



DEPARTMENT OF SOCIOLOGY
Sociology 2221 SA/SAO—Online
Crime & Society
Spring 2020

Sociology web-page <http://sociology.lakeheadu.ca>

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Required Readings (Students can also purchase directly from the publisher):

- 1) Brooks, Carolyn & Bernard Schissel. 2015. *Marginality and Condemnation: An Introduction to Critical Criminology* (3rd Ed.). Halifax: Fernwood Publishing.
- 2) *Crime and Inequality* (compiled by Walid Chahal, 2017. Lakehead University). Halifax: Fernwood Publishing.

Course Focus:

In this course, we will critically examine the social construction of criminal law and its application, and the social causes of crime and delinquency by relying on several analytical perspectives. Our main focus will be on perspectives that incorporate gender, class and ethnic relations of power and resistance and their socio-economic, political and historical links.

Learning Outcomes:

Upon the successful completion of this course, students should be able to:

- (1) assess a multiplicity of perspectives on the social causes and nature of crime;
- (2) evaluate theoretical explanations of crime causation;
- (3) critically appraise the role of law and other institutional arrangements in society;
- (4) grasp the nature and distribution of crime and deviance;
- (5) analyze specific types of crime in Canada, including conventional crime, corporate and political crime;
- (6) appraise the policies and programs that are aimed at combating crime and deviance in society

Date	Course Topics	Required Readings	Recommended Readings & Case Studies [Reserve]
May 1 & 4	1. Introduction Definitions of Crime & Deviance Development of Criminology	Brooks , chapter 1	
May 5-6	2. The Origin & Role of Law in Society Classical & Biosocial Theories	Brooks , chapter 2 (pp: 21-30)	
May 6-7	3. The Crime Picture in Canada The Problem with the Crime Stats	Chahal (O'Grady) , chapter 1	
May 11	4. Traditional Sociological Explanations of Crime: Strain, Social Control & Social Disorganization Theories	Brooks , chapter 2 (pp: 30-37)	
May 12	5. Social Learning & Symbolic Interactionist Theories (Labeling)	Brooks , chapter 3 (pp: 44-50)	
May 13-14	6. Critical Criminology Critical Criminology & Current Crime Issues: Youth Gang & the Sex Trade	Brooks , chapter 3 (pp: 54-59); chapter 4	Recommended: Brooks, chapter 6
May 18	7. Marginalization & Wrongful Convictions—"Race," Class & Gender	Chahal (Anderson) , chapter 2	Case studies: Dawn & Barrie Anderson, <i>Manufacturing Guilt: Wrongful Convictions in Canada</i> (2nd ed.).
May 19 May 20 -21	8. Youth Crime, & the Evolution of Youth Justice Crime & Justice & the Treatment of Children & "Race," Class & Gender Understanding Child-Hating Blaming Children: Media, Discourse & Representation	Brooks , chapter 16 Chahal (Schissel) , chapter 3 Chahal (Schissel) , chapter 4	Recommended: Schissel, <i>Still Blaming Children (SBC)</i> [Reserve] Case Study: Schissel (SBC), chapter 4
May 26 -27	9. Youth Violence Social Justice, Transformative Change	Brooks , chapter 17 (pp: 400-414) Brooks , chapter 17 (pp: 414-423)	Case Study: Schissel (SBC), chapter 7
May 27-28	10. Racialization of Crime Colonialism, Resistance & Indigenous Street Gang Racialized Policing & Indigenous People	Brooks, chapter 11 Recommended: Brooks, chapter 10 Chahal (Comack), chapter 9	Case Study: Joy Mannette, <i>Elusive Justice: beyond the Marshall Inquiry</i> ; Brooks, chapter 10
May 28	11. Responses to Crime Peace and Social Justice Perspectives on Crime Racialized Policing—What Is to be Done?	Recommended: R. Quinney, <i>The Problem of Crime</i> —chapter 6: Peace & Social Justice	Case study: " <i>Diversity in Policing</i> " Report: < http://www.diversitythunderbay.ca/?pgid=12 > Recommended: Roger Barnes: < http://www.nssa.us/journals/2007-29-1/2007-29-1-05.htm >
June 1-3	12. Crime & Justice & Indigenous People Missing & Murdered Indigenous Women—see: The Aboriginal Multi-Media Society (AMMSA)	Chahal, Restorative Justice: http://www.multiculturaldays.com/downloads/perspbookcomp.pdf http://www.ammsa.com/content/missing-and-murdered-indigenous-women-and-girls >	RCMP Report: http://www.rcmpgrc.gc.ca/aboriginal-autochtone/mma-w-fada-eng.htm TRC: < http://www.trc.ca/websites/trcinstitution/index.php?p=905 >
June 3-4	13. Crime & Gender Theorizing Law & "Race," Class, & Gender Justice	Brooks, chapter 13 Chahal (Comack), chapter 7; Chahal (Comack & Balfour) chapters 5 & 6	Recommended: Brooks, chapters 5, 14 & 15; Comack, <i>Women in Trouble</i> ; Case Studies: Comack & Balfour, <i>The Power to Criminalize</i> (chapters 3-6)

