



DEPARTMENT OF SOCIOLOGY

Sociology 2221 YA

Crime & Society

Fall/Winter 2025-2026

Monday & Wednesday: 4:00 -5:30 pm, AT2019

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

Instructor: Walid Chahal
Phone: 343-8426

Office: RB 2043—Zoom Office Hours by Appointment
E-mail: wchahal@lakeheadu.ca

Required Texts (available at Lakehead University Bookstore)

1) Brooks, Carolyn & Bernard Schissel. 2015. *Marginality and Condemnation: an Introduction to Critical Criminology* (3rd Ed.). Halifax: Fernwood Publishing. (LU Bookstore prices: \$78.00 print, \$77.99 e-version).

2) Chahal, Walid (Compilation). 2017. *Crime and Inequality: Readings for Introduction to Criminology*. Halifax: Fernwood Publishing. (LU Bookstore prices \$75.00 print, e-version not available).

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 focus, however, 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 in society

Date	Course Topics	Required Readings	Recommended Readings
Week 1 Sept. 3 & 8	1. Introduction Definitions of Crime & Deviance Development of Criminology in Canada	Brooks, chapter 1	Recommended: Quinney & Wildeman. <i>The Problem of Crime: A Peace and Social Justice Perspective</i> - chapter 1

<u>Date</u>	<u>Course Topics</u>	<u>Required Readings</u>	<u>Recommended Readings</u>
<u>Week 2</u> Sept. 10/15	2. The Origin & Role of Law in Society A Brief History of Criminology Development of Criminological Theories Crime and Criminal Law	Brooks , chapter 2 (pp:21-30)	
<u>Week 3</u> Sept.17/ 22	3. The Crime Picture in Canada The Problems with the Crime Stats	Chahal (O’Grady) , chapter 1	
<u>Week 4</u> <u>Sept.24</u> & <u>Week 5</u> Sept 29/Oct. 1 <u>Week 6</u> Oct.6/8	4. Traditional Sociological Explanations of Crime: Social Strain Theories, 5. Social Control & Social Disorganization Theories 6. Social Learning & Symbolic Interactionist Theories (Labeling)	Brooks , chapter 2 (pp:30-37) & Chapter 3 (pp: 50-54) Brooks, chapter 3 (pp: 44-50)	
<u>Week 7</u> <u>Oct.20/22</u>	Fall Study Break: Oct.13-17 7. Critical Criminology & Beyond, Part I Critical Criminology & Contemporary Crime Issues	Brooks , chapter 3 (pp: 54-59); chapter 4 (pp: 65-74)	Recommended: Brooks, chapter 6
<u>Week 8-</u> Oct. 27/29	8. Critical Criminology & Beyond, Part II	Brooks , Chapter 4 (pp: 74-86)	
<u>Week 9</u> Nov. 3/5	9. Marginalization & Wrongful Convictions—“Race,” Class & Gender	Chahal (Anderson), chapter 2	Case studies: Anderson, Manufacturing Guilt (TBA)
<u>Week 10</u> Nov.10/12	10. Crime & Justice & the Evolution of Youth Justice	Brooks , chapter 16	Recommended: Schissel, Still Blaming Children (SBC) [Reserve]
<u>Week 11& 12</u> Nov.17/19 Nov. 24 /26 & Dec 1	11 & 12. Crime & Justice & the Treatment of Children & “Race,” Class & Gender Understanding Child-Hating Blaming Children: Media, Discourse & Representation	Chahal (Schissel), chapter 3 /D2L Chahal (Schissel), chapter 4/D2L; Pamela Palmater , “Justice for Our Stolen Children Camp.” (D2L)	Case Study: Schissel (SBC), chapter 4
<u>Week 13</u> Jan. 5&7	13. Youth Violence Social Justice, Transformative Change	Brooks , chapter 17 (pp:400-414) Brooks , chapter 17 (pp:414-423)	Recommended: Case Study: Schissel (SBC), chapter 7
<u>Week 14-</u> Jan. 12 & 14	14. Racialization of Crime Colonialism & Indigenous Resistance Racialized Policing & Indigenous People Police Brutality in the USA	Brooks , chapter 11 Chahal (Comack), chapter 9; A Timeline of Racist Policing in America: https://newsone.com/4002973/racist-policing-america-timeline/ Recommended: Correia & Wall. Intro & chap. 1	Joy Mannette, <i>Elusive Justice: beyond the Marshall Inquiry</i> Brooks , chapter 10 Democracy Now, 21, 2021 - Verdict of Derek Chauvin < https://www.youtube.com/watch?v=n0sNgDBmpf4&ab_channel=DemocracyNow%21 >
<u>Week 15-</u> Jan.19 & 21	15. Policing Black Lives Crime & Justice & Indigenous People Missing & Murdered Indigenous Women—see: The Aboriginal Multi-Media Society (AMMSA) □ (See P. Palmater “Missing & Murdered...” in <i>Warrior Life</i> (D2L)+ ->	Maynard , chapters 3 & 4 (D2L) Chahal, Restorative Justice: http://www.multiculturaldays.com/downloads/perspbookcomp.pdf < http://www.ammsa.com/content/missing-and-murdered-indigenous-women-and-girls >; Palmater “Overincarceration of Indigenous peoples...” /D2L	RCMP Report: < http://www.rcmpgrc.gc.ca/aboriginal-autochtone/mmaw-fada-eng.htm >; AMMSA: http://www.ammsa.com/content/missing-and-murdered-indigenous-women-and-girls > TRC:< http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf >_

