

**UNIVERSITY OF CALGARY**  
**Department of Sociology**

**Sociology 421.12 L04**  
**Sociology of Corrections**  
**Winter 2008**

**Instructor:** M. Belle-McQuillan

**Office:** SS rm. 950

**Phone:** 220-6513

**e-mail:** [mbellemc@ucalgary.ca](mailto:mbellemc@ucalgary.ca)

**Course Blackboard site:** <https://blackboard.ucalgary.ca/webapps/login/>

**Class Hours:** MWF 12:00-12:50, SH 288

**Office Hours:** MW 1:00-2:00

***COURSE DESCRIPTION:***

This course provides a sociological analysis of efforts to respond to crime. Various topics will be covered including the history of punishment (penology) and corrections, alternatives to confinement, correctional institutions and administration, the inmate prison experience, release, and reentry. Our final topic will examine a selection of current and future challenges faced by corrections. While the emphasis is on the Canadian system, we will use a comparative perspective by examining features of correctional systems in a number of other societies.

***REQUIRED READING:***



Griffiths, Curt. 2004. *Canadian Corrections*, (2<sup>nd</sup> edition). Scarborough: Thomson Nelson Limited.

Readings (in order of use) on **reserve** at MacKimmie Library or available through the Library's electronic sources (direct link on **Blackboard** site)

Foucault, Michel. 1995. "The Body of the Condemned." Ch. 1 in *Discipline and Punishment: the birth of the prison*. 2nd ed. New York: Vintage Books.  
HV8666.F6813.

Harris, Michael. 2002. "Millhaven." Pgs. 9-39 in *Con Game: the truth about Canada's prisons*. Toronto: McClelland and Stewart. HV9507.H37

Hassine, Victor. "The Underground Economy." Pgs. 43-53 in *Life Without Parole: Living in Prison Today*. 3<sup>rd</sup> ed. Los Angeles: Roxbury Publishing Company.

Harris, Michael. 2002. "Higher and Higher." Pgs. 185-209 in *Con Game: the truth about Canada's prisons*. Toronto: McClelland and Stewart. HV9507.H37

Welch, Michael. 2005. "Reproducing Prison Violence." Pgs. 77-100 in *Ironies of Imprisonment*. Thousand Oaks: Sage Publications.

Hannah-Moffat, Kelly. 2001. "Conclusion: Stumbling Blocks, Growing Pains, or More of the Same? ..." Pgs. 188-200 in *Punishment in disguise: penal governance and federal imprisonment of women in Canada*. Toronto: University of Toronto Press. HV9507.H34

Amsden, Cynthia. 1995. "POST-MORTEM The short, brutal life of Terry Fitzsimmons Canada's corrections system has nothing to do with correcting and everything to do with manufacturing the very people society fears. The 12-year criminal career of this troubled man is a case in point. (FOCUS)." *Globe & Mail* (Toronto, Canada) (April 15, 1995): D1. CP1.Q (*Canadian Periodicals*).

Mallory, Jason L. 2006. "Globalization, Prisons, and the Philosophy of Punishment." *Women's Studies* 35:6, 529-543.

**COURSE REQUIREMENTS:**

Participation .....	10%
Essay ..... variable .....	20%
Midterm ..... Feb. 27 .....	30%
Final ..... TBA* .....	40%

\* Registrar-controlled April exam period

***Please read carefully***

There will be two, non-cumulative examinations, and both examinations will cover course material regardless of format. Students are therefore responsible for all components of the course (including lectures, guest speaker presentations, class exercises, assigned readings, videos, etc.). If, for whatever reason, you are unable to attend class, please consult with your colleagues in order to "catch up" on the material you have missed. There will be no provision for make-up exams or other work for the purpose of improving grades. Be sure that you note the date of the mid-term and the final exam (during the April exam period, Apr. 21-30) **before** you make any plans. Please read the administrative notices which are included for information regarding a missed exam and other issues of importance.

**Written Assignment:**

Twenty percent of your grade will be based on a critical analysis of a movie which depicts some aspect of corrections in conjunction with the material covered in the course. Complete details about this written assignment will be available in the first week of classes.

