

## Sociology 250: Crime and Society

*January – April 2019*  
*Winter Session 2019 Term 2 (3 credits)*

**Instructor:** Dr. Dan Small, PhD, MPhil  
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**Teaching Assistant:** Sessen Stephanos  
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**Time:** Monday, Wednesday and Friday  
 3:00pm –4:00pm  
 First Day of Class: 2 January 2018

**Location:** Irving K. Barber Learning Centre 182

### Overview:

This course examines crime and society. It begins with a question: what, exactly, is crime? A diverse range of human activity that could be considered criminal such as that relating to persons, the state, environment, property, human rights, hatred, internet and financial systems. However, crime is not an immutable or naturalized phenomenon, but is subject to the vagaries of society. A significant assumption, and assertion, within this course is that notions of crime and deviance are socially constructed and vary across time and jurisdiction. Without sociology, it will be argued, there is no way to adequately moor our understanding of crime and society.

This course is influenced by a range of disciplines but is grounded within the field of sociology. A sociological approach, in contrast to psychological, anthropological or medical orientations that might concentrate on narrower or individual manifestations of crime, aims to complete a wider assessment of the empirical variables at play<sup>1</sup>. Moreover, one of the central ambitions of sociology to move beyond the most obvious:

“It can be said that the first wisdom of sociology is this—things are not what they seem. This too is a deceptively simple statement. It ceases to be simple after a while. Social reality turns out to have many layers of meaning. The discovery of each new layer changes the perception of the whole”<sup>2</sup>(p. 22-23)

This course will attempt to convince students that the examination of sociological currents is not only useful, but necessary, if we are to adequately investigate, understand and address crime and society.

**Caveat:**

The lectures have been developed to supplement rather than summarize the textbook and reading material. Over the past twenty years, the instructor has maintained an applied focus on the development of “low barrier” (minimal barriers for client or patient enrolment) evidenced based healthcare and socio-cultural interventions including North America’s supervised injection facility, needle distribution, managed alcohol programs, a range of harm reduction initiatives and supported housing aimed at providing hard to reach homeless populations (those living with multiple barriers, including active addictions that have been unsuccessful in conventional treatment) with social tenure and a doorway into healthcare. The instructor’s experience has also included involvement in the field of medical regulation (College of Physician and Surgeons), medical assessment (Medical Council of Canada), the forensic psychiatric system and community mental health. As such, the course will draw on these experiences to include applied and theoretical elements wherever possible.

**Goals:**

The first goal of this course is to dig a little deeper and to challenge some of our pre-conceived, naturalized, notions of crime and society. In fact, this aim is arguably the draw of the discipline of sociology itself:

“The fascination of sociology lies in the fact that its perspective makes us see in a new light the very world in which we have lived all our lives”<sup>2</sup> (p. 20-21)

The course’s second aim is to present a compelling case for the importance of the sociology’s methods, data and analysis to pursue the most effective societal goals with regard to understanding and managing crime.

**COURSE FORMAT:**

The course takes place on Mondays of each week. Each Monday will consist of a lecture in the first half of the class. The second half of the class will be devoted to student group presentations and discussions.

**READINGS**

The course is organized around a series of book chapters from the text. There are also assigned articles associated with the course that students will need to access on line or through the UBC library. Students will need a campus wide login to access these materials.

**REQUIRED TEXT:**

Winterdyk J. Canadian Criminology. New York: Oxford University Press; 2016.<sup>3</sup>

## ASSESSMENT

Assessment Variable	Percentage
Collaborative Group Presentation	10%
Midterm	25%
Research Paper	25%
Final Exam	40%
<b>Total</b>	<b>100%</b>

1. **Collaborative Group Presentation (10%):** During the second class of each week, there will be a group presentation. The assignment is intended to encourage discussion, collaboration and to assist students in understanding and applying ideas learned in the course in relation to important issues pertaining to crime in Canadian society. For the assignment, the class will be divided into groups that will collaborate in making a presentation on an emerging issue pertaining to crime and society. Students can identify the emerging issue from a variety of sources including the media, internet, a film or other publication.

