

Sociology 250-107: Crime and Society
 Winter Session 2020 Term 1 (3 credits)
 September – December 2020

LAND ACKNOWLEDGMENT

This course takes place on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People. These lands have always been a place of learning for Musqueam youth, who were instructed in their culture, history, and tradition, and who in turn shared their knowledge with a new generation.

STATEMENT REGARDING ONLINE LEARNING FOR INTERNATIONAL STUDENTS

The COVID-19 pandemic has created challenges with respect to online and remote learning, particularly for international students who will not be residing in Canada. There exists potential restriction and/or censorship of online course content by the governments of some foreign countries where international students reside. *During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.*

Instructor:

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Office Hours:

Although we are not meeting in person for class at this point, we are still here and can meet online for office hours. Please feel free to make an appointment and we will connect through Canvas (e.g. the Collaborate Ultra function within Canvas works well for online interaction).

Time:

Tuesday and Thursday
 12:30 – 14:00

First Day of Class:

Thursday 10 September 2020

Location:

Online (web-oriented course)

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 play¹. 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”(Berger, 1963: 22-23)²

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”² (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 in an online format Tuesdays and Thursdays of each week. Each Tuesday class will consist of lecture. The Thursday session of each week will include the review of multimedia items (e.g. topical presentations and videos related to crime and crime policy), wider discussion of issues that emerge from the readings and lecture. The lectures will be delivered live but recorded. The recordings will be available shortly after the lecture is delivered. *Students need to attend all lectures or watch the recordings.* Students are also required to watch all multimedia items that are shared or assigned in class as they will be included as part of the assessment of learning (see below).

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. Fourth Edition. Don Mills: Oxford University Press; 2020.³ The textbook is available electronically and can be rented as an e-textbook on the Oxford University Press site: <https://www.oupcanada.com/catalog/9780199030552.html> (if this link is no longer active, please search online for an electronic copy of the textbook using the title and author).

ASSESSMENT OF LEARNING

| ASSIGNMENT | PERCENTAGE OF GRADE | DUE DATE |
|---|---------------------|--------------|
| Individual Reflection Item | 5% | 22 September |
| Term Paper Abstract and Preliminary Literature Review | 15% | 6 October |
| Research Paper | 30% | 3 November |
| Annotated Bibliography on Crime: Contemporary Connections | 25% | 24 November |
| Lecture Reflection | 25% | 7 December |
| Total | 100% | |

1. Individual Reflection Item (5%: Due 22 September 2020)

This assignment is designed to encourage students to gain an early start in thinking about a topic of interest for their research papers. It gives students an opportunity for sociological reflection related to a key idea related to crime and society that will form the basis of their research paper. As part of this reflective assignment, students will need to explore an issue pertaining to crime and society. The issue relating to crime might be found in a variety of public spheres such as everyday discourse, social media, internet videos (e.g. YouTube), blogs, television or journalistic accounts. The reflection should make a tangible connection between the theme that students have identified and *sociological* literature (past or present). The assignment is meant to give students an opportunity to demonstrate their ability to “make sociological knowledge count” by applying academic work within the context of everyday life. Each student will upload a two-page double-spaced written reflection to Canvas. The reflection is meant to be engaging and demonstrate the student’s burgeoning interest in a potential topic area related to crime and society. The written reflection will be double-spaced and need a title page, student number, page numbers and reference sheet with at least two scholarly references. The reference sheet does not need to be extensive and only needs to include the items used by the student for their reflection. The Individual Reflection should be approximately 4 pages in length (including reference sheet and title page) and is due on 22 September at 12:30pm and should be submitted (uploaded) via Canvas as a PDF.

2. Term Paper: Outline and Preliminary Literature Review (15%: Due 6 October 2020)

This assignment is also aimed at giving students a chance for an early start in laying the groundwork for their term paper. As such, they will need to identify the key issue related to crime that they intend to examine, provide an outline how the paper will be organized and include a preliminary literature review. The outline will include a 250-500-word summary of the proposed term paper along with a list of specific academic sources upon which they will

draw. The outline should describe the anticipated narrative plot for this paper (its imagined beginning, middle and end)? Students should read the rubric for the term paper outline in advance to gain a sense of the specific criteria for marking. The literature review can take the form of a reference sheet (in ASA format) with annotations or a narrative description (paragraph form) of the initial literature identified for the paper. The annotations will be short and sharp: taking the form of a single sentence elucidating the logical connection of each academic source to a core segment of the paper. Essentially, each reference will have a sentence specifically explaining why the source is being included in their research paper. Each term paper outline will need to include scholarly references that provide both sociological facts related to the topic as well as theoretical sources that will help students to engage with sociological theory related to their area of study. The Term Paper Outline and Literature Review is due 6 October at 12:30pm and should be submitted via Canvas as a PDF. The Term Paper Outline lecture will have a title page, student number, page numbers and a reference sheet (with ASA formatting). The term paper outline will be double-spaced and have an approximate length of 6 pages.