Date	Course Topics	Required Readings	Recommended Readings & Case Studies
Week 16 Jan. 26 & 28	16. Crime & Gender Theorizing Law & “Race,” Class, & Gender Gendering Violent Crime Racializing Violent Crime Law & Sexual Assault	Case studies: Brooks, chapter 13 (pp: 304-316); Chahal (Comack), chapter 7	Brooks, chapter 5; Brooks, chapters 14 & 15 Recommended: Comack, <i>Women in Trouble</i> Case Studies: Comack & Balfour), <i>The Power to Criminalize</i> (PC) chapters: 3-7
Week 17 Feb. 2/4	17. Engaging with the Law—the Struggle for Justice	Chahal (Comack & Balfour) chapters 5 & 6; P. Palmater, →	→ “Sexualized Genocide.” (D2L)
Week 18 Feb. 9 & 11	18. Responses to Crime Peace and Social Justice Perspectives on Crime Racialized Policing—What Is to be Done? Changing Responses to Crime	Milward, chapters 8 & 10; Palmater, “Transitional Justice Plan Needed to End Genocide in Canada.” (D2 L).	Recommended: R. Quinney, <i>The Problem of Crime</i> —chapter 6: Peace & Social Justice; Hal Pepinsky, <i>Peacemaking Criminology</i> , Sept., 2013, <i>Critical Criminology</i> 21(3): https://www.researchgate.net/publication/257552884_Peacemaking_Criminology Case study: “Diversity in Policing” Report:: http://www.diversitythunderbay.ca/?pgid=12
Feb.16/20	Winter Study Break: Feb. 16-20		
Week 19 Feb. 23/25	19. Corporate Crime The Extent & Scope of Corporate Crime Defining Corporate Crime	Chahal (O’Grady), chapter 8	
Week 20 March 2 & 4	20. Explanation of Corporate Crime Corporations & Environmental Crime The Treatment of Street Crime vs. Corporate Crime	Brooks, chapter 8 (pp:180-189); Antonowicz & Colaguori, Chapter 9	Recommended: L. Snider, <i>Bad Business</i> . Brooks, chapter 7 J. Reiman, <i>The Rich Get Richer and the Poor Get Prison</i> --chapter 3
Week 21 March 9 & 11 Week 22 March 16 & 18	21. Political Crime & Terrorism International Violence & Terrorism Towards a Theory of Anti-Terrorism 22. Causes of Terrorism & Violence	Brooks, chapter 12 (pp:272-287) Chahal (Teeple), chapter 10. Noam Chomsky on Terrorism https://www.youtube.com/watch?v=UWuT8d78yts	Recommended: Chahal’s article on: ...International Peace and Justice: http://edocs.lib.sfu.ca/ccrc/ See also Tariq Ali’s discussion: < http://www.youtube.com/watch?v=5hdd4SvRk_ho >; K. H. Karim, <i>Islamic Peril</i> (Intro., & chap. 4). Warning: some of the videos for topics 22 - 24 include graphic images some may find disturbing.
Week 23 March 23 & 25	23. The Occupation of Palestine & International Law Violations of Palestinian Rights & International Law—see Human Rights Watch Report, April 27, 2021→	Occupation 101: Voices of the Silenced Majority: https://topdocumentaryfilms.com/occupation-101/ https://www.hrw.org/report/2021/04/27/threshold-crossed/israeli-authorities-and-crimes-apartheid-and-persecution	See Left Forum 2016: A Dialogue on Israel and Palestine with Tariq Ali and Norman Finkelstein https://www.counterpunch.org/2016/05/27/a-dialogue-on-israel-and-palestine-with-tariq-ali-and-norman-finkelstein/
Week 24- March 30 April 1 /7	24. US Media Coverage of Palestinians & Israelis Israel & Palestine & Public Relations Doc: “The Occupation of the American Mind”	Media Analysis by Alison Weir: http://www.youtube.com/watch?v=qIOzo82emA0 https://www.occupationmovie.org/	The Real News...with Pink Floyd’s Roger Waters (& Sut Jhally) discussing the Doc (1/3);< https://www.youtube.com/watch?v=TD0QAhhMpFJc >

Course Requirements

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

1. Two Response Papers. Due dates: Sept. 24th and Feb. 11th (2 @ 20 marks each)40%

Each response paper answers a specific question (or questions) in relation to my PowerPoints and reading material for a specific date. The Response papers will be submitted online on the assignment's tools (D2L). More detail will be given in class and on the Instruction page (D2L).