The presentation portion of the assignment is worth 5 %. Each participant is expected to have an equal role in the collaboration and to offer their own sociological reflection about crime and society in relation to the topic. Students may wish to draw on emerging sociological theories, methods or analysis in the textbook by Winterdyk (2016) or other criminological publications to interpret their portion of the presentation. The group presentation is only expected to be short, sharp and engaging. Presentations will be only *10 minutes* in length (*maximum*) so students need to be well-organized. Each student should provide a sociological reflection on the topic (e.g. how does it relate to the sociological study of crime and society, what makes it sociologically interesting, how would you interpret it as a sociologist giving a one-minute interview in the media?).

In addition, there is a written component of the assignment that is worth 5 %. All members of the group must submit a two-page *double spaced* (no longer) summary of the topic (or issue) along with their sociological interpretation. The summaries should have a title page with the student's name, student number and date (as well as a reference sheet). Each group member submits their own sociological reflection on the topic. If a group prefers, then they may submit a collaborative sociological interpretation of the topic instead of individual summaries. In this instance, the written interpretation will be longer (2 pages for each collaborator).

The summaries is due when the presentation is made to the class. Individuals who do not submit two -page summaries will lose 50% of their collaborative assignment grade (6% of the overall course grade). Two-page summaries are due on **the day of presentation at 4:00pm**. Two-page summaries submitted late will be deducted 4% per day and will **not be accepted after one week**.

2. **Midterm Quiz (20%)**: The mid-term test will be on 11 February 2019. The test will be worth 20% of your grade and will require you to answer short (1 point) and medium length (2 point) questions.
3. **Research Paper (25%)**: Students will complete a 1250 to 1500-word (*maximum*) research paper as part of the course.

For their paper, students are to employ a sociological/criminological theoretical perspective and methodological approach to analyse a substantive issue relating to crime and society. After providing a short overview of the crime related activity, students are expected to undertake a sociological analysis the topic (with particular reference to a sociological theoretical and methodological approach to crime). Students are expected to explore the issues and ideas that arise from the crime in relation to society from a sociological/criminological perspective. The paper should describe the meaning of the “crime” from a sociological point of view as well as its relationship to society. The overall aim of the paper is to call upon the field of sociology to engage in a systematic and objective examination of a key issue relating to crime and society. There are six key questions that students should use to guide their essay. What crime is taking place here? Why is it a crime? What is the sociological context; what are the relationships between crime and society in this instance? How are these relationships organized in terms of institutions as systems of control? What are the collective ideas that influence our understanding of the criminal zone of activity [people] and institutions? What specific sociological theory and related evidence is being employed to shed light on the issues?

The paper will be due in class on **15 February 2019 (at 3:00pm)**. Text beyond the 1,500-word maximum will not be graded in order to encourage students to organize their thoughts concisely and, hopefully, improve their papers.

Papers should be in a 12pt traditional font such as Arial or Times New Roman with one-inch margins. Each paper should be stapled and have a cover page with the title of the paper, name of the student and student number. The pages of your paper should be numbered in the upper right hand corner, and the final word count should appear at either the beginning or the end of your paper.

All papers should have a “References” section that includes all the sources that have been cited in the paper. Please do not include other source materials that have not been directly referenced in the paper.

Please submit hard copies of all assignments to the teaching assistant or myself in class or, if late, date-stamp and put in the exam drop box outside the entrance of the mailroom in the Dept. of Sociology. Please note that emailed copies of assignments will **not** be accepted as inevitably some of them are lost (e.g. junk mail filters) or misdirected (wrong email address). The hard-copy version will be the one used to determine date of submission. Papers cannot may not be faxed or pushed under faculty doors; they will not be accepted for evaluation.

