



## DEPARTMENT OF SOCIOLOGY

**Sociology 2221 YDE**

**Crime & Society**

**Fall/Winter 2021-2022**

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

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### **Required Texts (available at Lakehead University Bookstore)**

- 1) Brooks, Carolyn & Bernard Schissel. 2015. *Marginality and Condemnation: an Introduction to Critical Criminology* (3<sup>rd</sup> Ed.). Halifax: Fernwood Publishing.
- 2) Chahal, Walid (Compilation). 2017. *Crime and Inequality: Readings for Introduction to Criminology*. 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, 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 and deviance in society

Date	Course Topics	Required Readings	Recommended Readings & Case Studies
Week 1 Sept. 7	1. Introduction Definitions of Crime & Deviance Development of Criminology in Canada	Brooks, chapter 1	
Week 2 Sept. 13	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)	
Week 3 Sept. 20	3. The Crime Picture in Canada The Problems with the Crime Stats	Chahal (O'Grady), chapter 1	
Week 4 Sept. 27 & Week 5 Oct. 4	4. Traditional Sociological Explanations of Crime: Social Strain Theories, 5. Social Control & Social Disorganization Theories <b>Fall Study Break: Oct. 11-15</b>	Brooks, chapter 2 (pp:30-37) & Chapter 3 (pp: 50-54)	
Week 6 Oct. 18	6. Social Learning & Symbolic Interactionist Theories (Labeling)	Brooks, chapter 3 (pp: 44-50)	
Week 7 Oct. 25	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
Week 8- Nov. 1	8. Critical Criminology & Beyond Part II	Brooks, Chapter 4 (pp: 74-86)	
Week 9 Nov. 8	9. Marginalization & Wrongful Convictions—"Race," Class & Gender	Chahal (Anderson), chapter 2	Case studies: Anderson, <i>Manufacturing Guilt</i> (TBA)
Week 10 Nov. 15	10. Crime & Justice & the Evolution of Youth Justice	Brooks, chapter 16	Recommended: Schissel, Still Blaming Children (SBC) [Reserve]
Week 11 Nov. 22 & Week 12 - Nov. 29 <sup>th</sup> - Dec 6	11 & 12. Crime & Justice & the Treatment of Children & "Race," Class & Gender Understanding Child-Hating Blaming Children: Media, Discourse & Representation	Chahal (Schissel), chapter 3 Chahal (Schissel), chapter 4	Case Study: Schissel (SBC), chapter 4
Week 13 Jan. 10	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
Week 14- Jan. 17	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:< <a href="https://newsone.com/4002973/racist-policing-america-timeline/">https://newsone.com/4002973/racist-policing-america-timeline/</a> >	Joy Mannette, <i>Elusive Justice: beyond the Marshall Inquiry</i> . Brooks, chapter 10 Democracy Now, 21, 2021: Verdict of Derek Chauvin <a href="https://www.youtube.com/watch?v=n0sNgDBmpf4&amp;ab_channel=DemocracyNow%21">https://www.youtube.com/watch?v=n0sNgDBmpf4&amp;ab_channel=DemocracyNow%21</a>
Week 15- Jan. 24	15. Crime & Justice & Indigenous People Missing & Murdered Indigenous Women—see: The Aboriginal Multi-Media Society (AMMSA) □	Chahal, Restorative Justice: <a href="http://www.multiculturaldays.com/downloads/perspbookcomp.pdf">http://www.multiculturaldays.com/downloads/perspbookcomp.pdf</a> <a href="http://www.ammsa.com/content/missing-and-murdered-indigenous-women-and-girls">http://www.ammsa.com/content/missing-and-murdered-indigenous-women-and-girls</a>	<b>RCMP Report:</b> <a href="http://www.rcmpgrc.gc.ca/aboriginal-autochtone/mmaw-fada-eng.htm">http://www.rcmpgrc.gc.ca/aboriginal-autochtone/mmaw-fada-eng.htm</a> <b>TRC:</b> <a href="http://www.trc.ca/websites/trcinstitution/index.php?p=905">http://www.trc.ca/websites/trcinstitution/index.php?p=905</a>

