



**FACULTY OF ARTS AND SCIENCE  
SOCIOLOGY AND ANTHROPOLOGY (SOAN) 3332  
SOCIOLOGY OF CRIME SECTION: 001  
*Summer Session 1***

**DR. ALAN D. BROWN**

**OFFICE LOCATION:** Evaristus 440

**OFFICE HOURS:** Monday and Thursday 12:30-1:30 and any time by appointment

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**FORMAT OF THE COURSE:** Lecture, discussion, group study

**CLASS MEETS:** Monday-Thursday (June 2-23, 2011)

**COMMUNICATION:** I prefer that you contact me directly via email at the address listed above. In all email communication, please put your last name and SOAN 3332 in the subject line.

**COURSE DESCRIPTION** (from the MSVU Undergraduate Calendar):

An examination of social theories of the genesis of crime and patterns of selected crimes such as rape, prostitution, and murder. The definition, measurement and extent of crime in Canada will also be discussed. Note: If a student receives credit for both SOAN 3332 and 3333, it will be considered to be the equivalent of a full unit of criminology. (Also listed under Canadian Studies)

**COURSE PRE-REQUISITES:** *SOAN 1101, or SOAN 1102 and 1103, or permission of the instructor*

**COURSE GOALS:**

The main goal of this course is to encourage the development of a sociological understanding of crime and justice. This course will endeavour to impart to students the importance of a critical analysis of the "crime problem" that is informed by theory and data and how, in turn, these do (not) relate to current social practices.

**STUDENT LEARNING OBJECTIVES:**

At the conclusion of this course, students should be able to:

1. Identify the major theoretical contributions of sociology to the study of crime and delinquency
2. Critically assess policy responses to crime
3. Evaluate the role of social inequalities in defining and responding to criminal behaviour.
4. Describe the importance of adopting critical theoretical and empirical approaches to the study of crime

**COURSE TEXT:** I have NOT ordered a book for this course this term. All readings will be provided on the course Moodle site. It is your responsibility to ensure that you have access to Moodle or make arrangements with me about the readings.

Moodle Resources:

[http://www.msvu.ca/site/media/msvu/MoodleStudentGuide\(1\).pdf](http://www.msvu.ca/site/media/msvu/MoodleStudentGuide(1).pdf)

Technical Help: If you require assistance with Moodle, please first contact Distance Learning: [online@msvu.ca](mailto:online@msvu.ca)

**COURSE READINGS:** Please refer to the syllabus below for all relevant readings and course activities.

**TEACHING AND LEARNING STRATEGIES:** This course is informed by the following pedagogical “Best Practices”:

1. Encourage contacts between students and faculty.
2. Develop reciprocity and cooperation among students.
3. Use active learning techniques.
4. Give prompt feedback.
5. Emphasize time on task.
6. Communicate high expectations.
7. Respect diverse talents and ways of learning.

**SYLLABUS****Philosophical/Historical Foundations (6/2)**

Miller, J. Mitchell (2009) “Criminology as Social Science: Paradigmatic Resiliency and Shift in the 21<sup>st</sup> Century” in J. Mitchell Miller *21<sup>st</sup> Century Criminology: A Reference Handbook*. Newbury Park, CA: Sage Publications.

Wellford, Charles F. (2009) “History and Evolution of Criminology” in J. Mitchell Miller *21<sup>st</sup> Century Criminology: A Reference Handbook*. Newbury Park, CA: Sage Publications.

Clear Todd R. and Natasha A. Frost (2009) "Criminology and Public Policy" in J. Mitchell Miller *21<sup>st</sup> Century Criminology: A Reference Handbook*. Newbury Park, CA: Sage Publications.

### **Measuring Crime (6/6)**

Carrabine, Eamonn et al "Chapter 3: Researching Crime" in Eamonn Carrabine et al *Criminology: A Sociological Introduction*. London: Routledge.

*Measuring Crime in Canada: Introducing the Crime Severity Index and Improvements to the Uniform Crime Reporting Survey*. Ottawa: Government of Canada

Ben-Yehuda, Nachman and Erich Goode (1994). Selections from *Moral Panics: The Social Construction of Deviance*. Oxford: Blackwell.

### **Classical Theory (6/7)**

Westmarland, Louise (2005) "Classicism" in Eugene McLaughlin and John Muncie, *The Sage Dictionary of Criminology*. Newbury Park: Sage. [2<sup>nd</sup> Edition].