With regard to reference style for the paper, students should use the American Sociological Association (ASA) style. The entire style guide is available for purchase on

the ASA website. A quick overview guide is available free of charge:

([http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)). The entire style book is available in the UBC Koerner library as a non-circulating reference book (Call Number: [HM569 .A54 2014](#)).

The ASA system is similar to the style guide for the American Psychological Association (APA). Students that are familiar with the APA style may also use this method for the term paper. However, the style needs to be consistent through the paper and reference section.

Some referencing systems, such as the Chicago Manual of Style (CMOS) provide a choice between two different systems: notes (along with bibliography) and the author-date system. The social sciences, as a rule, tend to utilize the latter system: with the author and date in a short form within the text that is subsequently expanded within the reference section at the end of the paper. As a result, students should rely on the *author and date* method as opposed to the notes approach. The author and date method seems to help the flow of the paper and make it a little easier to follow. If students have any trouble locating a resource for the referencing style for the paper, then please don't hesitate to contact the instructor or teaching assistant.

#### Late Assignment Policy

Papers are due on **15 February 2019 at 3:00 pm**. Papers submitted late will be deducted 4% per day and will **not be accepted after 22 February 2019**. If there is a health condition or family situation that may affect your ability to meet a deadline, please let the TA or I know in writing (email is fine), in advance if possible.

4. **Final Exam (40%)**: There will be a final exam during the final exam period. The final exam will include written answers (short and medium length answers along with essays) that make up 40% of the grade. The final exam will be cumulative.

#### INCOMPLETE ASSIGNMENTS

All of the assignments and exams in the course must be completed in order to receive a passing grade.

#### GRADING:

Grading will be made in accordance with the UBC grading scale as described in the UBC Academic Calendar.

#### PLAGIARISM

Plagiarism sometimes happens when students panic or feel overwhelmed. As your instructor, I am here to support your learning. Please contact me to discuss your situation PRIOR to reaching the point where you feel yourself in a panic situation. Students are encouraged to review the publication *Plagiarism Avoided* on the UBC Faculty of Arts website, which includes helpful examples of, and practical strategies to avoid plagiarism. UBC publications regarding plagiarism are available on the Internet. See for example: <http://legacy.arts.ubc.ca/arts-students/plagiarism-avoided.html>. Students can also examine the Guide to Academic Integrity at UBC that provides

tips for avoiding plagiarism: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links on plagiarism do not work, then please perform an Internet search on tips to avoid plagiarism at UBC. If students have any trouble with locating the material on suggestions for avoiding plagiarism, then please don't hesitate to contact the instructor or teaching assistant.

### **ACADEMIC INTEGRITY**

Students must abide by the academic integrity rules of the Faculty of Arts. The overarching theme of academic integrity is that your work must be, in fact, your own work. All students assume full responsibility for the content of the academic work that they submit. Plagiarism, using notes during a test, or copying from another student will result in a failed grade for the course. The UBC library maintains an excellent web-based resource on Academic Integrity and students should review the web site: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links to the site do not work, then please perform an Internet search on academic integrity at UBC. If students have any trouble with locating the material, then please don't hesitate to contact the instructor or teaching assistant.

### **ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Academic accommodations are available for students who have a documented disability. Please provide me with a letter from the Access & Diversity department at UBC (<http://www.students.ubc.ca/access/disability-services/>) that identifies the academic accommodations for which you are eligible in an academic setting. Students do not have to share information about their disability with the instructor. Disability documentation is to be provided to the department of Access & Diversity. All accommodations must be approved through the Disability Resource Centre (Students can review the Access and Diversity policy on academic accommodations for students with disabilities at the following website: <http://www.students.ubc.ca/access/disability-services/portfolio/policy-73/>).

## LECTURE THEMES AND READING SCHEDULE

The syllabus and lecture schedule is dynamic and, as such, the lecture themes will be open to alteration depending on the flow of the course as it plays out (e.g. to respond to emerging contemporary sociological/criminological issues of interest that arise or the pace of the group presentations and schedule).

