

**Soci 470A (004) Term 2**  
**Sociology of Crime and Justice: Contemporary Issues**  
**University of British Columbia, Thursdays 6-9pm Buchanan B213**

**Instructor: Dr. Jade Boyd**  
**Office: Anso 122**

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**Office Hours: 4:30-5:30**

**Course Description:**

What constitutes a crime in Canadian society and who commits crime? What are the social and cultural functions of criminal justice and prisons and how are they shaped by social factors? How is crime and criminal justice represented? This course draws from critical sociological, feminist and cultural perspectives to examine crime and justice in contemporary Canadian society. Issues such as race and the law, policing the poor, drug law, immigration and terrorism, corporate crime and prison abolition will be explored in relation to broader themes related to punishment, power, justice, safety, morality, representation, social inequality and intersecting axes of difference such as race, class, age, sexuality and gender.

**Your final mark in the class will be based on the following:**

*Attendance and Participation: 15%*

*Presentation/Class Facilitation: 30%*

*Midterm Exam: 20% Feb. 12*

*Final Paper: 35% Due April 9*

**Required Texts:**

\*All readings are available through UBC library on-line. Additional material will also be available through the course blackboard (UBC Connect).

**Course Format:**

This is an upper-level seminar style course. The instructor will lecture and lead discussion occasionally; however, the course will primarily be organized around student discussion and participation. It is, therefore, a highly active and participatory course. Students are expected to participate individually and in discussion groups, as well as through in-class exercises and assignments. Students are expected to attend all classes and be prepared to discuss, question, and comment on the relevant readings, films, guest speakers and presentations. Students who do not attend class and/or participate will have difficulty passing the course. Students who are unavoidably absent because of illness or disability should report to the professor immediately and provide appropriate documentation as soon as possible. It is not possible to make up missed in-class exercises.

**Academic Integrity** is expected in all university courses.

Violations of academic integrity even when unintentional will not be tolerated. Take the time to review and familiarize yourself with relevant UBC policies:

- Plagiarism policy: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>
- Guide to academic integrity: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>
- UBC policies, procedures and guidelines: <http://research.ubc.ca/ore/policies-procedures-guidelines>

- Faculty of Arts grading guidelines: <http://legacy.arts.ubc.ca/faculty-amp-staff/resources/courses-and-grading/grading-guidelines.html>
- UBC Calendar on plagiarism:  
<http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>

### **Exam and Presentation Policy:**

Rescheduling of an exam, midterm or presentation will be allowed only in the instances of documented medical problems or other officially documented emergencies (travel plans, sporting events and weddings do not constitute a valid reason for rescheduling and will not be considered). Makeup exams may have a different format than the original exam. Please note that late essays will be docked 3% of the course grade per day.

### **Additional Notes:**

- **No photographs or audio recordings** may be made in this course without prior approval by the instructor. All handheld devices and non-academic links should be switched off during class.
- **Please note:** I do not post lecture slides on-line and I will not re-teach classes you happen to miss. I suggest you find a classmate to share notes with in the event that you are absent.

### **Accommodations for Students with (Dis)abilities:**

I will attempt to accommodate your needs in the classroom as much as is reasonably possible. If you have a letter from the Disability Resource Center (DRC) indicating that you require specific accommodations, please present the letter to me before the second class so that we can make any necessary arrangements. To request academic accommodations due to disability, first meet with a DRC advisor to determine what accommodations you are eligible for. You can find more information at: <http://www.students.ubc.ca/access/drc.cfm>

### **Resource Links:**

- APA Citation Guide: [http://wiki.ubc.ca/Library:How\\_to\\_Cite/Major\\_Style\\_Guides](http://wiki.ubc.ca/Library:How_to_Cite/Major_Style_Guides)
- Help support at UBC Writing Centre: <http://learningcommons.ubc.ca/tutoring-studying/improve-your-writing/>
- Resource Guides for writing a paper: <http://learningcommons.ubc.ca/resource-guides/>
- Critical Thinking: <http://www.sussex.ac.uk/s3/index.php?id=87>
- Critical Thinking:  
[http://www2.napier.ac.uk/getready/managing\\_information/critical\\_thinking.html](http://www2.napier.ac.uk/getready/managing_information/critical_thinking.html)
- Critical Reading v. Critical Thinking:  
[http://www.criticalreading.com/critical\\_reading\\_thinking.htm](http://www.criticalreading.com/critical_reading_thinking.htm)
- Extending and Developing Your Thinking Skills:  
<http://www.open.edu/openlearn/education/extending-and-developing-your-thinking-skills/content-section-0>

**Schedule of Topics and Readings:** (Subject to revision)

**Jan. 8 Week 1: Introduction to Criminal Justice**

\* Presentation Groups will be assigned

**Jan. 15 Week 2: Punishment and the Emergence of the Prison**

Foucault, Michel (1972). Prison Talk, In Power/Knowledge: Selected Interviews and Other Writings 1972-1977. Pp. 37-54.

