

## **Sociology 250: Crime and Society**

*September – December 2016*  
*Winter Session 2016 Term 1 (3 credits)*

**Instructor:** Dr. Dan Small, PhD, MPhil  
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**Time:** Monday, Wednesday, Friday  
13:00 – 14:00  
First Day of Class: 7 September 2016

**Location:** Chemistry D300

### **Overview:**

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

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

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

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

**Caveat:**

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

**Goals:**

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

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

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

**COURSE FORMAT:**

The course takes place on Mondays, Wednesdays and Fridays of each week. Each Monday and Wednesday class will consist of a lecture. The Friday of each week will be devoted to student group presentations and discussions related to the course reading assignments.

**READINGS**

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

**REQUIRED TEXT:**

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

## ASSESSMENT

<b>Assessment:</b>	
Midterm Exam	25%
Research Paper	25%
Group Presentation	10%
Final Exam (to be scheduled during the final exam period)	40%
<b>Total</b>	<b>100%</b>

1. **Midterm Quiz (25%):** The mid-term test will be on 21 October 2016. The test will be worth 25% of your grade and will require you to answer short (2 point) and medium length (3 point) questions.
2. **Group Presentation (10%):** During the second class of each week, there will be a group presentation. The assignment is intended to encourage discussion and to assist students in understanding and applying ideas learned in the course in relation to an important set of issues pertaining to marginalization, crime and Canadian Society. For the assignment, the class will be divided into groups that will collaborate in reviewing and making a presentation on a portion of *Forsaken: The Report of the Missing Women Commission of Inquiry* by Oppal.

After providing an overview of the key themes in their segment of the report, each participant will be expected to identify a sociological issue with regard to crime and society that arises from the material. Students may wish to draw on emerging sociological theories, methods or analysis in the textbook by Winterdyk (2016) to interpret their presentation. The group presentation is expected to be 20 minutes in length. All members of the group must submit a two-page double spaced (no longer) summary of the chapter that includes a description of an issue (or issues) from a sociological perspective that emerges from the reading material. The two-page summary is due when the presentation is made to the class. Individuals who do not submit two -page summaries will lose 50% of their presentation grade (5% of the overall course grade). Two-page summaries are due on **the day of presentation at 3:30pm**. Two-page summaries submitted late will be deducted 4% per day and will **not be accepted after one week**. The summaries should be double-spaced.

3. **Final Exam (40%):** There will be a final exam during the final exam period. The final exam will include written answers (short and medium length answers along with essays) that make up 40% of the grade. The final exam will be cumulative.
4. **Research Paper (25%):** Students will complete a 1,250 to 1,500 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 address in 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 **Friday 4 November 2016 (at 1:00pm)**. Text beyond the 1,500-word maximum will not be graded in order to encourage students to organize their thoughts concisely and, hopefully, improve their papers. Papers should be in a 12pt traditional font such as Arial or Times New Roman with one-inch margins. Each paper should be stapled and have a cover page with the title of the paper, name of the student and student number. The pages of your paper should be numbered in the upper right hand corner, and the final word count should appear at either the beginning or the end of your paper.

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

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

With regard to reference style for the paper, students should use the American Sociological Association (ASA) style. The entire style guide is available for purchase on the ASA website. A quick overview guide is available free of charge: ([http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)). The entire style book is available in the UBC Koerner library as a non-circulating reference book (Call Number: [HM569 .A54 2014](#)). The ASA system is similar to the style guide for the American Psychological

Association (APA). Students that are familiar with the APA style may also use this method for the term paper. However, the style needs to be consistent through the paper and reference section.

