

**UNIVERSITY OF GUELPH**  
COLLEGE OF SOCIAL AND APPLIED HUMAN SCIENCES  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

*UNDERGRADUATE COURSE SYLLABUS*

**Course: SOC 1500 (01) Crime and Criminal Justice**

**Term:** Winter 2015 Tuesdays and Thursdays 4-5:20 PM THRN, Room 1200

**Professor: Dr. Mavis Morton**

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Course consultation hours: **Tuesdays 1-3 p.m.**

**Teaching Assistants:**

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**Brief Course Description:**

This sociology course introduces students to crime in Canada by examining how crime is **defined, measured, explained, and responded** to by the criminal justice system. Selective theories of crime will be discussed with an emphasis on sociological perspectives, and how these relate to the way crime is represented in media, legislation, social/criminal justice policy and criminal justice issues. Selective contemporary issues and debates surrounding crime, and the criminal justice system in Canadian society will be discussed including topics such as violent crime, youth crime, corporate crime and national security.

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## A. Evaluation Component and Due Dates

The final grade for the course will be based on the following items weighted as indicated. The format and specific instructions for the assessments will be made available:

Assessment Type	%	Date
5 Online Critical Reflection Posts and Replies + 1 Introduction	15%	5 posts weeks 1, 3, 5, 8, 10 on D2L (no make up dates)
2 Quizzes	20%	Weeks 6 & 11 on D2L (no make up dates)
Community-Focused Learning (CFL) project	20%	Proposal (5%) <b>Feb 5th</b> D2L ONLY CF Contribution & evidence (5%), Critical reflection (10%) <b>March 31st</b> D2L ONLY
Media Assignment	20%	Thursday <b>Feb. 26<sup>th</sup> in class</b> D2L & hard copy
Final Exam	25%	<b>April 10th</b> 19:00-21:00
Total	100%	

**Grade Reassessment:** If you have questions or concerns about a grade, the first step is to meet with the teaching assistant who marked it in their office hours. If this meeting does not resolve your questions/concerns then you can make an appointment to see Professor Morton. Requests for grade reassessment must be accompanied by a written explanation detailing why you believe the grade should be higher according to the rubric.

That the assignment of grades at the University of Guelph is consistent with the following criteria as outlined in the Undergraduate Calendar:

**80 - 100 (A) Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

**70 - 79 (B) Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

**60 - 69 (C) Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

**50 - 59 (D) Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

**0 - 49 (F) Fail.** An inadequate performance.

### i) Submitting & Retrieving Assignments:

Students must submit **ALL** assignments (i.e. CFL proposal, contribution, evidence & reflection; media assignment, including link to online newspaper if applicable) to the appropriate online drop box through D2L/Courselink on the required due dates. **Hard copies of your media assignment** (including a copy of the newspaper article you used) must also be given to YOUR T.A in class or during T.A. office hours on or before the due dates with your name/group # clearly indicated.

### ii) Late Assignment Policy:

Late assignments will also be graded out of 100% but the grade will be reduced by 1% for every day it is late (7% per week). For instance, if an assignment is received 10 days late and would have received a grade of 80% (A) its recorded grade will be 70% (B). This rule is intended to reduce the need for extensions. If you think you are going to be late by several days but will end up with a better assignment, do not ask for an extension. Simply take two or three more days (but inform your T.A.) and the small risk of losing two or three marks out of 100.

### iii) Attendance/Participation:

You are responsible for obtaining **ALL** information given in lecture (including hand-outs, videos, music, guest lecture info, announcements etc.) and this is easier to do if you are present. If you miss a lecture for any reason, make arrangements with a peer to get updated. While I will post Power Point slides either before or after a class, I do not provide lecture notes because I do not take lecture notes. This is a skill for you to develop.

Students are required to participate in a Courselink discussion group by posting reflections (Critical Reflection Posts/Replies) for a 15% participation mark. More information will be available in class and on Courselink about this. Each student will be assigned to a group of approximately 35-40 students. The group will appear when you click on 'discussions' or 'groups'. NB: notify the instructor immediately if you do not have a discussion group. Participating in the discussion group will not only earn you marks but also will help you to put the readings and lectures to some active use in order to improve your knowledge, skills and understanding.

## B. Teaching Assistants for Section 01

Your TA is in the best position to assess your progress in the course, and may supply additional pedagogical resources designed to enhance your comprehension and integration of course materials. Because of the class size Teaching Assistants also provide a vital link between the professor and the students. It would be appropriate to communicate **first** with your tutorial leader any questions, concerns you have, and then, if necessary, communicate with me.