Date	Course Topics	Required Readings	Recommended Readings & Case Studies
Week 16 Jan. 31	<b>16. Crime &amp; Gender</b> Theorizing Law & “Race,” Class, & Gender Gendering Violent Crime Racializing Violent Crime Law & Sexual Assault	<b>Case studies: Brooks, chapter 13 (pp: 304-316); Chahal (Cormack), chapter 7;</b>	<b>Brooks, chapter 5; Brooks, chapters 14 &amp; 15</b> Recommended: Comack, <i>Women in Trouble</i> <b>Case Studies: Comack &amp; Balfour), <i>The Power to Criminalize (PC)</i> chapters: 3-7</b>
Week 17 Feb. 7	<b>17. Engaging with the Law—the Struggle for Justice</b>	<b>Chahal (Comack &amp; Balfour) chapters 5 &amp; 6</b>	
Week 18 Feb. 14	<b>18. Responses to Crime</b> Peace and Social Justice Perspectives on Crime Racialized Policing—What Is to be Done? Changing Responses to Crime	Recommended: R. Quinney, <i>The Problem of Crime</i> —chapter 6: Peace & Social Justice	Recommended: Hal Pepinsky, <i>Peacemaking Criminology</i> , Sept., 2013, <i>Critical Criminology</i> 21(3): <a href="https://www.researchgate.net/publication/257552884_Peacemaking_Criminology">https://www.researchgate.net/publication/257552884_Peacemaking_Criminology</a> Case study: “Diversity in Policing” Report:: <a href="http://www.diversitythunderbay.ca/?pgid=12">http://www.diversitythunderbay.ca/?pgid=12</a>
<b>Feb. 21</b>	<b>Winter Study Break: Feb. 21-25</b>		
Week 19 Feb. 28	<b>19. Corporate Crime</b> The Extent & Scope of Corporate Crime Defining Corporate Crime	<b>Chahal (O’Grady), chapter 8</b>	
Week 20 -March 7	<b>20. Explanation of Corporate Crime</b> Corporations & Environmental Crime The Treatment of Street Crime vs. Corporate Crime	<b>Brooks, chapter 8 (pp:180-189)</b>	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 14 & Week 22 March 21	<b>21. Political Crime &amp; Terrorism</b> International Violence & Terrorism Towards a Theory of Anti-Terrorism <b>22. Causes of Terrorism &amp; Violence</b>	<b>Brooks, chapter 12 (pp:272-287)</b> <b>Chahal (Teeple), chapter 10.</b> Chomsky Explaining the Reason for Terrorism <a href="http://www.youtube.com/watch?v=oS0L8mQFRak">http://www.youtube.com/watch?v=oS0L8mQFRak</a>	Chahal: <a href="http://edocs.lib.sfu.ca/ccrc/">http://edocs.lib.sfu.ca/ccrc/</a> See also Tariq Ali’s discussion: < <a href="http://www.youtube.com/watch?v=5hdd4SvRk_ho">http://www.youtube.com/watch?v=5hdd4SvRk_ho</a> >; K. H. Karim, <i>Islamic Peril</i> (Intro., & chap. 4).
Week 23 March 28	<b>23. The Roots of the Palestinian-Israeli Conflict &amp; International Law</b> <b>Media Coverage</b> of the Palestinian-Israeli Conflict: Media Analysis of US Coverage of the Arab-Israeli Conflict Parts 1-3: → Israel & Palestine & Public Relations Doc: “The Occupation of the American Mind”	Occupation 101: Voices of the Silenced Majority: <a href="https://topdocumentaryfilms.com/occupation-101/">https://topdocumentaryfilms.com/occupation-101/</a> Media Analysis by Alison Weir: <a href="http://www.youtube.com/watch?v=qIOzo82emA0">http://www.youtube.com/watch?v=qIOzo82emA0</a>  <a href="https://www.occupationmovie.org/">https://www.occupationmovie.org/</a>	<b>Warning:</b> some of the videos for topics 22 & 23 include graphic images some may find disturbing.  The Real News...with Pink Floyd’s Roger Waters (& Sut Jhally) discussing the Doc (1/3);< <a href="https://www.youtube.com/watch?v=TD0QAhhMpFJc">https://www.youtube.com/watch?v=TD0QAhhMpFJc</a> >
<b>Week 24-</b> <b>April 4</b>	<b>24. Palestinian /Israeli Conflict &amp; International Law— see Human Rights Watch Report, April 27, 2021→</b>	<a href="https://www.hrw.org/report/2021/04/27/threshold-crossed/israeli-authorities-and-crimes-apartheid-and-persecution">https://www.hrw.org/report/2021/04/27/threshold-crossed/israeli-authorities-and-crimes-apartheid-and-persecution</a>	see Left Forum 2016: A Dialogue on Israel and Palestine with Tariq Ali and Norman Finkelstein  <a href="https://www.counterpunch.org/2016/05/27/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/</a>

## Course Requirements

There are **three (3) requirements** for this course.

1. **Two Response Papers. Due dates: Oct. 4<sup>th</sup> and Feb. 14<sup>th</sup> (2 @ 15 marks each) .....30%**

Each response paper answers a specific question (or questions) in relation to my PowerPoint presentation and reading material for a specific date. More detail is given on the Instruction page.

2. **Four Short Tests: Oct. 19<sup>th</sup>, Nov. 16, Feb. 1<sup>st</sup> and March 29<sup>th</sup> (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.

3. **Posts, Critical Reflection and Discussions/Comments**

**6 Posts. Due dates: Sept 27, Oct. 25, Nov. 22, Jan. 17, Feb. 28 & March 21**

**(6 @ 5% each).....30%**

More detail is given on the D2L.

To do well in this course, you must do the work on a weekly basis. You must contribute to the discussions in a thoughtful way. You must also critically reflect on the assigned readings and my PowerPoint presentations by making use of the concepts, theories and other material covered in class and clearly show that in your response papers and posts.

### PLEASE NOTE

- 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](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://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 Sept 7<sup>th</sup> on the D2L.

## Recommended Readings (Available on reserve in the main Library)

Anderson, Dawn & Barrie. 2009. *Manufacturing Guilt: Wrongful Convictions in Canada* (2<sup>nd</sup> 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* (3<sup>rd</sup> ed.). Toronto: Oxford University Press.

Reiman, Jeffrey & Paul Leighton. 2017. *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice*. (11<sup>th</sup> 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](#)<sup>1</sup>.
- **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 \(SAS\)](#)<sup>2</sup> and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](#)<sup>3</sup>. 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.

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<sup>1</sup> <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>

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

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