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

#### Late Assignment Policy

Papers are due on **4 November 2016 at 1:00 pm**. Papers submitted late will be deducted 4% per day and will **not be accepted after 14 November 2016**. 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. UBC publications regarding plagiarism are available on the Internet. See for example: <http://legacy.arts.ubc.ca/arts-students/plagiarism-avoided.html>. Students can also examine the Guide to Academic Integrity at UBC that provides tips for avoiding plagiarism: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. If the links on plagiarism do not work, then please perform an Internet search on tips to avoid plagiarism at UBC. If students have any trouble with locating the material on suggestions for avoiding plagiarism, then please don't hesitate to contact the instructor or teaching assistant.

**ACADEMIC INTEGRITY**

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

**ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

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

## LECTURE 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 (7 September 2016) Lecture:** *Introduction to Sociology of Crime and Society, Course Assignments and Evaluation*

### Required Readings

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

### Learning Objectives

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

**Week One (9 September 2016): First Half of Class: Video:** *Brother's Keeper Documentary*<sup>5</sup>

### Learning Objectives

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

**Second Half of Class: Activity:** *Forming of Groups for Collaborative Presentations, Preparation and Discussion*

**Week Two (12 September 2016) Lecture:** *Sociological Methods for Defining, Measuring and Analysing Crime*

### Required Readings

Winterdyk J. Chapter 2: Images of Crime and Control. *Canadian Criminology*. Don Mills: Oxford University Press; 2016: 24-45.<sup>6</sup>

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

### 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.

**Week Two (14 September 2016) Video:** *Brother's Keeper Documentary*<sup>5</sup> (cont.)

**Learning Objectives**

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

**Week Two (16 September 2016):** *Group Presentations and Discussion*

**Week Three (19 September 2016) Theme: Victimology and the Lived Experience of Crime (Film: Highway of Tears)<sup>8</sup>**

**Required Readings**

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

Oppal WT. Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary. Victoria, B.C.: Province of British Columbia, 2012 (pp. 4 – 16).<sup>9</sup> (Search on line for the report and executive summary available at: <http://www.missingwomeninquiry.ca/wp-content/uploads/2010/10/Forsaken-ES-web-RGB.pdf>)

**Week Three (21 September 2016) Theme: Victimology and the Lived Experience of Crime (Film: Highway of Tears)<sup>8</sup> (cont.)**

**Learning Objectives**

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

**Week Three (23 September 2016):** *Group Presentations and Discussion*

**Week Four (26 September 2016) 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 Readings**

Winterdyk J. Chapter 5: Major Schools of Criminological Thought. Don Mills, Ontario: Oxford University Press; 2016: 96-120.<sup>10</sup>

Oppal WT. Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary. Victoria, B.C.: Province of British Columbia, 2012 (pp. 60 – 74, 160-169).<sup>9</sup> (Search on line for the report and executive summary available at: <http://www.missingwomeninquiry.ca/wp-content/uploads/2010/10/Forsaken-ES-web-RGB.pdf>)

### **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.

**Week Four (28 September 2016) Lecture:** *Gone and Forsaken: The Unrealized Potential of Environmental Criminology and Geographic Profiling in the Tragic Case of the Missing Women of Vancouver's Downtown Eastside (cont.)*

**Week Four (30 September 2016): Group Presentations and Discussion**

**Week Five (3 October 2016) Lecture Theme:** *The Relationship Between Public Order and Violent Crime: Critical Examination of the Broken Windows Theory and its Application in Society*

### **Required Readings**

Winterdyk J. Chapter 6: Biosocial Approaches to Crime. Canadian Criminology. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 121-45.<sup>11</sup>

**Week Five (5 October 2016) Lecture:** *The Relationship Between Public Order and Violent Crime: Critical Examination of the Broken Windows Theory and its Application in Society (cont.)*

### **Learning Objectives**

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

**Week Five (7 October 2016): Group Presentations and Discussion**

**Week Six (10 October 2016): Thanksgiving Statutory Holiday (No Class)**

**Week Six (12 October 2016) Lecture:** *Sociological Examination of the Relationship between Mental Illness, Crime, the Criminal Justice System and Forensic Psychiatry in Canada*

### **Required Readings**

Winterdyk J. Chapter 7: Psychological Perspectives. Canadian Criminology. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 146-66.<sup>12</sup>

### **Learning Objectives**

By the end of this session, students should have insight into the relationship between mental illness and the law. They should also have an understanding of the history and societal alchemy associated with the socially designated status of Not Guilty by Reason of Insanity (NGRI) or Not Criminally Responsible due to Mental Disorder (NCRMD) particularly as it pertains to the socio-legal ascription of blame.