3. Annotated Bibliography on the Sociology of Crime: *Contemporary Connections* (25%: Due 24 November 2020)

While there is no midterm or final in this course, students still need to complete all the readings. The readings provide students with a sociological foundation for their examination of crime and society. For this assignment, students will create their own annotated sociological bibliography based on the readings for the course. This assignment will allow students to stay on top of their readings and demonstrate that they have engaged with the material by providing a pithy summary (i.e. 100 to 150-word paragraph) of the key sociological issues relating to crime that emerge for **12** of the required readings and **3** of the films watched throughout the course. The sociological annotation needs to go beyond a reiteration of the abstract of the chapter or article. The summary is not meant to be a review of every concept put forward through the article but, rather, a reflection of the *student's* interpretation of the key issues. As such, the summary should be pithy and demonstrate that students have read and *reflected* on the article. The summary should provide an answer the following questions: *why was this article included in the reading and how does it relate to a sociological examination of crime in contemporary Canadian society?* Moreover, the final portion of the annotation will give students a chance to make a contemporary connection to the readings by locating a multimedia resource that connects to each article from the assigned reading list (e.g. movie, television show, news story, YouTube video, documentary, TedTalk, blog, website, social media). This portion of the annotation needs to include a short-sharp (1 to 3 sentences maximum) explanation of how the supplementary material (the contemporary connection that the *student* identifies) relates to the subject area of the article. The annotated bibliography is intended to help students to develop a resource file should they choose to continue academic work in this area. Each annotation should include a bibliographic link to the multimedia source that each student uncovers in relation to the contemporary link that they identify. The Annotated Bibliography will have a title page, student number, page numbers and a reference sheet (with ASA formatting). The Annotated Bibliography is due on 24 November at 12:30pm and should be submitted (uploaded) via Canvas as PDF. For the purposes of the assignment, students are only required to complete annotations for **12** of the course readings (*and 3 films reviewed in the class*). Students should *not* use the multimedia items (e.g. films) that are part of the course material (do not draw multimedia items from the syllabus or Winterdyk text for your assignment) but should identify their own contemporary connections. The lecture reflection assignment should be double-spaced and approximately 20-pages (maximum) in length.

4. Sociological Reflection on Course Lectures (25%: 7 December 2020)

Again, although there is no midterm or final in this course, students still need to attend all the lectures over course the term. The lectures will be recorded so they are available for students

that have to miss a live lecture. This assignment gives students an opportunity to demonstrate that they have *reflected* on the key themes for each lecture. It is also meant to encourage students to be public scholars by making connections between academic knowledge (sociology) and everyday life. For the assignment, students will need to provide a 100 to 150-word summary of the key themes and theoretical concepts introduced for *twelve* of the lectures in the course. Moreover, students need to demonstrate that have *contemplated* each lecture and its themes by describing a personal learning outcome related to a sociological examination of crime. The personal learning outcome will take the form of a sentence or two outlining a key issue that they have discovered, understood or contemplated in relation to crime as a result of each *individual* lecture. In addition, students will also need to provide a short-sharp explanation (1 to 3 sentences) outlining a contemporary connection between the key themes of each lecture and a current issue pertaining to crime that they have identified within the public realm (e.g. a movie, movie, documentary, personal experience, news story, YouTube video, TedTalk, blog, website, social media). As with the annotated bibliography, students will need to provide a specific bibliographic link for contemporary connection that *they* identify (the lecture reflection assignment will have a title page, page numbers and a reference sheet with ASA formatting). Students should *not* use the multimedia items (e.g. films) that are part of the course material (do not draw multimedia items from the syllabus or Winterdyk text for your assignment) but should identify their own contemporary connections. The Sociological Reflection on Course Lectures is due on 7 December at 18:00 and should be submitted (uploaded) via Canvas. The lecture reflection assignment should be double-spaced and between 15 and 20-pages in length (approximately).

