



DEPARTMENT OF SOCIOLOGY

Sociology 2221 SDE

Crime & Society

Spring 2022

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) 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 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]
Week 1 May 2 & 3	1. Introduction Definitions of Crime & Deviance Development of Criminology	Brooks, chapter 1	
May 3-4	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)	
May 4-5	3. The Crime Picture in Canada The Problem with the Crime Stats	Chahal (O'Grady), chapter 1	
Week 2 May 9-10	4. Traditional Sociological Explanations of Crime: Strain, 5. Social Control & Social Disorganization Theories	Brooks, chapter 2 (pp: 30-37) & Chapter 3 (pp: 50-54)	
May 10-11	6. Social Learning & Symbolic Interactionist Theories (Labeling)	Brooks, chapter 3 (pp: 44-50)	
May 11-12	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
May 12	8. Critical Criminology & Beyond Part II	Brooks, Chapter 4 (pp: 74-86)	
Week 3 May 16	9. Marginalization & Wrongful Convictions—"Race," Class & Gender	Chahal (Anderson), chapter 2	Case studies: Dawn & Barrie Anderson, <i>Manufacturing Guilt</i> (2nd ed.).
May 17	10. Crime & Justice & the Evolution of Youth Justice	Brooks, chapter 16	
May 18	11. 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	Recommended: Schissel, <i>Still Blaming Children</i> (SBC) [Reserve] Recommended Case Study: Schissel (SBC), chapter 4
May 19	12. Youth Violence Social Justice, Transformative Change	Brooks, chapter 17 (pp: 400-414); Brooks, chapter 17 (pp: 414-423)	Case Study: Schissel (SBC), chapter 7
Week 4 May 24	13. Racialization of Crime Colonialism, Resistance & Indigenous Street Gang 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/ >	Case Study: 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
May 25	14. Crime & Justice & Indigenous People Missing & Murdered Indigenous Women—see: The Aboriginal Multi-Media Society (AMMSA)	Chahal, Restorative Justice (D2L) http://www.ammsa.com/content/missing-and-murdered-indigenous-women-and-girls >	RCMP Report: https://www.rcmp-grc.gc.ca/en/indigenous-policing-and-reconciliation TRC: < http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf >
May 26	15. Crime & Gender Theorizing Law & "Race," Class, & Gender Justice	Case studies: Brooks, chapter 13 (pp: 304-316); Recommended: Chahal (Comack), chapter 7;	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]
Week 5 May 30	16. Engaging with the Law—the Struggle for Justice & “Race,” Class, & Gender	Chahal (Comack & Balfour) chapters 5 & 6	
May 31	17. Responses to Crime 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, Peacemaking Criminology, Sept., 2013, Critical Criminology 21(3): https://www.researchgate.net/publication/257552884_Peace_making_Criminology Case study: “Diversity in Policing” Report: < http://www.diversitythunderbay.ca/?pgid=12 >
June 1	18. Corporate Crime The Extent & Scope of Corporate Crime Defining Corporate Crime	Chahal (O’Grady), chapter 8	
June 2	19. Explanation of Corporate Crime Corporations & Environmental Crime The Treatment of Street Crime vs. Corporate Crime	Brooks, chapter 8 (pp:180-189)	Recommended: L. Snider, Bad Business. Case Studies: Brooks, chapter 7 J. Reiman, <i>The Rich Get Richer and the Poor Get Prison</i> --chapter 3
Week 6 June 6	20. Political Crime & Terrorism International Violence & Terrorism Terrorism & the Palestinian /Israeli Conflict	Recommended: Brooks , chapter 12 (pp:272-287)	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)
June 7	Towards a Theory of Anti-Terrorism 21. Causes of Violence & Terrorism	Chahal (Teepie), chapter 10; Chomsky Explaining the Reason for Terrorism http://www.youtube.com/watch?v=oS0L8mQFRak	
June 8	22. The Roots of the Palestinian-Israeli Conflict & International Law Media Coverage 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: https://topdocumentaryfilms.com/occupation-101/ Media Analysis by Alison Weir: http://www.youtube.com/watch?v=qIOzo82emA0 https://www.occupationmovie.org/	(Warning: 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): https://www.youtube.com/watch?v=TD0QAhmPFJc
June 9	23. Palestinian /Israeli Conflict & International Law—see Human Rights Watch Report, April 27, 2021→	Watch the video: 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/

Course Requirements:

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

1. **Two Response Papers.** Due dates: **May 9 & June 6 (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 on the D2L.

2. **Four Short Tests: May 10, 17, 30, & June 13th (4 @ 10% each)... 40%**
 The tests consist of multiple-choice questions, and may include short-answer questions. The tests cover all class work, my PowerPoints, and reading material to date. It is not the instructor's aim to reproduce the same material that is covered in the readings. My PowerPoints, and discussions will complement, expand, and shed more light on the concepts, theories and issues that are covered in the text and the reader.

3. **Discussion and Critical-Reflection:**
6 Posts. Due dates: May 5, 12, 19, 26, June 2 & 9 (6 @ 5% each)..... 30%
 More detail is given on the **Instruction** page D2L.

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 PowerPoints, 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 2nd on the D2L.

Recommended Readings (“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>