

SOCIOLOGY 470A-: SOCIOLOGY OF CRIME AND JUSTICE
Current Issues in Crime, Society and the Law
Spring Session 2019 Term 1 (3 credits)
January – April 2019

PRELIMINARY SYLLABUS: SUBJECT TO CHANGE

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Office Hours: Thursdays 5:00-6:00pm
(or by appointment)

Class Time: Thursdays
 6:00 pm - 9:00 pm

Location: Buchanan D317

First Day of Class: 3 January 2019

COURSE DESCRIPTION

This seminar course aims to create an encouraging venue for students to share their sociological ideas and interpretations about the ways that crime and deviance are socially constructed and vary across time and space. Together, we will enter a busy sociocultural intersection where crime, society and the law meet. As students of sociology, we will begin with the assumption that our understandings and societal approaches to crime and deviance are socially constructed and vary across time and space. Without sociology, students will learn, there is no way to adequately moor our understanding of crime, society and the law. The course investigates a wide range of contemporary topics relating to crime and society including the epidemic of mass incarceration in North America, drug policy, drug trafficking, the opioid epidemic and harm reduction, public order and violent crime, mental health and the law, restorative justice, medically assisted suicide, social change and the notion of structural violence as it pertains to people that have been pushed into the shadows of society such as the murdered and missing women in Canada.

Caveat:

The instructor is an applied academic, teaching in both sociology and anthropology, with experience over a 20-year period developing socio-cultural *zones of acceptance* for individuals with multiple barriers to their social tenure including HIV, injection drug use, HCV, mental illness, homelessness, survival sex trade involvement and conflict with the law. The zones of acceptance that he has helped create include North America's supervised injection facility, needle distribution, social enterprises, managed alcohol programs, a range of harm reduction initiatives and supported housing aimed at providing hard to reach homeless populations. The instructor has also worked in the forensic psychiatric system and community mental health. As such, the course will draw on these experiences where possible in order to provide a sense of influence of crime, society and the law within the lived experience of everyday people.

Goals:

This course holds, as its primary ambition, an intent to *collaboratively* examine the moral borderland of contemporary social problems pertaining to crime, society and the law in order to uncover and make explicit the powerful socio-values and narratives that drive policy and popular understanding. The assumption, then, is that in order to effectively understand and address social problems relating to crime, society and the law, we must first confront their socio-cultural core. Building on this assumption, an attempt will be made to provide a kind of socio-cultural accounting of the narratives that drive public policy, societal interventions and approaches to crime. It is hoped that students will become proficient in analyzing and discussing key components of sociocultural narratives that underscore societal policies and understandings of crime. From beginning to end, I am hoping that students will engage in the mutual exchange of ideas as part of a collaborative scholarly discussion.

COURSE FORMAT

The course takes place on Thursday evenings of each week. As this is a seminar, the central goal of this course is to encourage students to share their ideas and interpretations as part of a collaborative academic process. I understand that articulating your perspective in a public forum can be intimidating. However, it is a skill that is developed from experience like that offered in this academic venue. I will work hard to ensure that the class is an encouraging place for students to develop and share their reflections on the material. This class is meant to be a fun and safe place for the mutual exchange of ideas. Although I will facilitate discussion and occasionally provide a lecture during part of the class, the format of the course is designed to inspire students to share their interpretations of the issues at play and actively engage in academic discourse. Students will need to demonstrate that they have read and contemplated the readings in advance by sharing thoughtful interpretations. Furthermore, students need to be actively engaged in responding to the perspectives of their peers. I really want to hear your ideas and encourage you to share them with the wider class. A substantial portion of each class will be devoted to discussion along with student and group presentations.

READINGS

The course is organized around a series of book chapters from two course texts. There are also assigned articles that students will need to access on line or through the UBC library. Students will need a campus wide login to access these materials. However, the readings and course themes are approximate and will be contingent on the flow of student presentations and discussion (i.e. some discussion and group presentations may be carried over to later days than originally scheduled). The schedule for presentations and discussion items will flow organically.