5. **Research Paper (30%: Due 3 November 2020):** 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 **3 November 2020 (at 12:30pm)**. 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 have cited in the paper. Please do not include other source materials that have not been directly referenced in the paper.

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.

All papers and written submissions (including written portions of group presentations) 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. 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. Please search the American Sociological Association's "Quick Tips for ASA Style" document on the web. It is available free of charge (**all students should download this document for reference so that they can ensure that the references in their papers and written summaries are correct*). The entire style book is available in the UBC Koerner library as a non-circulating reference book (Call Number: [HM569 .A54 2014](#)).

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. However, the Quick Tips for ASA Style document described above (available free of charge) should be sufficient.

Late Assignment Policy

Papers are due on **3 November 2020 at 12:30 pm**. Papers submitted late will be deducted 4% per day and will **not be accepted after 10 March 2020 at 12:30pm**. 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.

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. 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 material on suggestions for avoiding plagiarism, then please don't hesitate to contact the instructor or teaching assistant.

EARLY ALERT

I understand that academic work, while important, is only a portion of a student's lifeworld. Over the course of the term, I try my best to watch for students who are experiencing challenges with regard to their academic work or overall well-being. If I am concerned about your academic work or well-being, then I will connect with you. You are always welcome to reach out to me if you feel that I can be of assistance. If I have ongoing concerns, then I may take the extra step to support your well-being by engaging with the UBC Early Alert system. The UBC Early Alert system gives faculty, staff and teaching assistants the opportunity to use a secure, confidential, online form to identify academic, economic or mental-health concerns about students more rapidly so that a response can be coordinated as necessary. Early Alert advisors review the situation and develop an action plan as required with the goal of linking students to resources such as counselling, academic advising, financial advising or supports aimed at helping them maintain their well-being, manage obstacles in their lives and work towards reaching academic and personal goals. If I feel compelled to submit an Early Alert on your behalf, please understand that I only do so because I care about your academic and psychosocial health. For more information about UBC's Early Alert system, please visit earlyalert.ubc.ca.

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 Centre for Accessibility department at UBC <https://students.ubc.ca/about-student-services/centre-for-accessibility> 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 Centre for Accessibility department at UBC (<https://students.ubc.ca/about-student-services/centre-for-accessibility>)).

ACADEMIC CONCESSION

In the event that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work, the university has a policy aimed at supporting students in their academic pursuits through the application of academic concessions. You may be eligible for academic concession when one or more of the conditions listed below unexpectedly hinders your ability to complete an assignment or participate in classes or an examination (i.e. Medical circumstances, Compassionate grounds, Conflicting responsibilities). Conflicting responsibilities that create grounds for academic concession are beyond the student's control and normally arise after the student has registered in courses such as:

1. being absent from campus to represent the University, British Columbia or Canada in a competition or performance
2. attending meetings required as a member of a University governance body
being called to serve in the military

3. needing to work to support oneself or one's family but only when the need changed after the student registered in the course
4. a change in the need to provide care for a dependent or family member
being required to attend a court session as a witness, jury member, or party
being required to attend a hearing on a matter of university discipline or academic standing
5. being required to report to a government office for immigration or citizenship proceedings
6. participating in a religious observance (see UBC Board Policy #65)

Conflicting responsibilities *do not* include travel or social plans that conflict with class or exam schedules unless the travel is related to another valid ground for academic concession.

Students facing circumstances that constitute grounds for concession set out in the university's academic calendar ([Read UBC's policy on academic concessions](#)) may submit a request for academic concession.

Arts Students must contact Arts Advising as soon as you are aware you may need an in-term concession.

Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

Students must contact me/your TA via email as soon as you are aware you may need an in-term concession. I/They will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](#). Students are responsible for submitting their requests as soon as possible. If you need immediate emotional, mental, or physical support, find a [UBC health and wellness resource](#) to help you. If you require a second concession, you must make your request to your Faculty Advising Office.

