

# Sociology 2221 YA Crime & Society Fall/Winter 2016-2017

Tuesdays & Thursdays: 11:30 - 1:00 p.m., AT 2019 Sociology web-page http://sociology.lakeheadu.ca

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### **Required and Recommended Readings:**

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

- 2) Required additional reading. The list of required reading materials (see the titles of the specific readings on pg. 5) will be available on reserve in the main Library and may be accessible on-line on the **D2L**.
- 3) **Recommended** (to help improve your writing skills): Northey, Margot, Lorne Tepperman & Patrizia Albanese. 2015. *Making Sense in the Social Sciences: A Student's Guide to Research and Writing (6<sup>th</sup> Ed.)*. Toronto: Oxford University Press.

Note: The above books are available at Lakehead University Bookstore.

#### **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]
Sept. 6- 15	Introduction     Definitions of Crime & Deviance     Development of Criminology	Brooks, chapter 1	. ,
Sept. 15 -20	2. The Origin & Role of Law in Society Classical & Biosocial Theories	<b>Brooks</b> , chapter 2 (pp:21-30)	
Sept. 20-22	3. The Crime Picture in Canada The Problems with the Crime Stats	O'Grady, chapter 2	
Sept. 22-29	4. Traditional Sociological Explanations of Crime	Brooks, chapter 2 (pp:30-37)	
Sept.29 - Oct.6	5. The Emergence of Pluralist Theories in Criminology <b>Take-home Exam (1) Due Oct. 6</b> <sup>th</sup>	<b>Brooks</b> , chapter 3	
Oct. 18- 25 <sup>th</sup>	6. Critical Criminology Critical Criminology & Contemporary Crime Issues	Brooks, chapter 4 Brooks, chapter 6	
Oct. 25- Nov. 3	7. Marginalization & Wrongful Convictions—"Race," Class & Gender	Anderson, chapter 1	Case studies: Anderson (TBA) [Reserve]
Nov. 3- 22	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	Brooks, chapter 16  Schissel (SBC), chapter 1 (pp:13-24) Schissel (SBC), chapter 2	Recommended: Schissel, Still Blaming Children (SBC) [Reserve]  Case Study: Schissel (SBC), chapter 4
Nov. 22 Nov. 24	Nov. 24—Test1		
Nov. 29 -Dec. 1	9. Youth Violence Social Justice, Transformative Change & Young People	<b>Brooks</b> , chapter 17 (pp:400-414) <b>Brooks</b> , chapter 17 (pp:414-423)	Case Study: Schissel (SBC), chapter 7
Jan. 10- 12	10. Racialization of Crime Colonialism, Resistance & Aboriginal Street Gang Racialized Policing & Aboriginal People Racial Profiling Racialized Policing & Reproducing Order	Brooks, chapter 11  Brooks, chapter 10  Comack, Racialized Policing (RP), chapter 1 (pp:23-26); chapter 2 (pp:27-35; 56-65); chapter 8 (pp:219-224)	Case Study: Joy Mannette, Elusive Justice: beyond the Marshall Inquiry [Reserve]
Jan.12- 26	11. Missing & Murdered Aboriginal Women—see The Aboriginal Multi- Media Society (AMMSA)→ Restorative Justice & Social Inequality	http://www.ammsa.com/content/missing-and-murdered-indigenous-women-and-girls Chahal: <http: com="" downloads="" perspbookcomp.pdf="" www.multiculturaldays=""></http:>	RCMP Report: http://www.rcmpgrc.gc.ca/aboriginal- autochtone/mmaw-fada-eng.htm TRC Reports: http://www.trc.ca/websites/trcinstitutio n/index.php?p=905

