

SOCIOLOGY 470 - 101: SOCIOLOGY OF CRIME AND JUSTICE**Current Issues in Crime, Society and the Law***Winter Session 2022 Term 1 (3 credits)**September – December 2022***PRELIMINARY SYLLABUS: SUBJECT TO CHANGE****Instructor:** Dr. Dan Small, PhD, MPhil**Office:** ANSO 153**Email:** dansmall@mail.ubc.ca**Office Hours:** Wednesdays after class
(or by appointment)**Class Time:** Wednesdays
6:00 pm - 9:00 pm**Location:** Irving K. Barber
Learning Centre 185**First Day of Class:** 7 September 2022**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, 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 Wednesday 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 provide lectures during the initial 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 presentations of public scholarship posters.

READINGS

The course is organized around one book as well as articles identified by the instructor *and the students themselves*. Students will need to access the assigned articles on line or through the UBC library. As a result, 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 presentations may be carried over to later days than originally scheduled). The schedule for presentations of public education posters and discussion items will flow organically.

REQUIRED TEXTS:

Muehlmann S. *When I Wear My Alligator Boots*. Berkeley, California: University of California Press; 2014.¹ (*Available electronically at the UBC library*).

ASSESSMENT

Assessment Variable	Percentage
Public Scholarship Posters: Making Knowledge Count (due via Canvas throughout term: see poster schedule below)	35%
Term Paper Presentation (2, 16 and 23 November 2022)	15%
Sociological Poster Reflection on Muehlmann (2014) book (due via Canvas on 28 November 2022, presented in class on 30 November)	10%
Term Paper (Serves as Final Exam) due via Canvas on 7 December 2022)	40%
Total	100%

Public Scholarship Posters and Analysis of Key Themes (35%)

Assessment of participation will be made in relation to presentation of a series (7) of public scholarship posters created by students related to key themes emerging from the material. In this project, students will develop a series of public scholarship poster to provide information, analysis, insight and/or commentary about an issue related to crime in contemporary society. The posters will be uploaded via Canvas and need to be a single page in letter, legal or tabloid size:

Letter 22 X 28 cm (8.5 X 11 inches)

Legal: 22 X 36 cm (8.5 X14 inches)

Tabloid: 28 X 43 cm (11 X 17 inches)

For the public scholarship posters, students will focus their analysis on the previous week's lecture. This assignment meant to give students a chance to reflect on key themes that emerge from the previous lecture and to demonstrate their ability to apply sociological research, theory and analysis. The posters should persuasively demonstrate that sociology is essential for understanding and addressing crime. This assignment falls under the umbrella of public sociology and, as such, gives students an opportunity to deploy "sociological tools from their academic tool belt" in order contemplate a way to engage the wider public about crime and society.

For each poster, students need to incorporate two scholarly sources (e.g. one from the required readings for the week to which the poster relates and a second that they have identified beyond the required reading course material that engages in sociological research or theoretical analysis related to the topic). Students will apply sociological data or theory from scholarly sources in an understandable and compelling way to a public, non-academic, audience. Students will need to ensure that they draw on themes that emerge from the lecture and

assigned reading as well as sociological material that they discover in their research that ranges *beyond* the course readings.

The content for this sociological poster is meant to be engaging and may take on a variety of forms (e.g. images, art, infographics, engaging summary of research, qualitative or quantitative data, lived experience, story-telling). This assignment is intended to be fun and to create a sociologically informed tool for meaningfully engaging the public about crime or crime related issues.

This assignment is also designed to encourage students to consider potential topics of interest for their research papers. It gives students an opportunity for sociological reflection related to key ideas related to crime and society that could form the basis a research agenda. The public scholarship poster assignment provides students with a chance to develop their ability to “make sociological knowledge count” by applying academic work within the context of everyday life.

In the second half of each class, students will present their public education poster. Each student will provide a short overview of their poster that describes: the key sociological idea or research conveyed by the poster, the strategy for capturing the attention of a public audience and goal of the poster in terms of public understanding and sociological policy. Student poster presentations should be short and sharp (no longer than 1 to 2 minutes).

This is meant to be a fun, engaging and reflective assignment that makes a tangible connection between a theme from the previous week and *sociological* literature (past or present). The two references that students make use of for their poster should be formatted according to the American Sociological Association (ASA) style. The references do not need to have a prominent position on the poster but should be present (in a small font).