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

10 September 2020 Lecture: *Introduction to Sociology of Crime and Society, Course Assignments and Evaluation*

**Note: The lecture for this class is scheduled to occur during the recently announced scholar's strike (Scholarstrikecanada.ca) aimed at engaging in a labour action/teach-in/social justice advocacy to align and support calls for racial justice, an end to anti-Black and anti-Indigenous police violence. The UBC Faculty Association and UBC Department of Sociology both support faculty and students choosing to take action with the scholar strike (9 and 10 September 2020). The Department of Sociology both supports and encourages efforts by faculty and students to participate and to help develop greater awareness of the continuation of violence - often state-sanctioned - that affects Black, Indigenous and racialized people in Canada, as well as the U.S. As a result, I have decided to pre-record this lecture so I can support the scholar's strike and ensure that students that choose to take part in the scholar strike are not be penalized for their participation. Viewing of the pre-recorded introductory lecture is a mandatory as it contains important information related to the course (including an outline of assessments of learning).*

All other lectures will be delivered live (but recorded so that students can watch them at other times should they be unable to attend lecture). This is the only lecture that is delivered asynchronously.

Required Reading

Course Syllabus.

Winterdyk J. Chapter 1: Criminology: Its Nature and Structure. *Canadian Criminology*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 1-24.⁴

Winterdyk J. Chapter 2: Images of Crime and Control. *Canadian Criminology*. Fourth ed. Don Mills: Oxford University Press; 2020: 25-46.⁵

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 TWO**15 September Lecture:** *Sociological Methods for Defining, Measuring and Analysing Crime***Required Reading**

Winterdyk J. Chapter 3: Measuring Crime and Criminal Behaviour. *Canadian Criminology*. Fourth ed. Don Mills: Oxford University Press; 2020: 47-69.⁶

Winterdyk J. Chapter 4: Victims and Victimology. *Canadian Criminology*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 70-96.⁷

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.

17 September: Film: de Lestrade, Jean-Xavier. 2001. *Murder on a Sunday Morning*. United States: Direct Cinema (111 minutes).

**All the multimedia materials (e.g. documentary films and online presentations) listed in the course syllabus are required as part of the course content. This documentary film can be included as an entry for student's annotated bibliography. Students who are unable to attend class will need to watch the film online (<https://www.youtube.com/watch?v=LFLbptkb1eM>) If the link is no longer active, students should search online for the documentary using the title of the film.*

Learning Objective

This documentary is intended to give students a chance to critically examine the issue of wrongful conviction and to consider the potential for evidence-based research from sociology and criminology to help improve investigational and prosecutorial practice.

WEEK THREE**22 September 2020 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-E79.⁸

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).⁹ (Search on line for the report and executive summary under its title: *The Report of the Missing Women Commission of Inquiry Executive Summary* or locate the report at the UBC library).

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).⁹ (Search on line for the report and executive summary under its title: *The Report of the Missing Women Commission of Inquiry Executive Summary* or locate the report at the UBC library).

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.

24 September 2020 Film: Victimology and the Lived Experience of Crime (Film: Highway of Tears: 1 hour, 19 minutes)¹⁰

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. Students should also begin to have a sense of the power of structural violence, a concept that was explored in this week's lecture.

WEEK FOUR

29 September 2020 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): 1-11.¹¹

Winterdyk J. Chapter 5: Major Schools of Modern Criminological Thought. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 98-125.¹²

Winterdyk J. Chapter 10: Property-Related Offences. *Canadian Criminology*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 223-48.¹³

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.

1 October 2020 Presentation: Russell, Melvin (2015). I love being a police officer, but we need reform. In TEDxMidAtlantic: TEDx Talks. Retrieved from: https://www.ted.com/talks/melvin_russell_i_love_being_a_police_officer_but_we_need_reform?language=en#t-4277

Learning Objectives:

This presentation is intended to provide with students with an opportunity to consider the argument by Baltimore police officer Melville Russel that law enforcement is experiencing a crisis that requires a holistic rather than a paramilitary approach.

WEEK FIVE

6 October 2020 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): 1-5.¹⁴

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**: 193-202.¹⁵

Small D. Two cultures passing in the night. *International Journal of Drug Policy* 2005; **16**: 221-2.¹⁶

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.

8 October 2020 Presentation: Crenshaw, Kimberlé. 2016. *The Urgency of Intersectionality* [Podcast]. In TEDWomen 2016: TEDx Talks.

Students that are unable to attend this session can watch it online:

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en.

Learning Objectives

This presentation by lawyer and scholar Kimberlé Crenshaw provides students with the opportunity to consider the application of sociological theory (i.e. intersectional feminism) in relation to the issue of police violence against African Americans and violence against women.