**Week One (2 January 2019) Lecture:** *Introduction to Sociology of Crime and Society, Course Assignments and Evaluation*

### Required Reading

Winterdyk J. Chapter 1: Criminology: Its Nature and Structure. Canadian Criminology. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 2-24.<sup>4</sup>

Winterdyk J. Chapter 2: Images of Crime and Control. Canadian Criminology. Don Mills: Oxford University Press; 2016: 24-45.<sup>5</sup>

### Learning Objectives

By the end of this lecture, students will have a clear understanding of the course direction, evaluation, assignments and the intended sociological themes of study with regard to the investigation of crime and society.

**Week One (4 January 2019) Film:** *Brother's Keeper Documentary*<sup>6</sup>

### Learning Objectives

This video is intended to illustrate uncertainties and ambiguities with respect to crime, its context and definition.

**Week Two (7 January 2019) Lecture:** *Sociological Methods for Defining, Measuring and Analysing Crime*

### Required Reading

Winterdyk J. Chapter 3: Measuring Crime and Criminal Behaviour. Canadian Criminology. Don Mills: Oxford University Press; 2016: 46-69.<sup>7</sup>

Winterdyk J, Cale J. Chapter 4: Victims and Victimology. Canadian Criminology. Don Mills, Ontario: Oxford University Press; 2016: 70-94.

**Week Two (9 January 2019) Lecture:** *Sociological Methods for Defining, Measuring and Analysing Crime (cont.)*

### Learning Objectives

By the end of this session, students should be familiar with and be able to summarize the field of sociology's core methodological approaches to studying crime.

**Second Half of Class: Victimology and the Lived Experience of Crime** (*Film: Highway of Tears: 1 hour, 19 minutes*)<sup>8</sup>

**Week Two (11 January 2019) Victimology and the Lived Experience of Crime** (*Film: Highway of Tears: 1 hour, 19 minutes*)<sup>8</sup> (cont.)

### **Learning Objectives**

By the end of this section of the course, students should have a sense of importance of the lived experience of crime in understanding and guiding societal responses. They should also have an appreciation of the field of victimology.

**Week Three (14 January 2019) Lecture: *Gone and Forsaken: The Unrealized Potential of Environmental Criminology and Geographic Profiling in the Tragic Case of the Missing Women of Vancouver's Downtown Eastside***

### **Required Reading**

Patrick K. Not just justice: inquiry into missing and murdered Aboriginal women needs public health input from the start. *Canadian Medical Association Journal* 2016; 188(5): E78-E79.<sup>9</sup>

Oppal WT. Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary. Victoria, B.C.: Province of British Columbia, 2012 (pp. 4 – 16).<sup>10</sup> (Search on line for the report and executive summary available at: <http://www.missingwomeninquiry.ca/wp-content/uploads/2010/10/Forsaken-ES-web-RGB.pdf>)

Oppal WT. Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary. Victoria, B.C.: Province of British Columbia, 2012 (pp. 60 – 74, 160-169).<sup>10</sup> (Search on line for the report and executive summary or *locate the report at the UBC library*)

**Week Three (16 January 2019) Lecture: *Gone and Forsaken: The Unrealized Potential of Environmental Criminology and Geographic Profiling in the Tragic Case of the Missing Women of Vancouver's Downtown Eastside* (cont.)**

### **Learning Objectives**

In this section of the material, students will gain an introductory understanding of a tragic case of societal failure to protect a marginalized group of citizens in Canadian society. Students should also have grasp of how evidenced based social scientific tools could have been utilized to assist in the capture of a prolific serial killer but were ignored.