**Participation:**

The participation component for the course will be based upon both in-class and Blackboard course site participation. You will find that various topic categories will become available on the Blackboard site as the term progresses. Sometimes I will begin a thread by posing questions related to the topic under consideration. At other times, I will post news items of interest. At any point in time, students may post comments related to course content that they find of interest. Your participation mark will be based on your contribution to discussions throughout the term. In other words, 5% of the grade can be earned in the time frame up to, and including, the date of the midterm and 5% can be earned in the second half of the term. This means that

posting a flurry of comments in the final week of classes does not constitute a contribution throughout the term and will not be sufficient to earn you your full participation allotment. Nor will you earn grades by simply posting a comment such as "I agree with what so-and-so stated." Rather, I will be looking for participation in an ongoing discussion/thread. On the whole, participation grades will be based upon the quality of the response, the insight evident in your comment, application/critical commentary of the material from the readings if appropriate, etc. Of course, derogatory comments of any type will not be tolerated, with standards of "netiquette" being followed.

### **Administrative Information:**

**Exam Policies:** You must provide advance notice to the instructor if you are unable to take an exam. All requests for deferral of an examination 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. Deferred exams may be allowed in the following circumstances: illness, domestic affliction or religious conviction. If you have missed an exam for a legitimate reason, you will be able to write a "make up" exam as close to the original exam as possible, or to have the test waived and the weight of the missed test be added to that of the second test of the instructor and the student agree to this option. The date and location will be at the convenience of the Sociology Department. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred exam. Deferred exams will not be granted if it is determined that just cause is not shown by the student.

**Research Ethics:** 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:** cheating is regarded as a serious academic offense. 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. Term 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, telephone 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.

**Letter Grade Assignment:**

A letter-grade will be assigned to each student at the end of the semester and submitted to the registrar. Your letter-grade will be assigned according to the following scale:

Points (/100)	Letter Grade
96–100	A+
90-94	A
85-89	A-
80-84	B+
75-79	B
70-74	B-
67-69	C+
63-66	C
59-62	C-
54-58	D+
50-53	D
49 or less	F

**Note:** The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

**Handing in Papers Outside of Class, Return of Final Papers, and Release of Final Grades:**

1. When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department main office.
2. Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of 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 only be available for pick-up during the instructor's office hours at the end of this term or the beginning of the next term.
3. Final grades are not posted by the Sociology department. They are only available online.

## Syllabus and Readings

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Jan. 14-18	<b><i>Introduction to the Sociology of Corrections</i></b>	Chap. 1
Jan. 21-30	<b><i>History of Punishment &amp; Corrections</i></b>	Chap. 2 Reserve Reading: Foucault <i>The Body of the Condemned</i>
Feb. 1-Feb. 8	<b><i>Alternatives to Confinement</i></b>	Chap. 3 (starting at pg. 74) Chap. 4
Feb. 11-25	<b><i>Correctional Institutions</i></b>	Chap. 5 (pgs. 160-166, 174-183 & 191-197) Chap. 6 Reserve Reading: Harris <i>Millhaven</i>
Feb. 17-23	<b><i>Reading Week</i></b>	
Feb. 27	<b>Mid-term Exam</b> <i>Location TBA</i>	
Feb. 29 - Mar. 10	<b><i>Federal Institutions</i></b>	Chap. 5 (pgs. 166-174)

Mar. 12-24	<b><i>The Inmate Experience</i></b>	Chap. 5 (pgs. 184-191) Chap. 7 Chap. 8 Reserve Reading: Hassine <i>The Underground Economy</i> Harris <i>Higher and Higher</i>
Mar. 26-31	<b><i>Prison Violence</i></b>	Chap. 5 (pgs. 197-202) Reserve Reading: Welch <i>Reproducing Prison Violence</i>
Apr. 2-7	<b><i>Female Inmate Experience</i></b>	Reserve Reading: Chap. 7 (pgs. 264-267) Hannah-Moffat <i>Stumbling Blocks ...</i>
Apr. 9-14	<b><i>Release &amp; Reentry</i></b>	Chap. 9 Chap. 10 Reserve Reading: Amsden, <i>Post-Mortem ...</i>
Apr. 16-18	<b><i>Future Challenges</i></b>	Chap. 5 (pgs. 202-205) Reserve Reading: Mallory, <i>Globalization ...</i>

Note: The dates of the topics may vary. Please check the Blackboard course site for important notices or changes to the course outline.