WEEK SIX

13 October 2020 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*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 149-70.¹⁷

Winterdyk J, Jones N. Chapter 8: Sociological Perspectives. *Canadian Criminology*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 171-98.¹⁸

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.

15 October 2020 Presentation: Kiebold, Sue. 1999. My son was a Columbine shooter [Video file]. This is my story. *In* TEDMED: TEDx Talks.

Students that are unable to attend this session can watch the presentation online: (https://www.ted.com/talks/sue_klebold_my_son_was_a_columbine_shooter_this_is_my_story)

Learning Objectives

This poignant presentation, by Sue Klebold, mother of Dylan Klebold, one of the shooters in the Columbine School Massacre (20 April, 1999), is intended to give students a sense of the uncertainties and ambiguities in the study of crime and to explore the murders within the context of mental illness and violence.

WEEK SEVEN

20 October 2020 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**: 5-26.¹⁹

Winterdyk J. Chapter 9: Violent Crime. *Canadian Criminology*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 200-22.²⁰

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.

22 October 2020 Presentation: Daniels, Jarrell (2019). What Prosecutors and Incarcerated People Can Learn From Each Other [Video file]. *In* TED Salon: Education Everywhere: TED Conferences LLC. Retrieved from:

https://www.ted.com/talks/jarrell_daniels_what_prosecutors_and_incarcerated_people_can_learn_from_each_other#t-12040.

Learning Objectives

In this presentation, scholar, activist and former prison inmate Jarrell Daniels shares his experience taking a course with 8 prosecutors and 8 incarcerated men a few weeks before his parole. This presentation is intended to give students an opportunity to consider how the criminal justice system might be enhanced by bringing prisoners and prosecutors together.

WEEK EIGHT

27 October 2020 Lecture: *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**: 102-36.²¹

Small D. Canada's highest court unchains injection drug users; implications for harm reduction as standard of healthcare. *Harm Reduction Journal* 2012; **9**(34): 1-11.²²

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.

29 October 2020 Film: Film: Anderson R. Drug Addict. Canada: National Film Board; 1946. p. 34 minutes.²³

Learning Objectives

This film provides students with an opportunity to reflect on the social construction of drug use as a crime within a sociohistorical context during which this seemingly innocuous film was perceived as dramatically controversial.

WEEK NINE

3 November 2020 Guest Lecture: Dr. Elizabeth Doyle, PhD: *Death Investigation, Crime and Society*

Required Readings: (**Don't worry; the readings below appear voluminous but they are relatively short. They will give students a sense of the actual documentation emerging from death investigations*).

Coroners Report into the Death of Robert Dziekanski

<https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/reports/investigative/robert-dziekanski.pdf>

*If the links to this document becomes inactive, please search for it under its title: *Coroners Coroners Report into the Death of Robert Dziekanski*.

Verdict at Coroners Inquest into the Death of Pierre Jean Dabe Lemaitre:

https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/inquest/2018/lemaitre_pierre_jean_dabe_2013-0383-0089-verdict_with_coroners_comments.pdf

RCMP response: https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/inquest/2018/lemaitre_pierre_dabe_2013-0383-0089_rcmp_response.pdf

*If the links to these reports become inactive, please search for the document under its title: *Coroners Inquest into the Death of Pierre Jean Dabe Lemaitre*.

Verdict at Coroners Inquest into the Death of Abdi Gani Mahamud Hirsi

https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/inquest/2018/hirsi_abdi_gani_mahamud_2015-0380-0007-verdict_with_coroners_comments.pdf

VPD response: https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/inquest/2018/hirsi_abdi_gani_mahamud_2015_0380_0007_vpd_response.pdf

BCEHS response: https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/inquest/2018/hirsi_abdi_gani_mahamud_2015_-0380_0007_bcehs_response.pdf

*If the links to these reports become inactive, please search for the document under its title: *Coroners Inquest into the Death of Abdi Gani Mahamud Hirsi*.

Learning Objectives

By the end of this lecture, students should be familiar with the role of coroners in investigating and determining the circumstances of all unnatural, sudden and unexpected, unexplained or unattended deaths in British Columbia.

5 November 2020 Presentation: Slutkin, Gary. 2013. *Let's treat violence like a contagious disease* [Video file]. In TEDMED: TEDx Talks.

Students who are unable to attend class will need to watch the film online

(https://www.ted.com/talks/gary_slutkin_let_s_treat_violence_like_a_contagious_disease?language=en#t-35552.)