\*Time permitting, the class will watch the final portion of the documentary: *Brother's Keeper*

**Week Three (18 January 2019) Lecture: *Collaborative Work for Group Presentations***



*\*Students will have time in class to work in their groups in preparation for the collaborative presentations later in the term.*

*\*If required, the class will watch the final portion of the documentary: *Brother's Keeper**

**Week Four (21 January 2019) Lecture:** *The Relationship Between Public Order and Violent Crime: Critical Examination of the Broken Windows Theory and its Application in Society*

**Required Reading**

Wilson JQ, Kelling GL. Broken Windows. *The Atlantic Online* 1982; (March): 1-11.<sup>11</sup>

Winterdyk J. Chapter 5: Major Schools of Criminological Thought. Don Mills, Ontario: Oxford University Press; 2016: 96-120.<sup>12</sup>

Winterdyk J. Chapter 10: Property Related Offences. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 230-58.<sup>13</sup>

**Week Four (23 January 2019): Lecture:** *The Relationship Between Public Order and Violent Crime: Critical Examination of the Broken Windows Theory and its Application in Society (cont.)*

**Learning Objectives**

At the conclusion of this part of the course, students will have a critical understanding of how a sociological theoretical notion, in this instance one about the relationship between public order and serious crimes, can influence public policy and practice. Students will also have a chance to consider a critical view of the theory in question, its application and impact.

**Week Four (25 January 2019): Collaborative Work for Group Presentations**

*\*Students will have time in class to work in their groups in preparation for the collaborative presentations later in the term.*

**Week Five (28 January 2019): Lecture:** *Enforcement and Harm Reduction: Sociological Examination of the Transformation of the Role of Police Personnel from Protectors of Public Safety to Protectors of Public Health)*

**Required Reading**

DeBeck K, Wood E, Zhang R, Tyndall M, Montaner J, Kerr T. Police and public health partnerships: Evidence from the evaluation of Vancouver's supervised injection facility. *Substance Abuse Treatment, Prevention and Policy* 2008; **3**(11): 1-5.<sup>14</sup>

Aitken C, Moore D, Higgs P, Kelsall J, Kerger M. The impact of a police crackdown on a street drug scene: evidence from the street. *International Journal of Drug Policy* 2002; **13**: 193-202.<sup>15</sup>

Small D. Two cultures passing in the night. *International Journal of Drug Policy* 2005; **16**: 221-2.<sup>16</sup>

**Week Five (30 January 2019):** *Enforcement and Harm Reduction: Sociological Examination of the Transformation of the Role of Police Personnel from Protectors of Public Safety to Protectors of Public Health (cont.)*

### **Learning Objectives**

This portion of the course is intended to give students a sense of the changing relationship between law enforcement and society in the context of the emerging trend toward incorporating harm reduction into police operational practice.

**Week Five (1 Feb 2019):** *Group Presentations and Discussion*

*\*The first collaborative group presentations will take place today.*

*\*In the spirit of supporting fellow students in their public presentations, attendance is mandatory for the presentations. I will take attendance on presentation days (students are responsible for signing with their name, student number and signature). Students that do not attend without a suitable explanation will not be eligible for participation points (students that participate in all 6 presentation days will receive 4% for participation).*

**Week Six (4 February 2019) Lecture:** *Sociological Examination of the Relationship between Mental Illness, Crime, the Criminal Justice System and Forensic Psychiatry in Canada*

### **Required Reading**

Winterdyk J. Chapter 7: Psychological Perspectives. Canadian Criminology. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 146-66.<sup>17</sup>

Winterdyk J, Jones N. Chapter 8: Sociological Perspectives. Canadian Criminology. Don Mills, Ontario: Oxford University Press; 2016: 167-95.<sup>18</sup>

**Week Six (6 February 2019) Lecture:** *Sociological Examination of the Relationship between Mental Illness, Crime, the Criminal Justice System and Forensic Psychiatry in Canada (cont.)*

### **Learning Objectives**

By the end of this session, students should have insight into the relationship between mental illness and the law. They should also have an understanding of the history and societal alchemy associated with the socially designated status of Not

Guilty by Reason of Insanity (NGRI) or Not Criminally Responsible due to Mental Disorder (NCRMD) particularly as it pertains to the socio-legal ascription of blame.