Date	Course Topics	Required Readings	Recommended Readings & Case Studies [Reserve]
June 8-9	14. Corporate Crime The Extent & Scope of Corporate Crime Defining & Conceptualizing Corporate Crime Prevalence & Measurement of Corporate Crime Theoretical Perspectives—Explanation of Corporate Crime Corporations & Environmental Crime The Treatment of Street Crime vs. Corporate Crime	Chahal (O’Grady), chapter 8 Recommended: Brooks, chapter 8	Recommended: L. Snider, <i>Bad Business</i> . Case Studies: Brooks, chapter 7; Reiman & Leighton, chapter 3 (118-163)
June 10	15. Political Crime & Terrorism International Violence & Terrorism Terrorism & the Palestinian /Israeli Conflict Towards a Theory of Anti-Terrorism Causes of Terrorism Crime, Terrorism & Islam	Recommended: Brooks, chapter 12 Chahal (Teeple), chapter 10	Chahal: http://edocs.lib.sfu.ca/ccrc/ See also Tariq Ali’s discussion: < http://www.youtube.com/watch?v=5hdd4SvRkko >; K. H. Karim, <i>Islamic Peril</i> (Intro., & chap. 4); Chomsky - Explaining the Reason for Terrorism: < http://www.youtube.com/watch?v=oSOL8mQFRak >; Tariq Ali (2013) <i>Islam and its Discontents</i> : https://www.youtube.com/watch?v=S3S3IJt5v7Y
June 11	16. Global Violence & the Corporate Media Coverage of the Palestinian-Israeli Conflict: Media Analysis of US Coverage of the Arab-Israeli Conflict Parts 1-3: →	See Alison Weir: http://www.youtube.com/watch?v=qIOzo82emA0	Recommended: H. Friel & R. Falk, <i>The Record of the Paper.</i> ; Alison Weir: <i>Findings from the new book "Against Our Better Judgement"</i> : https://www.youtube.com/watch?v=51y75-R5TN8
June 11	17. Palestinian /Israeli Conflict & International Law —see Left Forum 2016: A Dialogue on Israel and Palestine with Tariq Ali and Norman Finkelstein ;“The Occupation of the American Mind” P1& P2	https://www.youtube.com/watch?v=EcVytIz1gCE https://www.youtube.com/watch?v=uyt1FwIdb-k	See for a background material on the conflict: Occupation 101- Palestine VS Israel: https://www.counterpunch.org/2016/05/27/a-dialogue-on-israel-and-palestine-with-tariq-ali-and-norman-finkelstein/ https://www.youtube.com/watch?v=TD0QAHMpFJc

Course Requirements:

There are **two (2) requirements** for this course.

- Five Response Papers.** Due dates: **May 11, 18, 26, June 1 & 15**
(5 @ 12 marks each).....**60%**

Each response paper answers a specific question (or questions) in relation to my PowerPoint presentation and reading material for a specific date.

- Discussion and Critical-Reflection:**
6 Posts. Due dates: May 5,12,19,27, June2 & 9 (6 @ 5% each)**30%**
3 comments (3 @ 3.3%each)**10%**

To do well in this course, you must do the work on a daily basis. You must contribute to the discussions in a thoughtful way. You must also critically reflect on the assigned readings and my PowerPoint presentations, and clearly show that in your response papers, posts and comments to your fellow students.

ASSIGNMENT POLICIES:

- The response papers must be formatted according to the **ASA** (American Sociological Association) Style Guide for referencing and citations. For more information, see the following website: <http://www.calstatela.edu/library/guides/3asa.pdf>
- There is a **penalty** for response papers handed in late (2% per day).
- **Plagiarism** will not be tolerated and will be dealt with according to the University regulations. See for more details, **Lakehead University New Student Code of Conduct: Academic Integrity:**
<https://teachingcommons.lakeheadu.ca/index.php/new-student-code-conduct-academic-integrity>

Further, the student will be given additional information concerning course topics, course requirements, evaluation procedures and any other relevant material on May 1st.

- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services \(SAS\)](#)¹ and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](#)². This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

¹ <http://studentaccessibility.lakeheadu.ca>

² <http://www.ohrc.on.ca/en/ontario-human-rights-code>