The entire style guide is available for purchase on the ASA website. A quick overview guide is available free of charge. Please search for 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 annotated bibliographies, papers and written submissions are correct*). The entire style book is available in the UBC Koerner library as a non-circulating reference book.

This assignment will be graded on the basis of posters, poster presentations and evidence of preparation (i.e. familiarity with readings, research identified in relation to the poster, and themes emerging from lectures).

In total, there are 7 public scholarship poster assignments that, essentially, provide students with a chance to reflect about the application of sociology. Students present their posters, according the themes below, on the following dates:

Public Scholarship Poster Theme: *Drug Policy* (Due 19 September via Canvas: presented in class on 21 September 2022):

Students will share their first public education posters focusing on themes that emerged from the previous week's lecture. As such, the student posters will offer a sociological examination of issues at play with regard to drug policy, crime and society. *Students will submit their posters for this week via Canvas on 19 September 2022.

Public Scholarship Poster Theme: *Racialization & Mass Incarceration* (Due 26 September via Canvas: presented in class on 28 September 2022):

Students will share their second public education posters providing a sociological examination of issues at play with regard to racialization, mass incarceration, crime and society. *Students will submit their posters for this week via Canvas on 26 September 2022.

Public Scholarship Poster Theme: *Demonized Communities* (Due 3 October via Canvas: presented in class on 5 October 2022):

Students will share their third public education posters providing a sociological examination of issues at play with demonization of communities that are social constructed as problematic and crime ridden. *Students will submit their posters for this week via Canvas on 3 October 2022.

Public Scholarship Poster Theme: *Enforcement and Public Order* (Due 10 October via Canvas: presented in class on 12 October 2022):

Students will present their fourth public education posters providing a sociological examination of the deployment of enforcement officers in the management of public order. *Students will submit their posters for this week via Canvas on 10 October 2022.

Public Scholarship Poster Theme: *Mental Illness and the Law* (Due 17 October via Canvas: presented in class on 19 October 2022):

Students will share their fifth public education posters offering sociological commentary on mental illness and the law. *Students will submit their posters for this week via Canvas on 17 October 2022.

Public Scholarship Poster Theme: *Structural Violence* (Due 24 October via Canvas: presented in class on 26 October 2022):

Students will present their sixth public education posters providing a sociological examination of the notion of structural violence in relation to crime and society. *Students will submit their posters for this week via Canvas on 24 October 2022.

Public Scholarship Poster Theme: *Crime and Society: A Role of Sociology?* (Due 5 December via Canvas: presented in class on 7 December 2022):

Students will present their final public education posters providing a case for the importance of sociology in understanding and approaching crime. *Students will submit their posters for this week via Canvas on 5 December 2022.

Each of the 7-public scholarship poster assignment is worth 5% (for a total overall value of 35% of the assessment of learning). Each student's presentation of their poster will factor in the assessment (grading) in that it will help to elucidate the main idea and goal of the poster in relation to sociological policy.

Sociological Poster Reflection on Muehlmann (2014): Due via Canvas 28 November 2022 and presented in class on 30 November 2022 (10%)

Each student will create an additional public scholarship poster examining a key theme that emerges from the Muehlmann (2014) book: *When I Wear My Alligator Boots*. The goal of this assignment is for students to illustrate their understanding of the book and to show that they have reflected on the relevance of this work from a sociological perspective. Student posters should demonstrate a sound application of key ideas that emerge from the book in relation to important issues pertaining to a sociological analysis of crime, drugs and society. The public education posters should be as engaging as possible by anchoring the ideas in the contemporary context (e.g. media, internet, a film or other publications).

This is not just a review of the book. Students should not try to provide a detailed review of the entire book in their poster. This assignment is meant to provide an opportunity for synthesis, analysis and reflection about a key theme that emerges. After careful consideration of the book, students should create a poster that focuses on a particular theme that emerges from the book and make wider sociological connections to contemporary sociological issues related to crime and justice. This is your chance to demonstrate that you can identify overarching sociological issues that emerge, analyze them from a sociological perspective and to show-case your ability to engage in sociological reflection.

The poster is due on 28 November (via Canvas). Each student will provide a short and sharp presentation of their poster on 30 November. The presentations will be a maximum of 2 minutes in length and will offer a sociological reflection about the book. Students may wish to draw on emerging sociological theories, methods or analysis to inform their presentation. The presentation is only meant to highlight the key features of the poster. Each student should discuss what key sociological issue from the book that they are highlighting in their poster. For example, how does this book relate to the sociological study of crime, drugs or society, what makes it sociologically interesting, how would you interpret it as a sociologist giving a one-minute interview in the media?