Kilgore, James (2014). Mass incarceration: Examining and moving beyond the new Jim Crow. *Critical Sociology*: p. 1-13.

<http://crs.sagepub.com/content/early/2014/03/18/0896920513509821>

- Meeting with Presentation Groups

**Jan. 22 Week 3: Policing the Poor** (Possible Guest Talk: Pivot Legal Society tbc)

Goffman, Alice (2009). On the run: Wanted men in a Philadelphia ghetto. *American Sociological Review* 74: 339-357.

Bellot, Celine (2013). Taming disorderly people one ticket at a time: the penalization of homelessness in Ontario and British Columbia. *CJCCJ* 3(38): 161-185.

**Jan. 29 Week 4: Race and the Law** \*Guest Talk: Law Innocence Project, UBC (tbc)

Razack, Sherene (2014). It happened more than once: Freezing Deaths in Saskatchewan. *Canadian Journal of Women and the Law* 26(1): 51-80.

Sapers, Howard (2013) Annual Report of the Office of the Correctional Investigator 2012-2013. *The Correctional Investigator of Canada*. ISSN: 1493-5295. (Excerpt pgs TBA)

**Feb. 5 Week 5: Gender and the Regulation of Reproduction**

Paltrow, Lynn and Flavin, Jeanne (2013). The policy and politics of reproductive health. *Journal of Health, Politics, Policy and Law* 38(2): 299-343.

Viewing: *The sterilization of Leilani Muir* (1996) by G. Whiting, NFB. 47 mins

**Feb. 12 Week 6: \*In-class midterm**

**Midterm Break: February 16 to 20 inclusive**

**Feb. 26 Week 7: Drug Law 1.**

Boyd, N. (1984). The origins of Canadian narcotics legislation: The process of criminalization in historical context. *Dalhousie Law Journal*, 8(1), 102-136.

Fraser, S and Moore, D. (2011). Constructing drugs and addiction: Introduction. *The Drug Effect: Health, Crime and Society*, Fraser, S and Moore, D (Eds.). Cambridge University Press, pp. 1-11. ISBN: 978-0-521-15605-9

Recommended:

Fraser, S, Valentine, K & Roberts, C. (2009). Living Drugs. *Science as Culture* 18(2): 123-131. Read only pp. 123-128.

**March 5 Week 8: Drug Law 2** \*Guest Speaker: Dr. Susan Boyd, University of Victoria  
Boyd, Susan (2014). The Criminal Addict: Canadian radio documentary discourse, 1957-1969. *Contemporary Drug Problems*, 41, 201-232.

Boyd, Neil (2013). The enforcement of marijuana possession offences in British Columbia. *Blueprint for change*.

Recommended:

Reinarman, Craig (2011). Cannabis in cultural legal limbo. In *The Drug Effect: Health, Crime and Society*, Fraser, S and Moore, D (Eds.). Cambridge University Press, pp. . ISBN: 978-0-521-15605-9

DeBeck et al. (2009). Canada's new federal "National Anti-Drug Strategy": An informal audit of reported funding allocation. *International Journal of Drug Policy*, 20, 188-191.

### **March 12 Week 9: Immigration and Terrorism**

\*Guest Speaker, Carmen Cheung, Senior Council BCCLA: Security and Human Liberties

Kruger, E., M. Mulder and B. Korenic (2004). 'Canada after 11 September: Security Measures and 'Preferred' Immigrants. *Mediterranean Quarterly* 15.4: 72-87 (<http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=5279439>

or <http://mq.dukejournals.org.ezproxy.library.ubc.ca/content/15/4/72.full.pdf+html>)

In-class viewing excerpt: Glenn Greenwald's talk on privacy and security

### **March 19 Week 10: Murdered and Missing Women**

Jiwani and Young (2006). Missing and murdered women: Reproducing marginality in news discourse. *Canadian Journal of Communication* 31: 895-917.

Those Who Take Us Away: Abusive Policing and Failures in Protection of Indigenous Women and Girls in Northern British Columbia, Canada, February 2013. Available on-line: [http://www.hrw.org/sites/default/files/reports/canada0213webwcover\\_0.pdf](http://www.hrw.org/sites/default/files/reports/canada0213webwcover_0.pdf)

Viewing: *Finding Dawn* (2006) by C. Welsh, NFB. 73 mins.

### **March 26 Week 11: Corporate Crime & Media Representations of Crime**

McMullen, John (2006). News, Truth, and the Recognition of Corporate Crime. *Canadian Journal of Criminology and Criminal Justice*: 905-939.

Dowler, Fleming and Muzzatti (2006). Constructing Crime: Media, Crime, and Popular Culture. *Canadian Journal of Criminology and Criminal Justice*: 837-850.

