|------------------------------------|
| Professor: | Dr. Jeremy Patzer | Telephone: | 204-480-1039 |
| Time: | T/Th 10:00am - 11:15am | Email: | jeremy.patzer@umanitoba.ca |
| Location: | 215 Tier | Office: | 309 Isbister |
| Final Exam: | In-class test | Office Hours: | By appt, esp. before & after class |

*Generally, the most effective way to get in touch with me is by email. I am often able to respond within 24 to 48 hours, barring periods of travel, conferences, etc. **Include the course number/name and section in the subject line.***

REQUIRED READING

- Griffiths, Curt T. *Canadian Criminal Justice: A Primer*, 5th edition. Toronto: Nelson.
- Additional readings and hand-outs will be posted on UM Learn and/or supplied in class throughout the course. Students are just as responsible for keeping up with this content, as it will also appear on the tests.

COURSE DESCRIPTION

The sociological study of the criminal justice system, including the police, the courts, prisons and other correctional agencies. Prerequisite: [a grade of "C" or better in SOC 2510 or SOC 2511 or written consent of department head.

COURSE OBJECTIVES

This course provides an introduction to the structure and workings of the Canadian criminal justice system from the initial contact with the offender through prosecution, disposition, incarceration, and release to the community. It can be broadly divided into three components: police, courts and law, and corrections. We will also read and discuss a variety of theoretical perspectives and empirical investigations of issues related to criminal justice and corrections, utilizing legal, historical, criminological, sociological, and interdisciplinary perspectives. Students are encouraged to keep abreast of current issues in criminal justice. While most material and examples will focus on the Canadian criminal justice system, we will also discuss international practices in criminal justice that may shed light on our own system and provide ideas for alternatives and reform.

The readings and lectures will be supplemented with PowerPoint presentations, videos, news stories, student discussions, and participatory exercises. All material presented in class and all required reading may be covered on tests and examinations. **While every attempt will be made to cover the assigned materials in class, some topics may not be discussed given time constraints. Students are nevertheless responsible for all *assigned readings* during the time periods covered.** Students are expected to have completed the pertinent readings prior to the lectures. This will allow you to incorporate the lecture material quickly, make connections to the readings and your prior knowledge, and engage actively in class discussions. Attendance and participation is critical for success in this course.

EVALUATION AND ASSESSMENT

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|--------------------|-------|----------------------|
| Test One | (25%) | Feb 8 th |
| Test Two | (25%) | Mar 13 th |
| Written Assignment | (20%) | Mar 29 th |
| Test Three | (20%) | Apr 5 th |
| Participation | (10%) | Every. Single. Day. |

IMPORTANT DATES

| | |
|------------|-----------------------------|
| Jan 3: | Winter term begins |
| Feb 19-23: | Winter term break, no class |
| Mar 16: | VW Deadline |
| Mar 30: | Good Friday, no classes |
| Apr 6: | Last day of term |

GRADE DISTRIBUTION

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|----|-----------|----|----------|
| A+ | 90 – 100% | C+ | 65 – 69% |
| A | 80 – 89% | C | 60 – 64% |
| B+ | 75 – 79% | D | 50 – 59% |
| B | 70 – 74% | F | 0 – 49% |

Participation: consists of such assessments as small in-class assignments, exit slips, active engagement in class discussions, and regular attendance.

Tests: will be a combination of multiple choice and written answer questions. **All tests are non-cumulative.** No equipment such as calculators and handheld devices will be required or permitted during the tests, although students whose first language is not English are welcome to use a dictionary.

Written assignment: will consist of an (approximately) eight-page argumentative essay on a significant topic related to criminal justice. I will distribute in class an assignment sheet that outlines the parameters and expectations for the essay. It will also contain a short list of possible topics for the essay. We will also have lessons offering guidance on essay writing in general. The written assignment must be typed and formatted according to the **ASA, APA, or Chicago** style guide. Staple your essay. No bindings, covers, or folders please.

MISSING DEADLINES AND TESTS

Assignment deadlines and tests can only be missed for **legitimate medical reasons** or **family emergencies**. If you are in a situation where you are likely to miss a deadline or test for a compelling reason, **contact me beforehand** so that we can discuss it, and please work on securing appropriate documentation from a legitimate source. Students who miss a test must provide proper documentation to be considered for re-scheduling.

“WHEN WILL WE GET OUR TESTS/ESSAYS BACK?”