Term Paper Presentations: 15% (2 November, 16 November, 23 November 2022)

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 will be a short and sharp presentation that provides a **five-minute (maximum)** 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. *If students are utilizing a PowerPoint presentation, then there should be no more than 5 slides.* Students should upload their slide presentation via Canvas.

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?

Research Paper: 40%: Students will complete a 3000-word (*maximum including references*) 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 do not have to answer all the questions listed above. They are provided as examples of sociological issues that students might consider as part of their analysis in this paper.

Students need to draw on peer-reviewed sociological literature (theoretical and research) in their papers. Students will need to ensure that they draw on sociological materials that range *beyond* the course readings (**do use textbooks as a source or assigned readings from the course as sources; please find some new ones*). Incorporating sociological work into student papers should:

- help to elucidate the key facts related to the topic under examination (*the what*)
- help to provide an explanation for the issues at play in your paper (*the why*)
- bolster or strengthen key arguments in your paper
- acknowledge authorship of ideas (if the idea is not your own)
- link your ideas to wider academic discourse about your topic

Students should find sociological work that offers theoretical explanations for the crime related issue under examination (*the why*). This portion of your paper provides you with an opportunity to demonstrate that sociology matters, that it is relevant and that it can be effective for addressing as well as understanding the relationship between the crime and society.

The number of references that a student needs depends on the argument that they present. In general, key points that a student introduces into their argument needs to be substantiated or bolstered by academic references. These references may take the form of peer-reviewed journal articles or books as well as reports written by credible sources (e.g. a research report for government, Statistics Canada). In the initial part of the essay, a student tends to establish the parameter of a sociological problem (e.g. what are we talking about, how many people are affected, what are the broad, societal, characteristics of the sociological issue). This tends to require references and, again, depends on the sociological picture that is portrayed. As the essay progresses, students need to provide some sociological analysis. This typically involves the introduction of some theoretical constructs and analysis (e.g. this where the paper explores the “why” associated with the topic). This is where the student brings their ideas into contact with the wider academic discourse looking at their topic (e.g. they could, by way of illustration, apply an overarching theory or explore the work of academics examining the area). This requires additional references and, again, depends on the ideas, constructs or analysis that the student introduces. Finally, a student may offer some sort of investigation of possible solutions or interventions (as a public scholar) which may, also, in turn, introduce additional academic sources.

So, then, students need to make sure that there are adequate references to support their arguments and connect them to wider academic discourse. The adequate amount depends on

the arguments that are introduced. For example, if a student makes a statement like: “studies show that...” and doesn’t provide a reference, I might ask: “what studies, specifically?” and this would indicate a shortfall in the area of references. They can certainly pass the paper and score in the B range by ensuring that there is a bare minimum of academic references to support their main argument but, as the paper becomes sophisticated, it will likely require more references. Each paper, then, is different. Students should not think about the “bare minimum” that is required in order to capture a particular grade but rather, should ask themselves: “how many references do I actually need to make the argument I’ve made compelling (to myself and the reader)?” This is not to say that a paper requires 50 references. There can be too many references and this is typically manifested as a paper that reads like a survey of a multitude of papers but doesn’t have a tight, focused, argument.

Term papers are due on 7 December at 6:00pm and should be submitted (uploaded) via Canvas. Assignments should not be emailed as they can be lost in junk filters. Papers should be double-spaced and in a 12pt traditional font such as Arial or Times New Roman with one-inch margins. The pages of your paper should be numbered in the upper right hand corner, and *the final word count (3000 words including references) should appear at either the beginning or the end of your paper.*

All papers and written submissions for this course 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. 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. 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 submissions are correct*). The entire style book is available in the UBC Koerner library. There are many free ASA style guides that provide information on these referencing these types of sources (e.g. such as those provided by libraries and universities). Find one and research it *before* asking questions about references. What I’m looking for here for is a commitment from students that demonstrates a consistent and diligent attempt to follow the sociological formatting system (ASA). Thank you for your efforts.

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.

What is Sociological Analysis?