REQUIRED TEXTS:

Drucker E. Decarcerating America From Mass Punishment to Public Health. New York: New Press; 2018.¹

Muehlmann S. When I Wear My Alligator Boots. Berkeley, California: University of California Press; 2014.²

ASSESSMENT

Assessment Variable	Percentage
Participation (attendance 5%, participation in discussions 5%)	10%
Sociological Reflection	15%
Collaborative Presentation	10%
Term Paper Presentation	25%
Term Paper (Serves as Final Exam)	40%
Total	100%

Participation: 10%

Assessment for participation will be made in relation to attendance (5%) and proactive participation (5%). Proactive participation will be graded on the basis of engagement in class discussion and evidence of preparation (i.e. familiarity with readings, class postings on Canvas).

Sociological Reflection: 15%

Students will complete a written sociological reflection a contemporary issue pertaining to crime and society. The focus of sociological reflection will be on a topic found outside of assigned readings and material, that students have identified as interesting and relevant over the course of the term. This could be a relevant online video, internet story, news article, experience, observation or any item related to crime and society in Canada. Students will need to clearly provide a clear link between their topic of reflection and sociological research/theory. This written reflection will be 3 pages in length (double spaced not including references) with title page, name, student number, page numbers and reference sheet (with American Sociological Association (ASA) reference style, see further description below in relation to the term paper). This assignment gives students a chance to apply sociology in everyday life. This reflection should *not* be on exactly the same topic as a student's term paper (although it can be related more generally). The sociological reflection is due in class as a hard copy on 14 February at 6:00.

Collaborative Presentation: 10%

Students will collaborate with their peers as part of a small group in order to facilitate the wider class discussion during one session over the course of the term. The goal of this assignment is to encourage discussion, collaboration and to assist students in understanding and applying ideas learned in the course in relation to important issues pertaining to a sociological analysis of crime and society. Students will work together to present their interpretation of the readings for the week. They will be expected to lead the class discussion for the day and connect the reading to emerging issues from a sociological analysis. Each group should endeavor to make the discussion as engaging as possible by anchoring the ideas in the contemporary context (e.g. media, internet, a film or other publications). This is your chance to identify the sociological issues that emerge, from your perspective and to show-case your ideas along with those of your colleagues.

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 the topic. Students may wish to draw on emerging sociological theories, methods or analysis in the readings or other sociological publications to interpret their portion of the presentation. The

group presentation is only expected to be short, sharp and engaging. Presentations will be only *20 minutes* (maximum) in length 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 summary is to be handed in as a hard copy.

The summaries are 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 (5% of the overall course grade). Two-page summaries are due on **the day of presentation at 6:00pm**. Two-page summaries submitted late will be deducted 4% per day and will **not be accepted after one week**.

The issues raised by the group should take the form of discussion issues or questions. Questions should be open-ended so that they can offer a wide variety of possibilities for discussion points from the wider class. The quality of the questions, particularly with regard to enhancing discussion, will form a significant part of my assessment. Students may wish to draw on emerging sociological theories, methods or analysis from other readings (both within or outside the class) to interpret their presentation. The group presentation is expected to be approximately 20 minutes in length with a subsequent 40 minutes of wider discussion (total presentation: 60 minutes).

Term Paper Presentation: 25%

The goal of this assignment to help students to reach their academic potential in their central assignment for this course. Each student will make a presentation related to their research paper topic over the course of the term. This is a formal presentation and should include an overview of the intended area of research for a student's term paper:

- what is the central area of concern (crime related issue)?
- what sociological/criminological research/data/theory might be deployed?
- what specific academic sources will be examined?
- how will the paper be organized?
- what will make this paper special (beyond just doing a survey of the literature in relation to a topic)?

Students should articulate a clear sociological question being asked (and, ultimately, answered) and how the paper will be organized (what is its anticipated narrative plot: *beginning, middle, end*). The presentation should be engaging and illustrate why a student chose this topic, what inspired them, why this issue matters, why this is an important topic for a *sociological* examination of crime and society.