## C. The Teaching Approach

In addition to a lecture-style format, I plan to incorporate discussions, guest speakers, websites, videos, films, music and in-class exercises (such as break out discussion groups) that foster student participation and active learning. Your attendance at lectures is important and you will find you are in a better position to do the quizzes, posts, assignments and final exam. All music, videos, guest speakers, media clips etc. **have a purpose** and are often great examples you can use in your assignments and on your final exam.

## D. Course Overview and Expectations:

This course is organized in three main parts. In the first part, we will critically examine how crime is defined, labeled, measured and represented (i.e. media) and some of the associated

implications. For instance, what constitutes a crime? How are crimes defined and by whom? To what extent is the crime represented in the media consistent with the crime rate? We will briefly review both the process and the substance of our legal system and understand what it means to think about crime like a sociologist. In the second part of the course, we will introduce key theoretical approaches (non-sociological and sociological) that have been used to explain crime and criminal behaviour and which have marked the development of the discipline of criminology. How do sociological theories that try to explain crime differ from non-sociological theories? Part three provides an overview of selected types of crime and how legislation and other criminal justice policy and the criminal justice system respond. Here we will use our understanding of theory and apply this to specific kinds of crime. What theoretical perspectives have informed criminal justice policy? To what extent does criminal justice policy balance crime control and individual rights? Throughout the course, we will pay attention to issues of gender, race/ethnicity, class, age, sexual orientation, ability and the intersections. For instance to what extent is gender important in understanding and explaining crime?

### **i. Expected Learning Outcomes**

#### **Theoretical Learning Outcomes:**

- a. Evaluate and apply sociological and non-sociological theories of crime.

#### **Research and Methodological Learning Outcomes & Critical and Creative Thinking & Understanding Learning Outcomes**

- b. Illustrate a sociological imagination by critically reflecting on personal and popular explanations for crime and approaches to crime control policies.
- c. Critically reflect on the impact of age, gender, race, class, sexual orientation, mental and physical ability, on crime and the administration of the criminal justice system.

#### **Knowledge and Communication Learning Outcomes**

- d. Demonstrate critical media literacy regarding crime, its representation and criminal justice policies.
- e. Practice effective participation, communication, note-taking, critical reading, writing and referencing.

#### **Social Justice, Social Change, Civic Engagement and Ethical Learning Outcomes**

- f. Apply relevant sociological connections between theories, policy, the criminal justice system, community action and your world via course readings, lectures, in class discussions, music, and other course material.
- g. Develop community-engaged knowledge, skills, values and action.
- h. Demonstrate initiative, independence, personal & social responsibility, respect, academic integrity and accountability.

## E. “At a Glance” SOC 1500 01 W15 Calendar”

Tuesday/Thursday 6 <sup>th</sup> -8 <sup>th</sup> January	Week 1 Online post #1	Course overview & introduction How much crime & how we measure it.	O’Grady – Chapter 1:1-11 O’Grady – Chapter 2:32-63 Roberts: 153-184
Tuesday/Thursday 13 <sup>th</sup> -15 <sup>th</sup> January	Week 2	Crime, media & representation	O’Grady – Chapter 1:11-31 Collins: 77-99; Frost: 87-112, Gilchrist: 373-390; Sampert: 301-328
Tuesday/Thursday 20 <sup>th</sup> -22 <sup>nd</sup> January	Week 3 <i>Online post #2</i>	Crime, media & representation	
Tuesday/Thursday 27 <sup>th</sup> -29 <sup>th</sup> January	Week 4	Explaining crime: non-sociological theories	O’Grady – Chapter 3:64-86 & Chapter 5:129-131
Tuesday/Thursday 3 <sup>rd</sup> -5 <sup>th</sup> February	Week 5 <b>CFL proposal</b> <i>Online post #3</i>	Explaining crime: sociological theories	O’Grady – Chapter 4:87-116 Templeton & Hartnagel: 45-65
Tuesday/Thursday 10 <sup>th</sup> -12 <sup>th</sup> February	Week 6 <i>Quiz #1</i>	Explaining crime: Sociological theories	O’Grady – Chapter 5:117-142;
<b>NO CLASSES</b> Tuesday/Thursday 17 <sup>th</sup> -19 <sup>th</sup> February			
Tuesday/Thursday 24 <sup>th</sup> -26 <sup>th</sup> February	Week 7 <b>Media Assignment</b>	Violent Crime & victimization	O’Grady – Chapter 6:166-173; DeKeseredy & Dragiewicz: 228-244.
Tuesday/Thursday 3 <sup>rd</sup> -5 <sup>th</sup> March	Week 8 <i>Online post #4</i>	Youth Crime	O’Grady – Chapter 6:143-160 & Chapter 8:217- 219
Tuesday/Thursday 10 <sup>th</sup> -12 <sup>th</sup> March	Week 9	National Security	Kruger: 72-87; Murphy: 449-47
Tuesday/Thursday 17 <sup>th</sup> -19 <sup>th</sup> March	Week 10 Online post #5	Corporate/White collar crime	O’Grady –Chapter 7:174-200; Passas: 771-786
Tuesday/Thursday 24 <sup>th</sup> -26 <sup>th</sup> March	Week 11 <i>Quiz #2</i>	Criminal Justice System’s Response to Crime (policing & corrections)	O’Grady Chapter 8:201-210 Wortley & Owusu-Bempah: 395-407
Tuesday/Thursday 31 <sup>st</sup> March-2 <sup>nd</sup> April	Week 12 <b>CFL Reflection</b>	Criminal Justice System’s Response to Crime (corrections) & Wrap Up	O’Grady Chapter 8:210-232; Jeffries & Stenning: 447-494; O’Grady Chapter 8:233-239
<b>FINAL EXAM</b>	April 10th		19:00-21:00 (location TBA)