A sociological analysis of crime moves beyond examination of individual experience to add an overarching, sociocultural and historical, context to our analysis of the meaning of the issues at play. A sociological analysis engages with scholarly work that provides an evidence base (i.e. sociological facts about the topic at hand). A sociological analysis might explore the particular social arrangements, the sociological machinery, that surround and constrain a particular subject area (e.g. demographics, gender, racialization, social class, how many people are affected). Within the realm of sociology, contemporary social issues related to crime investigated in relation to wider issues at play such as structural arrangements. In general, sociology shifts explanatory focus from the individual to society. So, for example, rather than simply looking at an individual's experience with crime, a sociological analysis would contemplate what the individual case means in terms of wider society? Sociology investigates wider societal forces (e.g. social economic, cultural and political relationships that affect how people live their lives).

What is Sociological Literature?

For all the assignments in this course, including the term paper, students should draw on sociological literature. By sociological literature, I am referring to scholarly peer-reviewed articles that examine structural, societal, overarching issues that pertain to the topic. These types of sources can include journals in sociology as well as credible reports (e.g. from government bodies, research organizations) and other scholarly disciplines as long as they have a sociological focus (looking at the bigger picture in terms of the topic).

A media article would not typically be an example of sociological literature. An article focusing on psychological, pharmaceutical or biomedical issues related to Covid-19 would not usually be a sociological article. However, an article exploring and analyzing an issue from within the social sciences that included an exploration of wider societal factors would be appropriate.

Sociological literature typically provides a paper with two main elements. Firstly, it presents overall sociological facts. For example, if you are examining hate crimes, a scholarly sociological source could begin to tell you how many people are affected by hate crimes, types of hate crimes (e.g. those related to race) and intersecting variables (e.g. gender, ethnicity, sexual orientation, poverty). Secondly, sociological literature also provides a sense of theoretical analysis. Here, a sociological article can begin to address the "why" behind the issue you're exploring. For example, why do hate crimes occur in relation to society?

Late Assignment Policy

Papers are due on **7 December 2022 at 6:00 pm**. Papers submitted late will be deducted 4% per day and will **not be accepted after 14 December 2022**. 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 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 the 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](http://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 via email as soon as you are aware you may need an in-term concession. 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, there are a number of resources available at UBC (UBC health and wellness resources) to help you.

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 and the pace of the group presentations).

Week One Lecture (7 September 2022): *Introduction to a Socio-cultural Analysis of Crime, Society and the Law: Entering the Busy Intersection of Values, Narratives and Sociology*

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).

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.

Second Half of the Class: Activity

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.

Week Two Lecture (14 September 2022): *Drug Policy and the Law: Socio-Cultural Analysis of North America's only Supervised Injection Facility: Application, Activism and Outlaw Sociology*

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. ²

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. ³

Small D. Cultural Alchemy and Supervised Injection: Anthropological Activism and Application. *Practicing Anthropology* 2016; **39**(2): 26-31. ⁴

*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.

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.

Second Half of the Class: Activity

Following the lecture, there will be a review of the public scholarship poster assignments, paper, sociological reflection poster focusing on the Muehlmann (2014) book and a group discussion regarding drug policy, crime and society.

Week Three Lecture (21 September 2022): *Structural Impact of Societal Approaches to Drug Use as a Crime: The War on Drugs, Racialization and Mass Incarceration*

Required Readings

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

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. ⁵

Marshall SG. Canadian Drug Policy and the Reproduction of Indigenous Inequities. *The International Indigenous Policy Journal*, 2015; **6**(1): 1-11. ⁶

Optional Reading

Drucker E. Drug Law, Mass Incarceration, and Public Health. *Oregon Law Review* 2013; **91**(4): 1097-128. ⁷

Kinner SA, Young JT. Understanding and Improving the Health of People Who Experience Incarceration: An Overview and Synthesis. *Epidemiologic Reviews* 2018; **40**: 4-11.⁸

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.

Second Half of the Class: Student Presentations of Public Scholarship Posters

Theme: Drug Policy

Students will share their first public education posters providing a sociological examination of issues at play with regard to drug policy, crime and society.

Week Four Lecture (28 September 2022): Lecture: Damnation, Demonization and Demographics in Stigmatized Communities

Readings:

Liu, Sikee, and Nicholas Bromley. 2013. "Making news and making space: Framing Vancouver's Downtown Eastside." *The Canadian Geographer* 57(2):119–32.

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

Learning Objectives:

This lecture is intended to present students with a chance to reflect on the social construction of communities. By the end of this session, students should have a sense of the power of structural forces on communities and the narrative production of marginality.

Second Half of the Class: Student Presentations of Public Scholarship Posters

Theme: Racialization and Mass Incarceration

Students will share their second public education posters providing a sociological examination of issues at play with regard to racialization, mass incarceration, crime and society.