A rule of thumb I employ is to endeavour to have tests and papers graded and returned by the two-week mark. Depending upon class size and evaluation methods for the course (proportion of written work vs multiple choice, etc.), this can sometimes be a challenge. In looking at the various due dates, you will notice that you will certainly have written and received a grade for the first test before the voluntary withdrawal date. If, for test two, you are in a situation where you are particularly concerned about knowing your mark by the voluntary withdrawal deadline, please communicate with me about this.

TENTATIVE SYLLABUS

*Reminder: Non-textbook readings and handouts will be posted on UM Learn and/or distributed in class.

Setting the Framework

Griffiths, Ch.1: The Foundations of Criminal Justice

Griffiths, Ch.2: The Structure and Process of Criminal Justice

Griffiths, Ch.3: Crime, Victims, and the Community

Part I: Police

Griffiths, Ch.4: The Structure and Roles of the Police

Griffiths, Ch.5: Police Powers and Decision Making

Wortley, Scot and Akwasi Owusu-Bempah. 2011. "The Usual Suspects: Police Stop and Search Practices in Canada." *Policing and Society* 21(4):395-407.

Griffiths, Ch.6: Police Strategies and Operations

Cavender, Gray and Sarah K. Deutsch. 2008. "CSI and Moral Authority: The Police and Science." *Crime, Media, Culture* 3(1):67-81.

Milberry, Kate and Andrew Clement. 2014. "Policing as Spectacle and the Politics of Surveillance at the Toronto G20." Pp. 127-47 in *Putting the State on Trial: The Policing of Protest During the G20 Summit*, edited by M. E. Beare, N. Des Rosiers and A. C. Deshman. Vancouver: UBC Press.

Part II: Courts

Griffiths, Ch.7: The Structure and Operations of the Criminal Courts

Jung, Sandy, Heather Ahn-Redding and Meredith Allison. 2014. "Crimes and Punishment: Understanding of the Criminal Code." *Canadian Journal of Criminology and Criminal Justice* 56(3):341-66.

Griffiths, Ch.8: The Prosecution of Criminal Cases

Denov, Myriam S and Kathryn M Campbell. 2005. "Criminal Injustice: Understanding the Causes, Effects, and Responses to Wrongful Conviction in Canada." *Journal of Contemporary Criminal Justice* 21(3):224-49.

Griffiths, Ch.9: Sentencing

Roberts, Julian V. and Andrew A. Reid. 2017. "Aboriginal Incarceration in Canada since 1978: Every Picture Tells the Same Story." *Canadian Journal of Criminology and Criminal Justice* 59(3):313-45.

Part III: Corrections

Griffiths, Ch.10: Corrections in the Community: Alternatives to Confinement

Forman Jr, James. 2010. "Why Care About Mass Incarceration?" Review of Let's Get Free: A Hip-Hop Theory of Justice. *Michigan Law Review* 108:993.

Griffiths, Ch.11: Correctional Institutions

Wacquant, Loïc. 2000. "The New 'Peculiar Institution': On the Prison as Surrogate Ghetto." *Theoretical Criminology* 4(3):377-89.

Griffiths, Ch.12: Release and Reentry

Griffiths, Ch.13: Restorative Justice: An Alternative Approach to Crime, Victims, and Offenders

MULTI-SECTIONED COURSES AND FINAL GRADES REVIEW

In accordance with University and Faculty of Arts policies and the *University of Manitoba Senate Policy #1307*, departments and programs are required to utilize a final grades review and approval process of multi-sectioned undergraduate courses *before* course grades are rolled into Aurora student. Accordingly, the final grade distribution in this course may be raised or lowered to achieve this equity and, therefore, your final grade may be changed. At the discretion of a Department's Council, the Faculty of Arts policy states there may also be a review and approval of proposed final grades of other undergraduate courses.

ACADEMIC DISHONESTY

Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("Personation at Examinations" [Section 5.2.9] and "Plagiarism and Cheating" [Section 8.1]) and duplicate submission by reading documentation provided at the Arts Student Resources web site at http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them.

STUDENT CONDUCT

Disruptions due to excessive talking, cell phone use—including texting—or early departures from the classroom are especially distracting. Please be considerate and respectful of the needs of others in the class. Students should be aware that persistent disruption may result in disbarment from the course. Any student who has a legitimate reason for leaving class early should inform the instructor at the beginning of the class.

UNCLAIMED TERM WORK DISPOSAL

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

SPECIAL LEARNING NEEDS & ACCESSIBILITY

Students with special learning needs (who for legitimate reasons require extra time to write a test, or who require aids or other supports) should identify themselves to the instructor at the beginning of the term in order to arrange suitable accommodation or contact Student Accessibility Services.