## F. Required Reading

- O'Grady, William. 2014. *Crime in Canadian Context: Debates and Controversies*. 3rd Ed. Don Mills, Ontario: Oxford University Press.
- Citation Style Requirements <https://www.uoguelph.ca/socioanthro/undergraduate-studies/citation-style-requirements>
- Academic journal articles through Ares Course Reserves System <https://ares.lib.uoguelph.ca/ares/>
- D2L (CourseLink) is a web-based course management system, which will provide access to course information.
- Recommended: Northey, M., Tepperman, L., Albanese, P. 2009. *Making Sense: A Student's Guide to Research and Writing*. 4<sup>th</sup> Ed. Ontario: Oxford University Press.

## G. Schedule of Topics and Readings (WINTER 2015) – CHECK D2L for updates and library ARES access.

The following is a list of lecture topics and readings. Please note that while the chapter readings will not change, there is a chance that I will add or delete a journal article throughout the year. Please remember to check CourseLink/D2L for updates weekly!

### Week 1: 6<sup>th</sup>-8<sup>th</sup> January – Introducing sociological imagination, criminology, law and the criminal justice system & overview of course & How much crime and how we measure it?

O'Grady, William. 2014. "Crime, Fear, and Risk." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 1-11. Don Mills, Ontario: Oxford University Press.

Roberts, Julian V. 2007. "Public confidence in criminal justice in Canada: A comparative and contextual analysis." *Canadian Journal of Criminology and Criminal Justice* 49(2):153-184.

O'Grady, William. 2014. "Measuring Crime." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 32-63. Don Mills, Ontario: Oxford University Press.

### Week 2: 13<sup>th</sup>-15<sup>th</sup> January – Crime, media and representation

O'Grady, William. 2014. "Crime, Fear, and Risk." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 11-31. Don Mills, Ontario: Oxford University Press.

Collins, Rachael E. 2013. "The construction of race and crime in Canadian print media: A 30-Year analysis." *Criminology and Criminal Justice* 14(1):77-99.

Frost, Natasha A; Phillips, Nickie D. 2009. "Talking Heads: Crime Reporting on Cable News." *Justice Quarterly* 28(1):87-112.

Gilchrist, Kristen. 2010. "Newsworthy" victims?: Exploring differences in Canadian local press coverage of missing/murdered Aboriginal and White women." *Feminist Media Studies* 10(4):373-390.

Sampert, Shannon. 2010. "Let me tell you a story: English-canadian newspapers and sexual assault myths." *Canadian Journal of Women and the Law* 22(2):301-328.



### **Week 3: 20<sup>th</sup>-22<sup>nd</sup> January – Crime, media and representation continued**

**Guest: Robin Sakowski, Sociology Librarian**

### **Week 4: 27th-29th January: Explaining crime – non sociological theories & Rational Choice**

O'Grady, William. 2014. "Non-Sociological Explanations of Crime." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 64-86. Don Mills, Ontario: Oxford University Press.

O'Grady, William. 2014. "Recent Sociological Approaches to Crime." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 129-131. Don Mills, Ontario: Oxford University Press.