### **Positivism (6/8)**

Muncie, John (2005) "Positivism" in Eugene McLaughlin and John Muncie, *The Sage Dictionary of Criminology*. Newbury Park: Sage. [2<sup>nd</sup> Edition].

Vold, George and Thomas Bernard. (1986) Selections from *Theoretical Criminology*. NY: Oxford University Press. [3rd Edition].

### **Crime and Place (6/9)**

Kubrin, Charles E. (2009) "Social Disorganization Theory: Then, Now and in the Future" in M.D. Krohn et al (eds.), *Handbook on Crime and Deviance*, Handbooks of Sociology and Social Research.

Morrison, Wayne (1995) Selections from *Theoretical Criminology*. London: Routledge.

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## **Mid-Term Exam**

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### **Structural Theories (6-13)**

Featherstone, Richard and Mathieu Deflem (2003) "Anomie and Strain: Context and Consequences of Merton's Two Theories" *Sociological Inquiry*, 73(4):471-89.

Rosenfeld, Richard (1989) "Robert Merton's Contributions to the Sociology of Deviance" *Sociological Inquiry*; 59(4):453-466.

### **Labelling and Conflict Theory (6/14)**

Bernberg, J. Gunnar "Labeling Theory" in M.D. Krohn et al (eds.), *Handbook on Crime and Deviance*, Handbooks of Sociology and Social Research.

Petrunik, Michael (1980) "The Rise and Fall of 'Labelling Theory': The Construction and Destruction of a Sociological Strawman". *The Canadian Journal of Sociology / Cahiers canadiens de sociologie*; 5(3): 213-233.

Turk, Austin T. (1976) "Law as a Weapon in Social Conflict". *Social Problems*; 23(3):276-291.

### **Developmental/Routine Activities (6/15)**

Farrington, David P. (2003) "Developmental and Life-Course Criminology: Key Theoretical and Empirical Issues: The 2002 Sutherland Award Address" *Criminology* 41(2).

Kennedy, Leslie W. and David R. Forde (1990) "Routine Activities and Crime: An Analysis of Victimization in Canada" *Criminology*; 28(1).

### **Critical Theories (6/16)**

Burgess-Proctor, Amanda (2006) "Intersections of Race, Class, Gender, and Crime: Future Directions for Feminist Criminology" *Feminist Criminology*; 1(1): 27-47.

### **Bullying: Beyond Sticks and Stones (6/20)**

Walton, Gerald (2004) "Bullying and Homophobia in Canadian Schools: The Politics of Policies, Programs, and Educational Leadership" *Journal of Gay & Lesbian Issues in Education*; 1(4)

Rigby, Ken and Peter K. Smith (2011) "Is School Bullying Really on the Rise?" *Social Psychology of Education* DOI 10.1007/s11218-011-9158-y

### **Prostitution and Sex Work (6/21)**

Preston, Pamela J. and Alan D. Brown-Hart (2005) "John Court: Comparison of Characteristics, Sexual Behavior and Sexual Attitudes of Clients of Prostitutes" *Journal of Ethnicity in Criminal Justice*, 3(4).

### **Crimes of Passion: Criminalisation of HIV (6/22)**

10 Reasons to Oppose the Criminalisation of HIV Transmission.

Brown, Windy, Hanefeld, Johanna, and James Welsh. (2009) "Criminalising HIV transmission: punishment without protection" *Reproductive Health Matters*;17(34):119-126.

Lazzarini, Zita and Ross K. Friedberg (2007) "Sex, Crimes, and HIV" *Focus: A Guide to AIDS Research and Counseling*; 22(5).

### **The Prison Industrial Complex (6/23)**

Rhodes, Lorna A. (2001) "Toward an Anthropology of Prisons", *Annual Review of Anthropology*; 30: 65-83.

## Getting Tough on Crime: Critically Assessing Policy (6/23)

Law Commission of Canada (2003) "What is a Crime: Challenges and Alternatives"

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### ASSESSMENT AND EVALUATION:

ACTIVITY	DATE	WEIGHT
Midterm Examination	June 9-13	25%
Final Examination	June 22-24	25%
Editorial	June 22	15%
Journal	June 9/June 20 (2x15%)	30%
Participation	ongoing	5%

### DELIVERABLES AND EXPECTATIONS:

#### EXAMS

Exams will be done as take-home, essay type evaluations. The emphasis is on critical assessment, reflection, synthesis and application, not simple item recall. Specific guidelines concerning length and other requirements will be provided with the exam.