The presentation should be a total of 15 minutes (including time for questions, comments and suggestions). As a result, each student should provide a 5-minute overview of their paper and then facilitate discussion and feedback for 10 minutes.

Of course, this sounds like a lot of work to complete before writing the paper. Students don't need to have completed their paper or firmly committed to a final structure. This is an opportunity for students to receive critical feedback from their peers and the instructor. This is a chance for students to contemplate their topic well in advance, reflect on feedback and, ultimately, work towards an outstanding paper. There is one final question that students should ask themselves as they prepare for their presentation (and paper). What is the original or outstanding element of this paper? What is special about this topic? The answer to this question represents the difference between a solid and an outstanding paper. This should be the final statement in a student's presentation: what is original about this paper?

A copy of the student's presentation must be uploaded to Canvas for other students to read it *one week before* the scheduled presentation.

Research Paper: 40%: Students will complete a 3000 to 3500-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 analyze 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 a number of questions that students might use to guide their essay:

- What crime is taking place here?
- Why is it a crime?
- How has this crime been socially constructed (what is the socio-historical context)?
- 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?
- What type of societal intervention would be effective in addressing this criminal activity?

Students will need to make direct connections between their ideas and those in the wider academic discourse. Papers should draw on a range of academic sources, both theoretical and research-based, from the field of sociology (peer-reviewed journal articles, academic books or research reports) to bolster the analysis.

The paper will be due in class on the last day of class: **4 April 2019 (at 6:00pm)**. Text beyond the 3,000-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 have 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). 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 **4 April 2019 at 6:00 pm**. Papers submitted late will be deducted 4% per day and will **not be accepted after 11 April 2019**. If there is a health condition or family situation that may affect your ability to meet a deadline, please let me know in

writing (email is fine), in advance if possible.

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/>).

COURSE THEMES, READING AND DISCUSSION SCHEDULE

The syllabus and schedule of themes is dynamic and, as such, it will be open to alteration depending on the flow of the course as it plays out (e.g. to respond to contemporary social issues of interest that arise in the course discussion, the pace of the group presentations or the schedules of guest speakers).

Week One (3 January 2019): *Introduction to a Socio-cultural Analysis of Crime, Society and the Law: Entering the Busy Intersection of Values, Narratives and Sociology*

I will provide a lecture in the first two-weeks so students can get to know each other, become familiar with the course goals and a collaborative environment can be nurtured. Following that introductory period, my goal is to encourage an environment where students take a leadership role in the discussion in each session.

Required Readings

Muehlmann (2014): Introduction: Life at the Edges of the War on Drugs (pp. 1-23).

Muehlmann (2014): Chapter 2: When I Wear My Alligator Boots (pp. 61-84).

Activity 1: There will be a team-building activity where students will have an opportunity to get to know one another, discuss their academic interests and share their goals for the course.

Activity 2: Students will be broken into groups that will form the basis of collaborative work. The collaborative work will focus on the presentation of readings for a particular week, making connections to contemporary sociological issues of interest and leading discussion with the wider class.

Learning Objectives:

Students will be introduced to an epistemological approach to crime, society and the law that focuses on socio-cultural analysis. At the end of this session, students should have a sense of how socio-cultural analysis can be used to uncover the implicit and explicit values at the heart of the narrative ordering of crime, society and the law. An overview of the course themes, assessment and assignments will be provided.

Week Two (10 January 2019): *Drug Policy and the Law: Socio-Cultural Analysis of North America's only Supervised Injection Facility: Application, Activism and Outlaw Sociology*

The instructor will provide a lecture this week (as per note above the goal after the first two-weeks is to shift the format so student discussion is foregrounded).

Required Readings

Muehlmann (2014): Chapter 3: A Narco without a Corrido Doesn't Exist (pp. 85-106).