\*Please bring to class a newspaper article about a crime incident for in-class newspaper analysis activity.

### **April 2 Week 12: Restorative Justice, Prison Abolition and Alternatives to the Prison System**

Davis, Angela (2003). Introduction, Prison Reform or Prison Abolition? In *Are Prison's Obsolete?* Canada: Seven Stories Press, Open Media. pp. 9-21. Available on-line: [http://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are\\_Prisons\\_Obsolete.pdf](http://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are_Prisons_Obsolete.pdf)

Viewing: *A Healing River*. Heartspeak Productions.

## **April 9 Week 13: Wrap-up \* Final Paper Due**

### **Assignments:**

#### ***Attendance and Class Participation: 15%***

This class is highly participatory thus participation during this course includes not only a physical presence in the classroom but also active critical (thoughtful) engagement with the course material and class discussions. Please come to class with each week's material read. Your critical analysis is **expected** as are questions related to the readings. This grade includes participation in in-class exercises.

*Some fundamentals for active reading – Consider:*

What is the main argument?

How does the researcher go about making and defending this argument?

What theoretical traditions are covered, drawn upon, and criticized?

What are the core concepts' strengths and shortcomings?

How might this topic, study, or argument be approached differently?

How does it compare with previous readings and discussions in the class?

#### ***Presentation/Class Facilitation: 30% 45-60 mins***

A group sign-up sheet will be provided in the first two weeks of class. Students are expected to sign up for a presentation week in which they will join with other members of a group to facilitate a portion of the class on the topic assigned. Students that enter into the course late will have a date assigned to them by the instructor. You will be responsible for meeting as a team in advance of your class to research the topic and plan the class discussion. Groups are expected to both present on the material assigned as well as lead class discussion over the span of 45-60 minutes. 1. As part of the presentation, groups should briefly summarize the main points of the assigned reading(s) (without reiterating it word for word), relate how the reading(s) connect to the themes in the course, particularly that week's theme but also previous weeks, discuss questions it raises, assumptions it perpetuates and/or what might be excluded. 2. As part of the class facilitation, groups should prepare discussion and or debate questions, activities and/or additional points of reference that expand upon or better contextualize the week's themes.

Students will be graded on: 1. Evidence of collaboration 2. Demonstrated relevance of material and activities presented and discussed to the course 3. Critical analysis 4. Clarity and preparation 5. Overall quality of presentation and facilitation (including preparation).

*\* If using power point you must be prepared to work with the technology. Practice beforehand. Bring a backup of all material and be prepared to continue with the presentation/facilitation in the event that your technology does not work or a group member is missing/late.*

#### ***Midterm Exam: 20% Feb. 12***

This is an in-class written exam drawn from any/all course material covered thus far, including readings, lectures, presentations, films and activities. It will take the form of short answer and/or essay.

#### ***Final Paper: 35% \*Due at the beginning of class April 9th 8-10 pages***

**Only hard copies handed to me personally or in the Sociology student dropbox are accepted** (that means not under my office door or by e-mail).

- All written papers must use American Psychological Association (APA) citation style.
- Papers should be double-spaced, 12 point times new roman font, 8-10 pages plus bibliography.
- **Late papers** will be penalized **3%** of the course grade per day including weekends. Please keep a digital backup of your assignment until your marked paper is returned.

Students will be given two essay questions and are required to answer one as part of the final paper assignment. The course readings should provide a starting point for your paper; use them as a means to adopt **a sociological perspective about the nature of contemporary crime and justice**. Draw on **all relevant course material** and **additional relevant scholarly publications (at least 5)** to answer the question posed. \*The use of course material should demonstrate that the paper is written solely for this class.

- 1) Include an introduction that frames the research question and links it to sociological perspectives on crime and justice.
- 2) Marshall and evaluate evidence to support your arguments; draw data and scholarly arguments from a variety of sources; evaluate competing claims and explanations; build a coherent argument.
- 3) Answer your question. Draw conclusions that are substantiated by your research data.
- 4) Cite all sources used to write the paper using **APA** style. This includes class readings and other scholarly research you have consulted (**at least 5 additional scholarly journal articles or books**). Include a bibliography at the end of the paper. Failure to reference properly constitutes plagiarism.

*Assignments will be graded on the following criteria:*

1. Demonstrated relevance of analysis to the course and integration of course material
2. Appropriate choices of research sources.
3. Good organization and coherent development of arguments.
4. Demonstration of originality and critical thinking.
5. Clear writing and communication.

### **Grading:**

Percentage (%)	Letter Grade	
90-100	A+	64-67 C+
85-89	A	60-63 C
80-84	A-	55-59 C-
76-79	B+	50-54 D
72-75	B	0-49 F (Fail)
68-71	B-	