#### EDITORIAL

You will be asked to write an editorial/letter to the editor as is often found in local or national media outlets. The specific topic will be discussed in class and guidelines for completing the assignment will be posted on Moodle.

#### JOURNAL

In each journaling exercise you will be given a general topic to upon which you are to reflect and write a critical and considered response. Think of these assignments as a conversation you might have with me in a more informal setting. This is your chance to expand upon and synthesize materials from our class discussions, my lectures, course readings, and/or current events. Specific guidelines for your entries as well as a grading rubric will be provided well in advance of the deadlines

#### PARTICIPATION

Participation will be assessed primarily by posting and responding to discussion forums on Moodle. Additional participation in class will also be taken into consideration.

Refer to the MSVU Grading & Examinations website from the undergraduate calendar:  
<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/gradingexaminations.aspx>

### **MISSED OR LATE ASSIGNMENTS/TESTS**

It is expected that all work will be handed in according to the schedule outlined in the course syllabus. If for any reason you are unable to complete assignments as expected, please contact me **before** the due date so that we can make alternative arrangements to avoid penalties. I understand that emergencies do arise and will take this into account on a case-by-case basis (with appropriate documentation).

Failure to adhere to this policy will result in penalties assessed as follows:

24 hours late	Loss of ½ letter grade
48 hours late	Loss of a full letter grade

Assignments will not be accepted after 48 hours.

### **GUIDELINES FOR WRITTEN ASSIGNMENTS**

You must submit all written assignments to receive a final grade. You must submit a hardcopy **and** an electronic version of your written assignment, which should be an example of an original, acceptable piece of scholarly work and follow the minimum/maximum page range indicated in the assignment details.

Your written assignment must include the following information:

Cover page (your name, course name/number, your student I.D. #, title of assignment, date)

Format:

Times Roman font

12 point font

1" margin

Double-spaced

Paginated (numbered)

Citations should conform to the guidelines adopted by the Canadian Journal of Sociology

You are responsible for keeping a back-up copy of all your written work.

### **LANGUAGE**

Correct use of language is one of the criteria used to assess and evaluate all your written assignment submissions.

## **UNDERGRADUATE GRADING SCHEME**

*Refer to the MSVU Undergraduate Course Guidelines for Marking:*

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/radingexaminations.aspx>

## **COURSE POLICIES**

### **ATTENDANCE**

Regular attendance is expected of students to all classes.

### **DISABILITY SERVICES**

Students who have a disability and who require academic accommodations must register with Disability Services as early as possible in order to receive accommodations. (<http://www.msvu.ca/disabilityservices>)

### **RESPECT**

We are expected to show, both within and outside of our classroom, respect for law and order, personal honour, and the rights of others. Further, in our class:

- everyone is allowed to feel they can work and learn in a safe and caring environment;
- everyone learns about, understands, appreciates, and respects varied races, classes, genders, physical and mental abilities, and sexualities; everyone matters;
- all individuals are to be respected and treated with dignity and civility; and
- everyone contributes in sharing in the responsibility in making our class, and the Academy, a positive and better place to live, work, and learn;
- No individual is expected to speak for or represent any given group of people (within any given group of people [e.g. Asians, men, college educated, etc.] there exists a wide range of skills, beliefs, attitudes and behaviours).

If you feel you cannot honour this code of conduct, we encourage you to withdraw from the course.

### **ACADEMIC INTEGRITY**

You play a vital role in contributing to and maintaining the culture of academic integrity expected of everyone at MSVU. Statement on Plagiarism and Cheating: "University regulations on Plagiarism and Cheating and academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on Department notice boards and on the website at <http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/academicoffenses.aspx>

If you have any questions, please contact me.

**HELPFUL ONLINE STUDENT RESOURCES AT MSVU:**

MSVU Undergraduate Calendar

<http://www.msvu.ca/calendar/undergraduate.asp>

MSVU Library

<http://www.msvu.ca/library/>

MSVU Writing Resource Centre

<http://www.msvu.ca/en/home/student services/academicadvisingsupport/writingresourcecentre/default.aspx>

MSVU Student Affairs

[http://www.msvu.ca/student\\_affairs/index.asp](http://www.msvu.ca/student_affairs/index.asp)

**PLEASE NOTE**

Class Cancellation Line: 457-6566