Small D, Palepu A, Tyndall M. The establishment of North America's first state sanctioned supervised injection facility: A case study in culture change. *International Journal of Drug Policy*. 2006;17:73-82.³

Small D. Canada's highest court unchains injection drug users; implications for harm reduction as standard of healthcare. *Harm Reduction Journal* 2012; 9(34): 1-11.⁴

Small D. Cultural Alchemy and Supervised Injection: Anthropological Activism and Application. *Practicing Anthropology* 2016; 39(2): 26-31.⁵

*The readings for the week including 3 readings from the instructor. The purpose of this choice is to provide a transparent auto-ethnographic grounding of the lecture within the local context.

Activity 1: Following the lecture, there will be a group discussion with regard to drug policy in Canada.

Activity 2: Students will also have an opportunity to collaborate with their group on the collaborative presentation assignment.

Learning Objectives

By the end of this section, students should understand that the establishment of supervised injection in Canada was as much a socio-cultural as scientific, legal or medical intervention. Likewise, they should have a sense of current drug policy in relation to crime and society. Students should also have an understanding of the utility of a socio-cultural framework and action plan.

Week Three (17 January 2018): *The Plague of Prisons: The Epidemiology of Mass Incarceration*

Required Reading:

Drucker E. Population Impact of Mass Incarceration Under New York's Rockefeller Drug Laws: an Analysis of Years of Life Lost*. *Journal of Urban Health: Bulletin of the New York Academy of Medicine* 2002; 79(3): 434-5.⁶

Drucker E. A Plague of Prisons: the Epidemic of Mass Incarceration in America. *Sydney Papers* 2007; 19(1): 28-33.⁷

Small D, Drucker E. Policy makers ignoring science and scientists ignoring policy: the medical ethical challenges of heroin treatment. *Harm Reduction Journal* 2006; 3(16): 1-14.⁴

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

Students will reflect on and discuss the application of sociological concepts and the tools of public health for understanding America's unprecedented level of imprisonment. A key goal of this session is to get students to contemplate the possibility of merging theoretical frameworks so that incarceration might be considered as a kind of psychosocial epidemic.

Week Four (24 January 2019): *The Relationship Between Public Order and Violent Crime: Critical Examination of the Criminological Theory and its Application in Enforcement*

Required Readings

Meares T. Broken Windows, Neighborhoods, and the Legitimacy of Law Enforcement or Why I Fell in and out of Love with Zimbardo. *Journal of Research in Crime and Delinquency* 2015; **52**(4): 609-25.⁸

Harcourt BE, Ludwig J. Broken Windows: New Evidence from New York City and a Five-City Social Experiment. *The University of Chicago Law School* 2006; **73**(1): 271-320.⁹

Greene JA, Schiraldi V. Better by Half: The New York City Story. In: Drucker E, ed. *Decarcerating America From Mass Punishment to Public Health*. New York: The New Press; 2018.¹⁰

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

This session is aimed at giving students the opportunity to critically examine/discuss/debate a sociological/criminological theoretical notion, in this instance one about the relationship between public order and serious crimes, in relation to 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 Five (31 January 2019): *Pharmaceutically Assisted Therapy, Crime and the Law: Replacing Illegal Drugs with Legal Drugs (e.g. Methadone, Heroin)?*

Background Research Micro-Assignment

In preparation for this session, students need to do some investigative research on-line in order to determine whether heroin (diacetylmorphine, diamorphine) is legal for prescription by physicians to drug users in Canada. If it is legal, then students are to identify the specific, institutional, manner in which it is administered for this purpose (the treatment of addiction). Finally, under what Canadian law is the illegality or legality of heroin covered?

Required Readings

Ribeaud D. Long-Term Impacts of the Swiss Heroin Prescription Trials on Crime of Treated Heroin Users. *Journal of Drug Issues* 2004; **34**(163-194).¹¹

Little J, Talley J, Kellogg S, Byrd M, Vakharia S. Chapter 13: Dealing with Drug Use After Prison: Harm Reduction Therapy. In: Drucker E, ed. *Decarcerating America: From Mass Punishment to Public Health*. New York: New Press; 2018.¹²

Small D, Drucker E. Policy makers ignoring science and scientists ignoring policy: the medical ethical challenges of heroin treatment. *Harm Reduction Journal* 2006; **3**(16): 1-14.¹³

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

In this session, students will engage in a sociological exploration of the medicalization of illicit drug use (as opposed to its criminalization). By the end of this session, students will have an understanding of the relationship between heroin assisted therapy, crime and the law in Canada. They should also have a sense of the value of a socio-cultural framework in accounting for dramatic inter-jurisdictional differences in approaches to contemporary social problems.