Date	Course Topics	Required Readings	Recommended Readings &
			Case Studies [Reserve]
Jan.26- Feb. 2;	12. Crime & Gender Theorizing Law & "Race," Class, & Gender	Brooks, chapter 5;	Brooks, chapters 13,14 & 15 Recommended: Comack, Women in Trouble
16 & 28	Test 2—Feb. 9 <sup>th</sup> Gendering Violent Crime	Balfour & Comack, Criminalizing	Case Studies: Comack (PC) chapter 3 Comack (PC) chapter 4
	Racializing Violent Crime Law & Sexual Assault	Women—chapter 1 (pp12-46); Comack	Comack (PC), chapter 5 Comack (PC), chapter 6
	Zero Tolerance & Domestic Violence Engaging with the Law—the Struggle for	& Balfour, The Power to Criminalize (PC)	Comack (PC), chapter 7 [Reserve]
E.I. 20	Justice C:	chapters 1&2	
Feb. 28- March 2	13. Responses to Crime Peace and Social Justice Perspectives on Crime Changing Responses to Crime	<b>Brooks</b> , chapter 18	Case studies: " <i>Diversity in Policing</i> " Report <a href="http://www.diversitythunderbay.ca/?pgid=12">http://www.diversitythunderbay.ca/?pgid=12</a> Recommended: R. Quinney, <i>The Problem of Crime</i> (chapter 6— <i>Peace &amp; Social Justice</i> );
	Racialized Policing—What Is to be Done?	Comack (RP), chapter 8 (pp:224-234)	Roger C. Barnes: <http: 2007-29-1="" 2007-<br="" journals="" www.nssa.us="">29-1-05.htm&gt;; Brooks, Chapters 19, 20 &amp; 21</http:>
March 2	Take-home Exam (2)—Due March 2 <sup>nd</sup>		
March 2 -16	14. Corporate Crime The Extent & Scope of Corporate Crime Defining & Conceptualizing Corporate Crime Prevalence & Measurement of Corporate Crime	O'Grady, chapter 7	Recommended: L. Snider, Bad Business.
	Theoretical Perspectives—Explanation of Corporate Crime Corporations & Environmental Crime The Treatment of Street Crime vs. Corporate Crime	Brooks, chapter 8 Reiman, chapter 3 (119-174)	Brooks, chapter 7
March 16-23	15. Political Crime & Terrorism International Violence & Terrorism Terrorism & the Palestinian /Israeli Conflict Towards a Theory of Anti-Terrorism	<b>Brooks</b> , chapter 12	Chahal: http://edocs.lib.sfu.ca/ccrc/ See also Tariq Ali's discussion: <a href="http://www.youtube.com/watch?v=5h">http://www.youtube.com/watch?v=5h</a> dd4SvRkho>; K. H. Karim, Islamic Peril (Intro., & chap. 4); Chomsky - Explaining the Reason
	Causes of Terrorism Crime, Terrorism & Islam	G. Teeple, chapter 2	for Terrorism: <a href="http://www.youtube.com/watch?v=oS0L8mQFRAk">http://www.youtube.com/watch?v=oS0L8mQFRAk</a> ; Tariq Ali (2013) Islam and its Discontents: <a href="https://www.youtube.com/watch?v=S3S3IJt5v7Y">https://www.youtube.com/watch?v=S3S3IJt5v7Y</a>
March 23-28	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.co m/watch?v=qIOzo82e mA0	Recommended: H. Friel & R. Falk, <i>The Record of the Paper</i>
March 30	Test 3—March 30 <sup>th</sup>		
April 4-6	17. Palestinian /Israeli Conflict & International Law—see Left Forum 2016: A Dialogue on Israel and Palestine with Tariq Ali and Norman Finkelstein →	https://www.youtube.c om/watch?v=EcVytIz1 gCE	See for a background material on the conflict: Occupation 101- Palestine VS Israel: https://www.youtube.com/watch?v=1gTQZVf H16M

### **Course Requirements:**

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

- 1. **Two** Take-home **Exams.** Due dates: **Oct.** 6<sup>th</sup> **and March** 2<sup>nd</sup> (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).

### (A) In-Class Article-Presentation

Every group will be provided with (an) article(s) on the topic of <u>crime</u> 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 <u>main argument(s)/viewpoint or idea(s)</u> of the <u>article</u>, but also provide a <u>critique</u> 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 chose to include a <u>short</u> 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. Three in-class Tests: Nov. 24<sup>th</sup>, Feb. 9<sup>th</sup> and March 30<sup>th</sup> (3 @ 20% each)......60% 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. For more information, see **Lakehead University Regulations**.

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.

# **Required Reading Materials** (in addition to the main text):

• Available on reserve in the main Library and may be accessible on-line on the D2L. Please read the specific chapter/s, which are in **bold**.

Anderson, Dawn & Barrie. 2009. **Chapter 1, pp. 7-25**. *Manufacturing Guilt: Wrongful Convictions in Canada* (2<sup>nd</sup> ed.). Halifax: Fernwood Publishing.

Balfour, Gillian & Comack, Elizabeth. 2014. **Chapter 1, pp. 12-46**. *Criminalizing Women: Gender, and (In)justice in Neo-Liberal Times*. Halifax & Winnipeg: Fernwood Publishing.

Comack, Elizabeth & Gillian Balfour. 2004. **Chapters**: **1 &2—pp. 9-19**; **32-49**. *The Power to Criminalize: Violence, Inequality and the Law*. Halifax: Fernwood Publishing.

Comack, Elizabeth. 2012. **Chapters: 1, 2 &8—pp. 23-26; 27-35 & 56-65; 219-234**. *Racialized Policing: Aboriginal People's Encounters with the Police*. Halifax: Fernwood Publishing.

Teeple, Gary. 2009. **Chapter 2—pp. 32-58**, in Sandra Rollings-Magnusson (eds.). *Anti-Terrorism: Security and Insecurity after 9/11*. Halifax: Fernwood Publishing.

O'Grady, William. 2014. **Chapters 2 & 7.** *Crime in Canadian Context: Debates and Controversies (3<sup>rd</sup> ed.)*. Toronto: Oxford University Press.

Reiman, Jeffrey & Paul Leighton. 2013. **Chapter 3.** *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*. (10<sup>th</sup> ed.). New Jersey: Pearson.

Schissel, Bernard. 2006. **Chapters: 1 & 2—pp. 9-38**. *Still Blaming Children: Youth Crime, Moral Panics and the Politics of Hate*. Halifax: Fernwood Publishing.