### **Week Six (14 October 2016): *Group Presentations and Discussion***

**Week Seven (17 October 2016) Lecture:** *Sociological Examination of Restorative Justice Models as they Pertain to Crime and Society*

### **Required Readings**

Winterdyk J, Jones N. Chapter 8: Sociological Perspectives. Canadian Criminology. Don Mills, Ontario: Oxford University Press; 2016: 167-95.<sup>13</sup>

### **Additional Background Research**

As part of the preparation for this session, students are to watch the 35 minute video: "Burning Bridges" available for viewing on line (<https://www.youtube.com/watch?v=tBMIEManHoA>). The video examines a restorative justice event involving six individuals, their families and members of the wider community in the aftermath of the intentional destruction of the historic Mood bridge in Rockhill, Pennsylvania.

**Week Seven (19 October 2016) Lecture:** *Sociological Examination of Restorative Justice Models as they Pertain to Crime and Society (Video: Face to Face, 2011<sup>14</sup>)*

### **Learning Objectives**

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

### **Week Seven (21 October 2016): *Group Presentations and Discussion***

**Week Eight (24 October 2016) Lecture:** *When Society's Approach to Crime Fails: Sociological Examination of Wrongful Conviction in Canada*

### **Required Readings**

Winterdyk J. Chapter 9: Violent Crime. Canadian Criminology. Don Mills, Ontario: Oxford University Press; 2016: 196-229.<sup>15</sup>

**Week Eight (26 October 2016) Lecture: Lecture:** *When Society's Approach to Crime Fails: Sociological Examination of Wrongful Conviction in Canada (cont.)*

### **Learning Objectives**

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

### **Week Eight (28 October 2016): *Group Presentations and Discussion***

**Week Nine (31 October 2016) 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 Readings**

Winterdyk J. Chapter 10: Property Related Offences. Canadian Criminology. Don Mills, Ontario: Oxford University Press; 2016: 230-58.<sup>16</sup>

**Week Nine (2 November 2016) Lecture:** *Illicit Drug Use and Related Societal Interventions: Canada's Supervised Injection Facility, the Controlled Drugs and Substances Act and the Constitution of Canada (cont.)*

### **Learning Objectives**

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

### **Week Nine (4 November 2016): *Group Presentations and Discussion***

**Week Ten (7 November 2016) Lecture:** *Sociological Examination of Corporate Crime (Video: Enron: the Smartest Guys in the Room: 110 minutes)*<sup>17</sup>

### **Required Readings**

Winterdyk J, Beke MB. Chapter 11: Organized Crime, Corporate Crime and Cybercrime. Canadian Criminology. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 259-93.<sup>18</sup>

**Week Ten (9 November 2016): *Sociological Examination of Corporate Crime (Video: Enron: the Smartest Guys in the Room: 110 minutes)***<sup>17</sup>

### **Learning Objectives**

The video is intended to get students to contemplate one of the most notorious examples of corporate crime in light of its possible sociological causes.