### **Week 5: 3<sup>rd</sup>-5<sup>th</sup> February: Explaining crime – sociological theories**

**Guest: The Honourable Justice Esther Rosenberg, Ontario Court of Justice**

O'Grady, William. 2014. "Classical Sociological Explanations of Crime." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 87-116. Don Mills, Ontario: Oxford University Press.

Templeton, Laura. J., & Hartnagel, Timothy. F. 2012. "Causal attributions of crime and the public's sentencing goals." *Canadian Journal of Criminology and Criminal Justice* 54(1):45-65.

### **Week 6: 10<sup>th</sup>-12<sup>th</sup> February – Explaining crime – Cont'd Sociological theories**

O'Grady, William. 2014. "Recent Sociological Approaches to Crime." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 117-142. Don Mills, Ontario: Oxford University Press.

### **WINTER BREAK: No classes 16th-20th February**

### **Week 7: 24<sup>th</sup>-26<sup>th</sup> February - Violent crime & victimization**

O'Grady, William. 2014. "Crime and Social Exclusion." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 166-173. Don Mills, Ontario: Oxford University Press.

DeKeseredy, Walter S. and Molly Dragiewicz. 2014. "Woman Abuse in Canada: Sociological Reflections on the Past, Suggestions for the Future" *Violence Against Women* 20(2): 228-244.

### **Week 8: 3<sup>rd</sup>-5<sup>th</sup> March – Youth Crime**

O'Grady, William. 2014. "Crime and Social Exclusion." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 143-160. Don Mills, Ontario: Oxford University Press.

O'Grady, William. 2014. "Responding to Crime." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 217-219. Don Mills, Ontario: Oxford University Press.

### **Week 9: 10<sup>th</sup>-12<sup>th</sup> March – National Security**

Kruger, Erin, Marlene Mulder and Bojan Korenic. 2004. "Canada after 11 January: Security Measures and 'Preferred' Immigrants." *Mediterranean Quarterly* 15(4):72-87.

Murphy, Christopher. 2007. "'Securitizing' Canadian Policing: A New Policing Paradigm For the Post 9/11 Security State?" *Canadian Journal of Sociology* 32(4):449-471.

### **Week 10: 17<sup>th</sup>-19<sup>th</sup> March– Corporate/White Collar Crime**

O'Grady, William. 2014. "Crime in the Context of Organizations and Institutions." In *Crime in*

*Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 174-200. Don Mills, Ontario: Oxford University Press.

Passas, Nikos. 2005. "Lawful but awful: 'Legal Corporate Crimes'." *The Journal of Socio-Economics* 34:771-786.

### **Week 11: 24<sup>th</sup>-26<sup>th</sup> March – Criminal Justice System's Response to Crime (policing)**

**Guest: Constable Apps, Guelph Police Office**

O'Grady, William. 2014. "Responding to Crime." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 201-210. Don Mills, Ontario: Oxford University Press.

Wortley, Scot & Akwasi Owusu-Bempah. 2011. "The usual suspects: Police stop and search practices in Canada." *Policing and Society* 21(4):395-407.

### **Week 12: 31<sup>st</sup> March-2<sup>nd</sup> April – Criminal Justice System's Response to Crime (corrections) & Wrap Up**

O'Grady, William. 2014. "Responding to Crime." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 210-232. Don Mills, Ontario: Oxford University Press.

Jeffries, Samantha and Philip Stenning. 2014. "Sentencing aboriginal offenders: law, policy, and practice in three countries." *Canadian Journal of Criminology and Criminal Justice* 56 (4): 447-494.

O'Grady, William. 2014. "Summary and Conclusions." In *Crime in Canadian Context: Debates and Controversies*. 3<sup>rd</sup> Ed, 233-239. Don Mills, Ontario: Oxford University Press.

## **H. University Policy and Procedures**

Please familiarize yourself with the following policies and procedures:

### E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

### Drop Date

The last date to drop one-semester courses, without academic penalty is **Friday, March 6**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.



### Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the [website](#).

### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

### Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

### Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## I. Learning Resources

### **Learning resources for first-year students:**

The Library and Learning Commons offer free services to help you succeed at the University of Guelph, such as: feedback on your writing; assistance finding journal articles and books; help fine-tuning your time management skills; new study strategies; Supported Learning Groups (SLGs); citation and reference styles, etc.

Visit the Library website to learn more about our workshops, online guides, individual appointments, and other services: <http://www.lib.uoguelph.ca/get-assistance/writing/drop>.