Learning Objectives

This presentation, by physician Gary Slutkin, is aimed at encouraging students to consider the social construction of gun violence in relation to an epidemiological pattern that is essentially treatable (reversible or preventable) like other metaphoric diseases.

WEEK TEN

10 November 2020 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; 2015.²⁴

*This is considered by some to have been one of the most poignant legal decisions ever

written. Search on line for this reading under its title: *Decision of Justice Nakatsuru (pp. 1-10). R. v. Armitage. Ontario Court of Justice.*

Moss A. Responding to retributivists: a restorative justice rejoinder to the big three Desert theories. *Contemporary Justice Review* 2013; **16**(2): 214-27²⁵

Winterdyk J. Chapter 11: Non-conventional Crimes: Organized Crime, Corporate and Economic Crime, and Cybercrime. *Canadian Criminology*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 249-79.²⁶

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.

12 November 2020 Presentation: Hutchinson, Katy (2013). Restorative Practices to Resolve Conflict/Build Relationships. In TEDxWestVancouverED: TEDx Talks. Retrieved from: <https://www.youtube.com/watch?v=wLuVeHlrSs>.

Learning Objectives:

This poignant presentation by Katy Hutchinson will give students an opportunity to consider the application of restorative justice at its outer limit by exploring her lived experience forgiving Ryan Aldridge, the young man that murdered her husband.

WEEK ELEVEN

17 November 2020 Lecture: *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): 75-9.²⁷

Winterdyk J. Chapter 12: Public Order Crimes. *Canadian Criminology*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 280-309.²⁸

Suggested Reading

Rhoads RA. Student activism, diversity, and the struggle for a just society. *Journal of Diversity in Higher Education* 2016; **9**(3): 189-202.²⁹

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.

19 November 2020: Ted Talk Animation: Nelsen, Eleanor, and Eon Duffy (2017). Would you sacrifice one person to save five? - Eleanor Nelsen [Video file]. In TEDEd: TED Talks. Retrieved from: <https://ed.ted.com/lessons/would-you-sacrifice-one-person-to-save-five-eleanor-nelsen>.

Learning Objectives

This animation is intended to give students a chance consider to complexity of moral decision making. It examines the “trolley problem” conceived by philosopher Phillipa

Ruth Foot and provides an engaging discussion a range of variables that impact how people approach the problem beyond a logical weighing of the pros and cons (e.g. ethics, psychology, gender, emotional responses and brain activity).

WEEK TWELVE

24 November 2020 Lecture: *Structural Impact of Societal Approaches to Drug Use as a Crime: The War on Drugs, Racialization and Mass Incarceration*

Required Readings

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*; **79**(3): 434-5.³⁰

Marshall SG. Canadian Drug Policy and the Reproduction of Indigenous Inequities. *The International Indigenous Policy Journal*, 2015; **6**(1): 1-11.³¹

Optional Reading

Drucker E. Drug Law, Mass Incarceration, and Public Health. *Oregon Law Review* 2013; **91**(4): 1097-128.³²

Learning Objectives

This session is intended to introduce students to the busy intersection of racialization, inequality and drugs.

26 November 2020 Film: Film Excerpt: Moore, Michael. 2015. Norwegian Prison: Where to Invade Next. United States: Neon. ³³

Students who are unable to attend class will need to watch the film excerpt online (<https://www.youtube.com/watch?v=0lepjqxRCZY>). If the link is no longer active, students should search online for the documentary using the title of the film.

Learning Objective

This film excerpt is intended to provide students with the opportunity to consider the notion of social construction in relation to society and crime with particular reference to discourse about potential reform to corrections and incarceration in the contemporary context.

WEEK THIRTEEN

1 December 2020 Lecture: *Overview of Key Themes in the Sociology of Crime and Society*

Required Reading

Winterdyk J. Chapter 13: The Globalization of Crime. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2020: 310-36.³⁴

Winterdyk J. Chapter 14: Future Directions in Criminology and Crime Prevention. *Canadian Criminology*. Fourth ed. Don Mills, Ontario: Oxford University Press; 2020: 338-62.³⁵

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.

3 December 2020 Discussion: This final class is dedicated to engaging with the students, learning about their long-term academic and vocational plans as well as wider discussion with the class regarding potential applications of sociology. Where do we go from here? What can a student do with sociology? What sociological adventures are possible?