



DEPARTMENT OF SOCIOLOGY

Sociology 2221 SA/SAO

Crime & Society

Spring 2019

Mondays to Thursdays: 1:30 - 4:00 p.m., AT 5041/OA 2020 (Orillia)

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

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Required Readings (Available at Lakehead University Bookstore):

1) Brooks, Carolyn & Bernard Schissel. 2015. *Marginality and Condemnation: an Introduction to Critical Criminology* (3rd Ed.). Halifax: Fernwood Publishing.

2) *Crime and Inequality: Readings for Introduction to Criminology* (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 1-2 | 1. Introduction Definitions of Crime & Deviance Development of Criminology | Brooks, chapter 1 | |
| May 2 & 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 7-8 | 4. Traditional Sociological Explanations of Crime: Strain, Social Control, Social Disorganization Theories | Brooks, chapter 2 (pp:30-37); chapter 3 (pp: 50-54) | |
| May 8-9 | 5. Social Learning & Symbolic Interactionist (Labeling) Theories | Brooks, chapter 3 (pp: 44-50) | |
| May 13-14 | Take-home Exam (1) Due: May 13th 6. Critical Criminology Critical Criminology & Current Crime Issues: Youth Gang & the Sex Trade | Brooks, chapter 3 pp: (pp: 54-59); chapter 4 | Recommended: Brooks, chapter 6 |
| May 14, 15 | 7. Marginalization & Wrongful Convictions—"Race," Class & Gender | Chahal (Anderson), chapter 2 | Case studies: Anderson (TBA) [Reserve] |
| May 15 & 16 May 21, 22 May 22 May 23 | 8. Youth Crime, & the Evolution of Juvenile Justice Crime & Justice & the Treatment of Children & "Race," Class & Gender Understanding Child-Hating Blaming Children: Media, Discourse & Representation Review for the Test May 23rd—Test1 | Brooks, chapter 16 Chahal (Schissel), chapter 3 Chahal (Schissel), chapter 4 | Recommended: Schissel, <i>Still Blaming Children</i> (SBC) [Reserve] Case Study: Schissel (SBC), chapter 4 |
| May 27-28 | 9. Youth Violence Social Justice, Transformative Change & Young People | Brooks, chapter 17 (pp:400-414) Brooks, chapter 17 (pp:414-423) | Case Study: Schissel (SBC), chapter 7 |
| May 28-29 | 10. Racialization of Crime Colonialism, Resistance & Indigenous Street Gang Racialized Policing & Indigenous People Racial Profiling Racialized Policing & Reproducing Order | Brooks, chapter 11 Brooks, chapter 10 Chahal (Comack), chapter 9 | Case Study: Joy Mannette, <i>Elusive Justice: beyond the Marshall Inquiry</i> [Reserve]; Brooks, chapter 10 |
| May 29, 30 | 11. Missing & Murdered Indigenous Women Restorative Justice & Social Inequality | http://www.ammsa.com/content/missing-and-murdered-indigenous-women-and-girls Chahal: < http://www.multiculturaldays.com/downloads/perspbookcomp.pdf > | RCMP Report: http://www.rcmpgrc.gc.ca/aboriginal-autochtone/mmaw-fada-eng.htm TRC: < http://www.trc.ca/websites/trcinstitution/index.php?p=905 > |

| Date | Course Topics | Required Readings | Recommended Readings & Case Studies [Reserve] |
|--|--|--|---|
| May 30 & June 3 | 12. Crime & Gender Theorizing Law & “Race,” Class, & Gender Gendering Violent Crime Racializing Violent Crime Law & Sexual Assault Zero Tolerance & Domestic Violence Engaging with the Law—the Struggle for Justice | Brooks , chapter 5; Chahal (Comack) , chapter 7; Chahal (Comack & Balfour) chapters 5 & 6 | Brooks , chapters 13,14 & 15 Recommended: Comack, <i>Women in Trouble</i> . Case Studies: Comack (PC) chapter 3 Comack (PC) chapter 4 Comack (PC), chapter 5 Comack (PC), chapter 6 Comack (PC), chapter 7 [Reserve] |
| June 3rd June 3-4 | Take-home Exam (2)—Due: June 3rd 13. Responses to Crime Peace and Social Justice Perspectives on Crime Changing Responses to Crime | Brooks , chapter 18 | Case Studies: Brooks, chapter 18; “ <i>Diversity in Policing</i> ” Report: http://www.diversitythunderbay.ca/?pgid=12 R. Quinney, <i>The Problem of Crime</i> (chapter 6— <i>Peace & Social Justice</i>); Roger C. Barnes: http://www.nssa.us/journals/2007-29-1/2007-29-1-05.htm ; Brooks, Chapters 19, 20 & 21 |
| June 4-5 | 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> . Brooks , chapter 7; Reiman, chapter 3 (<i>The Rich Get Richer and the Poor Get Prison</i> .) |
| June 5-6 | 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=5hdd4SvRkho ; 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 10 | 16. Global Violence & the Corporate Media Media Coverage of the Palestinian-Israeli Conflict: Media Analysis of US Coverage of the Arab-Israeli Conflict Parts 1-3: → Review for the Test | 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=5ly75-R5TN8 |
| June 11 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” P.1 & 2 Review for the Test | https://www.youtube.com/watch?v=EcVytIz1gCE https://www.occupatiomovie.org/ | See for a background material on the conflict: Occupation 101- Palestine VS Israel: https://www.youtube.com/watch?v=1gTQZVfH16M https://www.youtube.com/watch?v=TD0QAfMpfJc |
| June 12th | Test 2— June 12th | | |