**Week Ten (11 November 2016): *Remembrance Day Statutory Holiday (No Class)***

**Week Eleven (14 November 2016) Lecture:** *Sociological Examination of Activism: Advocacy in the Service of Social Change or Public Order Crime?*

**Required Readings**

Winterdyk J. Chapter 12: Crimes against Public Order. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 294-330.<sup>19</sup>

**Week Eleven (16 November 2016) Lecture:** *Sociological Examination of Activism: Advocacy in the Service of Social Change or Public Order Crime? (cont.)*

**Learning Objectives**

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

**Week Eleven (18 November 2016): Group Presentations and Discussion Week**

**Week Twelve (21 November 2016) 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 Readings**

Winterdyk J. Chapter 13: Emerging Crime Trends: Transnational Crime, Terrorism, Human Trafficking, and Cybercrime. Don Mills, Ontario: Oxford University Press; 2016.<sup>20</sup>

**Week Twelve (23 November 2016) 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 (cont.)*

**Learning Objectives**

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

**Week Twelve (25 November 2016): Group Presentations and Discussion**

**Week Thirteen (28 November 2016): Group Presentations and Discussion**

**Week Thirteen (30 November 2016) Lecture:** *Overview of Key Themes in the Sociology of Crime and Society*

**Required Readings**

Winterdyk J. Chapter 14: Future Directions in Criminology and Crime Prevention. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 362-86.<sup>21</sup>

**Week Thirteen (2 December 2016):** *Overview of Key Themes in the Sociological Analysis of Crime and Society (cont.)*

**Learning Objectives**

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

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

## REFERENCES

1. Carrabine E, Cox P, Fussey P, et al. *Criminology: A Sociological Introduction*. 3rd ed. New York: Routledge; 2014.
2. Berger PL. *Invitation to Sociology: A Humanistic Perspective*. New York: Open Road Integrated Media; 1963.
3. Winterdyk J. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016.
4. Winterdyk J. Chapter 1: *Criminology: Its Nature and Structure*. *Canadian Criminology*. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 2-23.
5. Belinger J, Sinofsky B. *Brother's Keeper*: Wellspring Media Inc., 1992.
6. Winterdyk J. Chapter 2: *Images of Crime and Control*. *Canadian Criminology*. Don Mills: Oxford University Press; 2016: 24-45.
7. Winterdyk J. Chapter 3: *Measuring Crime and Criminal Behaviour*. *Canadian Criminology*. Don Mills: Oxford University Press; 2016: 46-69.
8. Smiley M. *Highway of Tears*. Montreal: Finesse Films; 2014.
9. Oppal WT. *Forsaken: The Report of the Missing Women Commission of Inquiry Executive Summary*. Victoria, B.C.: Province of British Columbia, 2012.
10. Winterdyk J. Chapter 5: *Major Schools of Criminological Thought*. Don Mills, Ontario: Oxford University Press; 2016: 96-120.
11. Winterdyk J. Chapter 6: *Biosocial Approaches to Crime*. *Canadian Criminology*. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 121-45.
12. Winterdyk J. Chapter 7: *Psychological Perspectives*. *Canadian Criminology*. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 146-66.
13. Winterdyk J, Jones N. Chapter 8: *Sociological Perspectives*. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 167-95.
14. Williamson D. *Face to Face Australian Film Syndicate Umbrella Entertainment*, 2011.
15. Winterdyk J. Chapter 9: *Violent Crime*. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 196-229.
16. Winterdyk J. Chapter 10: *Property Related Offences*. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 230-58.
17. Gibney A. *Enron: the Smartest Guys in the Room*. Montreal, Quebec: Magnolia Home Entertainment, 2005.
18. Winterdyk J, Beke MB. Chapter 11: *Organized Crime, Corporate Crime and Cybercrime*. *Canadian Criminology*. Third ed. Don Mills, Ontario: Oxford University Press; 2016: 259-93.
19. Winterdyk J. Chapter 12: *Crimes against Public Order*. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 294-330.
20. Winterdyk J. Chapter 13: *Emerging Crime Trends: Transnational Crime, Terrorism, Human Trafficking, and Cybercrime*. Don Mills, Ontario: Oxford University Press; 2016.
21. Winterdyk J. Chapter 14: *Future Directions in Criminology and Crime Prevention*. *Canadian Criminology*. Don Mills, Ontario: Oxford University Press; 2016: 362-86.