Week Six (7 February 2019): *Sociological Examination of Medically Assisted Death*

Required Readings

Muehlmann (2014): Chapter 4: The View from Cruz' Throne (pp. 107-133).

Schafer A. Physician assisted suicide: The great Canadian euthanasia debate. *International Journal of Law and Psychiatry* 2013; **36**(5-6): 522-31.¹⁴

Karsoho H, Wright DK, Macdonald ME, R.Fishman J. Constructing physician-assisted dying: the politics of evidence from permissive jurisdictions in Carter v. Canada. *Mortality: Promoting the Interdisciplinary Study of Death and Dying* 2016: 1-15.¹⁵

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

This portion of the course provides students with an opportunity to embark on a socio-historical journey exploring the legal and sociological context of Medically Assisted Death in British Columbia and Canada.

Week Seven (14 February 2019): *Mental Illness and the Law in Canada: Entering the Socio-cultural Borderland Between Mental Illness, Psychosocial Rehabilitation Interventions and the Criminal Justice System*

Required Readings

Eaves D, Lamb D, Tien G. Forensic Psychiatric Services in British Columbia. *International Journal of Law and Psychiatry* 2000; **23**(5-6): 615-31.¹⁶

Shore K, Lavoie JAA. Exploring Mental Health-Related Calls for Police Service: A Canadian Study of Police Officers as 'Frontline Mental Health Workers'. *Policing: a Journal of Policy and Practice* 2018: 1-15.¹⁷

MacDonald N, Hucker SJ. The Crime of Mental Illness. *Canadian Medical Association Journal* 2010; **182**(13): 1399.¹⁸

Activity 1: Collaborative Group Presentation (First Half of Class)**Activity 2:** Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

This class is designed to give students a chance to reflect upon and discuss the relationship between mental illness and the law. By the end of this session, students should also have an understanding of the history and socio-cultural 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-cultural ascription of blame.

Week Eight (21 February 2019): *No Class (Reading Week: 18-22 February)*

Week Nine (28 February 2019): *Structural Violence: Missing and Murdered Women in Canada*

Required Readings

Oppal WT. Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary. Victoria, B.C.: Province of British Columbia, 2012 (pp. 4 –

169).¹⁹ (Search on line for the report and executive summary; it is also available at UBC library).

Galtung J. Violence, Peace, and Peace Research. *Journal of Peace Research* 1969; **6**(3): 167-91.²⁰

Heller D. Chapter 11: Healthcare as a Vehicle for Decarceration. In: Drucker E, ed. *Decarcerating America: From Mass Punishment to Public Health*. New York: The New Press; 2018.²¹

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

In this section of the term, students will have a chance to consider the notion of structural violence. The focus of discussion will begin with a tragic case of societal failure to protect a marginalized group of citizens in Canada. In this context, students will explore the distinction between violence committed by an individual actor and violence that has no specific actor by tracing the roots of the concept of structural violence by reading seminal essay first introducing the concept, published half a century ago, by sociologist Johan Vincent Galtung (1930 - present). Students should emerge with a clear understanding of the concept of structural violence and its relevance to crime and society (particularly in the shadows of society).

Week Ten (7 March 2019): Sociological Examination of Decriminalization

Required Readings:

Crépault J-F, Rehm J, Fischer B. The Cannabis Policy Framework by the Centre for Addiction and Mental Health: A proposal for a public health approach to cannabis policy in Canada. *International Journal of Drug Policy* 2016; **3**(August): 1-4.²²

Hajizadeh M. Legalizing and Regulating Marijuana in Canada: Review of Potential Economic, Social, and Health Impacts. *International Journal of Health Policy Management* 2016; **5**(8): 453-6.²³

Sayegh G. Making Drug Policy Reform Work for Meaningful Decarceration In: Drucker E, ed. *Decarcerating America: From Mass Punishment to Public Health* New York: The New Press; 2018.²⁴

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

This session gives students an opportunity to enter the busy borderland of sociocultural values associated with the notion of decriminalization (which students will see is different from medicalization discussed in an earlier session) and the resultant reconfiguring of society's approach to drugs.