Course Requirements:

There are **four (4) requirements** for this course.

1. **Two Take-home Exams.** Due dates: **May 13th and June 3rd (2 @ 10% each).....20%**

Each take-home exam consists of one or two essay question(s), and covers all class work, lecture and reading material to date (more details will be given in class).

2. **One Presentation.....20%**

Students need to work together in groups (or individually) and divide the work evenly among the members of their group for this assignment. Every group will consist of two students, and every group is required to do the following:

(A) In-Class Article-Presentation

Every group will be provided with (an) article(s) on the topic of crime from specific social science journals or books. The group is expected to present at least one article. The presenters should not only **sum up** the main argument(s)/viewpoint or idea(s) of the article, but also provide a **critique** of the article by making use of the concepts, theories and other material covered in class. It is important that the presenters understand their article well and effectively communicate its content to the rest of the students. The presenters should be prepared to lead the discussion and answer questions regarding their topic. They may use overheads or any other prop that will improve their presentation.

(B) Short Film—In addition to the article, students may choose to include a short film, or parts of a film (up to 5 minutes) in order to facilitate understanding of a particular part of their topic.

(C) Community Involvement/Observation (to be incorporated in the presentation)

Further details will be provided in class.

3. **Two in-class Tests: May 23rd and June 12th (2 @ 25% each).....50%**

The tests consist of short-answer and essay questions and may include multiple-choice questions. The tests cover all class work, lecture, student presentations, and reading material to date.

4. **Class Participation, Quizzes, and Critical-Reflection.....10%**

Class attendance is expected: In order to do well in this course, you must attend class on a regular basis. There will be substantial in-class discussions and much of the material covered in lectures will not be found in the reading. In order to participate in class discussions, it is important that you do the readings before coming to class. You must come to class ready to contribute to discussion in a thoughtful way, to ask questions, as well as critically reflect on the assigned readings.

ASSIGNMENT POLICIES:

- The essays (take-home exams) 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>

- Make sure you keep **backup copies of these** essays (take-home exams).
- There is a **penalty** for essays (take-home exams) handed in late.
- **Plagiarism** will not be tolerated and will be dealt with according to the University regulations. See for more details, **Lakehead University Code of Student Behaviour and Disciplinary Procedures**: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures>

Further, the student will be given additional information concerning course topics, course requirements, evaluation procedures and any other relevant material on the first day of class.

Recommended Readings (Available on *Reserve* in the main Library and may be accessible on-line on the D2L):

Anderson, Dawn & Barrie. 2009. *Manufacturing Guilt: Wrongful Convictions in Canada* (2nd ed.). Halifax: Fernwood Publishing.

Balfour, Gillian & Comack, Elizabeth. 2014. *Criminalizing Women: Gender, and (In)justice in Neo-Liberal Times*. Halifax & Winnipeg: Fernwood Publishing.

Comack, Elizabeth & Gillian Balfour. 2004. *The Power to Criminalize: Violence, Inequality and the Law*. Halifax: Fernwood Publishing.

Comack, Elizabeth. 2012. *Racialized Policing: Aboriginal People's Encounters with the Police*. Halifax: Fernwood Publishing.

O'Grady, William. 2014. *Crime in Canadian Context: Debates and Controversies* (3rd ed.). Toronto: Oxford University Press.

Reiman, Jeffrey & Paul Leighton. 2017. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*. (11th ed.). New York, NY: Routledge.

Schissel, Bernard. 2006. *Still Blaming Children: Youth Crime, Moral Panics and the Politics of Hate*. Halifax: Fernwood Publishing.

Teeple, Gary. 2009. "Towards a Theory of Terrorism," in Sandra Rollings Magnusson (eds.). *Anti-Terrorism: Security and Insecurity after 9/11*. Halifax: Fernwood Publishing.

University Policies

- Students in this course are expected to conform to the [Code of Student Behaviour](#). Please read the [Code of Student Behaviour](#)¹.
- **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 \(SAS\)](#)² and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](#)³. 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 <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>

² <http://studentaccessibility.lakeheadu.ca>

³ <http://www.ohrc.on.ca/en/ontario-human-rights-code>