2. Four Tests: Oct. 22, Nov. 12, Jan. 28 and March 25 (4 @ 10% each).....40%

The tests consist of multiple-choice and short-answer questions. The tests cover all class work, my PowerPoint presentations, and reading material to date. It is not the instructor's aim to reproduce the same material that is covered in the readings. My PowerPoint presentations and discussions will complement, expand, and shed more light on the concepts, theories and issues that are covered in the texts. The tests will be written online on the quiz's tools (**D2L**).

3. One Presentation.....10%

Students need to work together in groups and divide the work evenly among the members of their group for this assignment. Every group will consist of **three** 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 materials 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.

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 reading before coming to class. You must come to class ready to contribute to discussion in a thoughtful way, to ask questions, as well as reflect on the assigned readings.

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>
https://www.lakeheadu.ca/sites/default/files/uploads/92/ASA_Style_4th_ed_0.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://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity>

GenAI Use

Read the Dean's policy (summarized) below and follow its guidelines.

GenAI tools must be used responsibly and ethically. The following information and guidelines apply to the use of AI-based tools in this course:

1. **Student Responsibility** – It is the **responsibility** of the student to understand the **limitations** of AI-based tools. While these tools can provide suggestions and insights, **final decisions and critical thinking should come from the student's own understanding and effort.**
2. **Formative Usage** – In this class, you may use GenAI for formative, but **not summative**, work. That means it can be used as a “possibility engine” (brainstorm tool), a “**study buddy**,”...a “**guide on the side**,” a “**personal tutor**,”...etc. to help you learn course content, but it **cannot** be used as the primary vehicle for any work that is submitted for marks or evaluation [in other words, **you cannot copy-and-paste AI generated text into your own writing**].
3. **Error & Bias** – AI learns from patterns and examples in data to generate content. If the data is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased.
4. **Trustworthiness** – Generative AI can generate fake news, misinformation, or deepfake content, which can have harmful consequences [hence, AI can be unreliable; it can include misinformation, disinformation and bias, make up writers, and plagiarize].
5. **Plagiarism** – Since writing and critical thinking ability are learning outcomes of this course, all work submitted for evaluation must be the student's original work. **Using the work of others** (including content curated/generated by AI) **without proper citation** is considered **plagiarism**. [You must then acknowledge any use of AI (including editing your writing)].
6. **Citation of Sources** – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor) [see ASA on citing generative AI]. Failure to do so will be considered a violation of academic integrity. See Student Code of Conduct – Academic Integrity.

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.

Additional Required Readings & Recommended (available on the D2L)

Antonowicz, Dan & Claudio Colaguori. 2023. Chapter 9 (pp: 315-358): “Corporate Crime and Wrongdoing and White-collar Crime.” In Claudio Colaguori (ed.) *Crime, Deviance, and Social Control in the 21st Century: a Justice and Rights Perspective*. Toronto: Canadian Scholars.

Correia, David & Tyler Wall. 2022. Intro: (pp: 6-9): “Copspeak and False Promise of Police Reform” and chapter 1 (pp: 10-50): “Weaponology: Technologies and Tactics of Police Violence.” *Police: a Field Guide*. London - New York: Verso.

Maynard, Robyn. 2017. Chapter 3 (pp: 84-115): “Arrested (In)justice: from the streets to the prison,” and Chapter 4 (pp: 116-127): “Law Enforcement Violence against Black Women: Naming their names, telling their stories.” *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax & Winnipeg: Fernwood Publishing.

Milward, David. 2022. Chapter 8 (pp: 122 -134): “Arguments for Indigenous Criminal Justice,” and Chapter 10 (152-176): “Ways Forward for Indigenous Justice.” *Reconciliation and Indigenous Justice: A Search for Ways Forward*. Halifax & Winnipeg: Fernwood Publishing.

Palmater, Pamela. 2020. Chapter 28: (pp: 147-156 – “Missing and Murdered: Canada’s genocide Cover-up”). *Warrior Life: Indigenous Resistance and Resurgence*. Halifax/Winnipeg: Fernwood Publishing.

See also the following short articles by Palmater (available on the D2L):

- 1) Over-incarceration of Indigenous Peoples and Genocide;
- 2) Justice for our Stolen Children Camp;
- 3) Sexualized Genocide.

Recommended Readings for the in-class presentations (Available on reserve in the main Library)

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>