**Week Six (8 February 2019) Lecture: *Group Presentations and Discussion***

*\*In the spirit of supporting fellow students in their public presentations, attendance is mandatory for the presentations.*

**Week Seven (11 February 2019) Midterm: 3:05pm-3:50pm (45 minutes)**

**Week Seven (13 February 2019) Lecture: *When Society's Approach to Crime Fails: Sociological Examination of Wrongful Conviction in Canada***

**Required Reading**

Anderson AS. Wrongful Convictions and the Avenues of Redress: The Post-Conviction Review Process in Canada. *Appeal* 2015; **20**: 5-26.<sup>19</sup>

Winterdyk J. Chapter 9: Violent Crime. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 196-229.<sup>20</sup>

**Week Seven (15 February 2019) Lecture: *When Society's Approach to Crime Fails: Sociological Examination of Wrongful Conviction in Canada (cont.)***

**Learning Objectives**

By the end of this session, students will have a should have a familiarity with Canadian examples of wrongful conviction, an understanding of their sociological characteristics and the structural process by which errors in the criminal justice system are addressed.

**\*Term Papers Due**

**Week Eight (18 February 2019) *Statutory Holiday: Family Day (No Class)***

**Week Eight (20 February 2019): *Reading Week (No Class)***

**Week Eight (22 February 2019): *Reading Week (No Class)***

**Week Nine (25 February 2019): *Illicit Drug Use, Crime and Related Societal Interventions: Canada's Supervised Injection Facility, the Controlled Drugs and Substances Act and the Constitution of Canada***

**Required Reading**

Boyd N. The History of Canadian Narcotics Legislation: The Process of Criminalization in Historical Context. *Dalhousie Law Journal* 1984; **8**: 102-36.<sup>21</sup>

Drucker E. Drug Law, Mass Incarceration, and Public Health. *Oregon Law Review* 2013; **91**(4): 1097-128.<sup>22</sup>

### **Suggested Reading**

Small D. Canada's highest court unchains injection drug users; implications for harm reduction as standard of healthcare. *Harm Reduction Journal* 2012; **9**(34): 1-11.<sup>23</sup>

**Week Nine (27 February 2019): *Illicit Drug Use, Crime and Related Societal Interventions: Canada's Supervised Injection Facility, the Controlled Drugs and Substances Act and the Constitution of Canada***

### **Learning Objectives**

This section of the course is aimed at giving students a firm grasp of the changing societal relationship between of illicit drug use, the criminal justice and healthcare systems in relation to the legal history of supervised injection in Canada.

**Week Nine (1 March 2019): *Group Presentations and Discussion***

*\*In the spirit of supporting fellow students in their public presentations, attendance is mandatory for the presentations.*

**Week Ten (4 March 2019): *Sociological Examination of Restorative Justice Models as they Pertain to Crime and Society (Film: Face to Face, 2011: 1 hour, 29 minutes<sup>24</sup>)***

### **Required Reading**

Moss A. Responding to retributivists: a restorative justice rejoinder to the big three Desert theories. *Contemporary Justice Review* 2013; **16**(2): 214-27<sup>25</sup>

**Week Ten (6 March 2019): *Sociological Examination of Restorative Justice Models as they Pertain to Crime and Society (Film: Face to Face, 2011: 1 hour, 29 minutes<sup>24</sup>)***

With time permitting, students will watch a documentary in the second half of the class: "Burning Bridges" available for viewing on line (<https://www.youtube.com/watch?v=tBMIEManHoA>). The video examines a restorative justice event involving six individuals, their families and members of the wider community in the aftermath of the intentional destruction of the historic Mood bridge in Rockhill, Pennsylvania.

### **Learning Objectives**

These films are meant to give students an introductory sense of some of the issues at play with regard to restorative justice models. It lays the foundation for the subsequent lecture examining socio-cultural elements of restorative justice.