Week Eleven (14 March 2019): *Overlapping Worlds: The Intersection between the Legal and Illegal Narco-Culture in Mexico: The Social Construction of Drug Dealers and Drug Cartels*

Required Readings

Muehlmann (2014): Chapter 5: Moving the Money When the Bank Accounts Get Full (pp. 134-151).

Muehlmann (2014): Chapter 6: Now They Wear Tennis Shoes (pp. 152-176).

Muehlmann (2014): Conclusion: Puro Pa'delante Mexico (pp. 177-189).

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

The goal of this session is to give students a chance to reflectively explore the social construction of a deeply moral territory: the realm of drug dealing. By the end of this section of the course, students should have an understanding of the key themes emerging from the work of Muehlmann (2014) with particular reference to the experience of the drug trade in everyday life, the social construction of drug dealing and the blurring of hard distinctions between illegal and legal economic activities in this realm.

Week Twelve (21 March 2019): *Alternate Models for Understanding Serious Crime*

Required Readings:

Griffiths CT. The Victims of Crime and Restorative Justice: The Canadian Experience. *International Review of Victimology* 1999; 6(279-294).²⁵

Boudin K. Come Close In: Voices of Survivors of Mass Incarceration. In: Drucker E, ed. *Decarcerating America: From Mass Punishment to Public Health*. New York: The New Press; 2018.²⁶

Sered D. Transforming our Responses to Violence. In: Drucker E, ed. *Decarcerating America: From Mass Punishment to Public Health*. New York: The New Press; 2018.²⁷

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

This seminar day is aimed at providing an opportunity for students to discuss and debate alternate approaches to understanding crime and society (including restorative justice, different approaches to violence and the role of former prisoners in social change).

Week Thirteen (28 March 2019): *Possible Ways Forward for Better Approaches to Crime and Society?*

Required Readings:

Frost NA, Clear TR, Monteiro CE. Ending Mass Incarceration: Six Bold Reforms. In: Drucker E, ed. Decarcerating America: From Mass Punishment to Public Health. New York: The New Press; 2018.²⁸

Lotke E. Chapter 14: Prisons to Ploughshares: New Economies for Prison Towns. In: Drucker E, ed. Decarcerating America: From Mass Punishment to Public Health. New York: The New Press; 2018.²⁹

Alexander` BK. The Globalization of Addiction. *Addiction Research* 2000; **8**(6): 501-26.³⁰

Activity 1: Collaborative Group Presentation (First Half of Class)

Activity 2: Individual Presentations (Research Proposal)

[4 students will complete individual presentations this day]

Learning Objectives

The objective of this session is to have students discuss possible strategies for overarching, systemic, change that might impact dramatically alter society's approach to crime.

Week Fourteen (4 April 2019): *Overview of Key Themes in the Socio-Cultural Analysis of Crime, Society and the Law: A Role for Sociology in Policy Reform?*

Required Readings

Burawoy M. Introduction: Sociology as a combat sport. *Current Sociology Monograph* 2014; **62**(2): 140-55.³¹

Burawoy M. 2004 Presidential Address: For Public Sociology. *American Sociological Review* 2005; **7**(February): 4-28.³²

Romano M. Lessons from California. In: Drucker E, ed. Decarcerating America: From Mass Punishment to Public Health. New York: The New Press; 2018.³³

Learning Objectives

The final day of the course will offer students a chance to reflect on and discuss key themes in relation to a socio-cultural approach to crime, society and the law. Students will be encouraged to ask (and answer) the question: what use is sociology in the *public* realm of crime and society?