Week Five Lecture (5 October 2022): *The Relationship Between Public Order and Violent Crime: Critical Examination of the Criminological Theory and its Application in Enforcement*

Required Readings

Mearns 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): 609-25.⁹

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): 271-320.¹⁰

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.

Second Half of the Class: Student Presentations of Public Scholarship Posters

Theme: Demonized Communities

Students will share their third public education posters providing a sociological examination of issues at play with demonization of communities that are social constructed as problematic and crime ridden.

Week Six Lecture (12 October 2022): *Mental Illness and the Law in Canada: Entering the Socio-cultural Borderland Between Mental Illness 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): 615-31.¹¹

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: 1-15.¹²

MacDonald N, Hucker SJ. The Crime of Mental Illness. *Canadian Medical Association Journal* 2010; **182**(13): 1399.¹³

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.

Second Half of the Class: Student Presentations of Public Scholarship Posters

Theme: Enforcement and Public Order

Students will present their fourth public education posters providing a sociological examination of the deployment of enforcement officers in the management of public order.

Week Seven Lecture (19 October 2022): *Structural Violence: Missing and Murdered Women in Canada*

Required Reading

Galtung J. Violence, Peace, and Peace Research. *Journal of Peace Research* 1969; 6(3): 167-91.¹⁴

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-E79.¹⁵

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).¹⁶ (Search on line for the report and executive summary; it is also available at UBC library).

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).

Second Half of the Class: Student Presentations of Public Scholarship Posters

Theme: Mental Illness and the Law

Students will share their fifth public education posters offering sociological commentary on mental illness and the law.

Week Eight Lecture (26 October 2022): *Pharmaceutically Assisted Therapy, Crime and the Law: Replacing Illegal Drugs with Legal Drugs (e.g. Methadone, Heroin)?*

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).¹⁷

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): 1-14.¹⁸

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.

Second Half of the Class: Student Presentations of Public Scholarship Posters

Theme: Structural Violence

Students will present their sixth public education posters providing a sociological examination of the notion of structural violence in relation to crime and society.

Week Nine Lecture (2 November 2022): *Race, Racism and Hate Crimes: Anti-Asian Racism during the Covid-19 Pandemic and the Historical Shadow of Asian Persecution in Canada*

Required Readings

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

This lecture is intended to provide students with the opportunity to contemplate Covid-19 against the backdrop of racialization and racism with particular reference to Canada's shameful history of anti-Asian sentiments and legislative violence.

Second Half of the Class: Student Term Paper Presentations

Students will present a five-minute (*maximum*) overview of their term papers.

Week Ten (9 to 11 November): Midterm Break (No Classes)

Week Eleven Lecture (16 November 2022): *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): 1-5.¹⁹

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**: 193-202.²⁰

Small D. Two cultures passing in the night. *International Journal of Drug Policy* 2005; **16**: 221-2.²¹

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.

Second Half of the Class: Student Term Paper Presentations

Students will present a five-minute (*maximum*) overview of their term papers.

Week Twelve Lecture (23 November 2022): 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; 2015.²² *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): 214-27²³

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

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.

Second Half of the Class: Student Term Paper Presentations

Students will present a five-minute (*maximum*) overview of their term papers.

Week Thirteen Lecture (30 November 2022): *Sociological Examination of Activism: Advocacy in the Service of Social Change or Public Order Crime? Overview of Key Themes in the Sociology of Crime and Society*

Required Reading

Rhoads RA. Student activism, diversity, and the struggle for a just society. *Journal of Diversity in Higher Education* 2016; **9**(3): 189-202.²⁴

Wilson R. The Necessity of Activism. *Solutions*; **3**(4): 75-9.²⁵

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. Students should also be familiar with the key themes of the course and possess a firm understanding of a sociological approach to understanding crime and society.

Second Half of the Class: Student presentations of their posters offering sociological reflections on the Muehlmann (2014) book.

Students will provide a short and sharp (2 minute) presentation of their poster examining the key themes emerging from the work of Muehlmann (2014). 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 a more complex understanding of the of 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 Fourteen (7 December 2022): *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): 140-55.²⁶

Burawoy M. 2004 Presidential Address: For Public Sociology. *American Sociological Review* 2005; **7**(February): 4-28.²⁷

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?

Second Half of the Class: Student Presentations of Public Scholarship Posters

Theme: Crime and Society: A Role of Sociology?

Students will present their final public education posters providing a case for the importance of sociology in understanding and approaching crime.