**Week Ten (8 March 2019): *Group Presentations and Discussion***

*\*In the spirit of supporting fellow students in their public presentations, attendance is mandatory for the presentations.*

**Week Eleven (11 March 2019): *Lecture: Sociological Examination of Restorative Justice Models as they Pertain to Crime and Society***

**Required Reading**

Decision of Justice Nakatsuru (pp. 1-10). R. v. Armitage. Ontario Court of Justice; 2015.<sup>26</sup> \*This is considered by some to have been one of the most poignant legal decisions ever written.

Winterdyk J, Beke MB. Chapter 11: Organized Crime, Corporate Crime and Cybercrime. Canadian Criminology. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 259-93.<sup>27</sup>

**Week Eleven (13 March 2019): *Lecture: Sociological Examination of Restorative Justice Models as they Pertain to Crime and Society (cont.)***

**Learning Objectives**

By end of this portion of the course, students should be familiar with the notion of restorative justice and understand its key sociological differences relative to conventional legal system based on retribution.

**Week Eleven (15 March 2019): *Group Presentations and Discussion***

*\*In the spirit of supporting fellow students in their public presentations, attendance is mandatory for the presentations.*

**Week Twelve (18 March 2019): *Group Presentations and Discussion***

*\*In the spirit of supporting fellow students in their public presentations, attendance is mandatory for the presentations.*

**Week Twelve (20 March 2019): *Group Presentations and Discussion***

*\*In the spirit of supporting fellow students in their public presentations, attendance is mandatory for the presentations.*

**Week Twelve (22 March 2019) *Lecture: Death Investigation: Sociological Examination of the Role of Coroners in British Columbia***

**Required Reading**

Tait G, Carpenter B. Suicide, statistics and the coroner: A comparative study of death investigations. *Journal of Sociology* 2015; **51**(3): 553-65.<sup>28</sup>

### **Learning Objectives**

By end of this lecture, students should a sociological understanding of death investigation and the role of coroners in the province of British Columbia.

**Week Thirteen (25 March 2019):** *Sociological Examination of Activism: Advocacy in the Service of Social Change or Public Order Crime?*

### **Required Reading**

Wilson R. The Necessity of Activism. *Solutions*; 3(4): 75-9.<sup>30</sup>

Winterdyk J. Chapter 12: Crimes against Public Order. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 294-330.<sup>31</sup>

### **Suggested Reading**

Rhoads RA. Student activism, diversity, and the struggle for a just society. *Journal of Diversity in Higher Education* 2016; 9(3): 189-202.<sup>29</sup>

**Week Thirteen (27 March 2019):** *Sociological Examination of Activism: Advocacy in the Service of Social Change or Public Order Crime?*

### **Learning Objectives**

By the end of this portion of the course, students should be able to describe social activism relative to sociological notions of social change of activism in Canada in terms of its functional purpose and as well as its legal treatment in Canada in law.

**Week Thirteen (29 March 2019):** *Group Presentations and Discussion*

*\*In the spirit of supporting fellow students in their public presentations, attendance is mandatory for the presentations.*

**Week Fourteen (1 April 2019):** *Lecture: Overview of Key Themes in the Sociology of Crime and Society*

### **Required Reading**

Winterdyk J. Chapter 13: Emerging Crime Trends: Transnational Crime, Terrorism, Human Trafficking, and Cybercrime. Don Mills, Ontario: Oxford University Press; 2016.<sup>32</sup>

Winterdyk J. Chapter 14: Future Directions in Criminology and Crime Prevention. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 362-86.<sup>33</sup>

**Week Fourteen (3 April 2019):** *Overview of Key Themes in the Sociology of Crime and Society (cont.)*

**Learning Objectives**

By the end of this lecture, students should be familiar with the key themes of the course and possess a firm understanding of a sociological approach to understanding crime and society.

**\* Term Ends: 4 April 2019**

**\*\*Final Exam:** Date to be scheduled during final exam week