

**UNIVERSITY OF MANITOBA
Department of Sociology**

**CRIMINOLOGY
Sociology 077.251 (L03)
(Term 1, 2005 3 credit hours)
Slot 10, 1:00-2:15am
Tuesday and Thursday
214 Tier Building**

Instructor: Andrew Woolford
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Course Objectives:

This course will provide an overview of the field of criminology with an emphasis on the impact crime has on communities, victims and offenders. Beginning with early theories of criminality, we will follow the path of criminological thought through to its present forms. Conceptual and theoretical insights from the criminological literature will be applied to phenomena such as prisons, the Canadian justice system, policing, surveillance, media representations of crime, drugs, street crime, corporate crime, women and crime, and genocide and war crimes. With respect to all of these topics, students will be asked not to take the existence of crime as a given, but instead to question the definition of crime and its application to various socially-derived, or 'criminalized', others.

Required Reading:

Criminology: A Canadian Perspective, 2004 Fifth Edition. Edited by Rick Linden, Toronto: Harcourt Brace and Company.

Giving Youth a Voice: A Basis for Rethinking Adolescent Violence Christie L. Barron. Fernwood Press.

Evaluation:

On-line Discussion:	15%
In-Class Exams: (3 x 20%)	60%
Book Review:	25%
Total	100%

On-line Discussion (15%): Students are required to visit the course WebCT page and contribute a minimum of 15 entries (each a minimum of 100 words). Entries will be evaluated for their pertinence to the discussion topic, their contribution to the discussion, and for their clarity.

Students are also welcome to make contributions to the discussion that will not be graded. These entries should be prefaced with the letters **DNG** (do not grade) in the subject line.

The link for WebCt is:

https://webct.cc.umanitoba.ca:8990/webct/ticket/ticketLogin?action=print_login&request_uri=/webct/homearea/homearea

Login to WebCT using your **UMnetID** (formerly called your ccu account.) and enter the 77.251 page. Once there, you can find your way to the discussion groups by clicking the “**communications**” icon and then the “**251 forum**” icon. There you will find an assortment of topics.

All entries must be made before the last day of classes (December 7, 2005)

In-Class Exams (3 x 20% for 60% of final grade): In-class exams will be held on October 6th, November 3rd, and December 7th. Each exam will consist of multiple choice questions (approximately 50-60%) and short answer questions (approximately 40-50%).

(Note: students are required to provide a medical note within one week if a test is missed and they require a make-up or a grade of zero will be awarded.)

Book Review (25%): Students are to write a 6-8 page book review due on November 18th, 2005. Late reviews will be penalized three percentage points per day (weekends count as two days).

Your book review should consist of the following:

- 1) Introduction: [approximately 1 page]
 - A brief summary of the purpose/key themes of the book (In general, what is Barron attempting to say in this book?).
- 2) Body: [approximately 3 pages]

Answer the following Questions:

- a) What theoretical and methodological tools does Barron apply in her book? How do these differ from or complement theories and methodologies discussed in class?
 - b) What does Barron mean when she suggests we need to “give youth a voice”? How might this be accomplished?
 - c) How do the insights of the book relate to your experience of life in Winnipeg (or in another location where you have spent more time)?
- 2) Conclusion: [approximately 2 pages]

- Critically evaluate Barron’s book. Critical analysis involves well thought out appraisal of the observations, facts, inferences, assumptions, opinions or arguments contained within the book. However, by ‘critical’ I do not mean that you have to disagree with Anderson; rather, you should draw upon what you have learned in this course to either support or reject Barron’s approach to issues related to youth violence.

Note: These assignments are marked (in general) according to the following criteria: Summary of text (15%), Spelling and grammar (15%) and critical analysis/answers to questions (70%). However, poor spelling and grammar that leads to the review essay being unclear and difficult to understand will likely result in a lower overall grade.

Here is a key of some of the corrections you may find in shorthand on your marked essays:

Awk: awkward grammar	Exp: explain further
SP.: misspelled	X: wrong
PWC: poor word choice	SF: sentence fragment
Run-on: run-on sentence	Rep: Repetitive/ redundant
/: new sentence	Tang: Tangential
//: new paragraph	UC: unclear
V: vague	≈: approximate; does not fully define concept.

Academic Honesty: Students should acquaint themselves with the University’s policy on ‘Examinations: Personations’ (p. 26) and ‘Plagiarism and Cheating’ (p. 27) found in the Undergraduate Calendar.

The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism.

Grading:

Cut-off points for converting percentage grades into letter grades:

A+ : 100-90%	A : 89-85%	B+ : 84-80%	B : 79-75%
C+ : 70-74%	C : 69-60%	D : 59-50%	F : below 50%

University of Manitoba Senate Policy #1307 requires “a post-examination review of final grades in multi-sectioned courses that will ensure an equitable correspondence between grades and level of performance in all sections.” Accordingly, the final grade distribution in this course may be raised or lowered to achieve this equity and, therefore, your final grade may be changed.

Course Outline:

(Note: This is a tentative outline and may be subject to change)

PART ONE: CRIME IN CANADA: CANADIAN CRIMINAL LAW AND THE ‘COUNTING’ OF CRIME

In this section we will examine the historical development of the criminal law, and its specific application in the Canadian context. We will also analyse the measurement of crime with a critical focus on how certain actions come to be defined as ‘criminal’ and on the methods used to calculate crime rates.

Sept. 8: Introduction

Readings: Linden, Chapter 1.

Sept. 13 and 15: *Crime in the Canadian Context*

Readings: Linden, Chapter 2

Sept. 20 and 22: *The Canadian justice system*

Readings: Linden, Chapter 3

Sept. 27 and 29: *Counting Crime and “Making Crime Count”*

Readings: Linden, Chapter 4

PART TWO: EXPLAINING CRIME: SOCIAL, BIOLOGICAL AND PSYCHOLOGICAL FACTORS

The purpose of this section is to critically engage the dominant theoretical paradigms for explaining crime. We will ask of the various approaches: What are the advantages and limits of each approach? Is a universal explanation of criminal behaviour possible? And, what are the ethical and sociological implications of each theoretical framework?

Oct. 4: *Early Criminological Theories*

Readings: Linden, Chapter 7

Oct. 11: *Psychological Theories*

Readings: Linden, Chapter 9

Oct. 13 and 18: *Social Control Theory*

Readings: Linden, Chapter 13

Oct. 20 and 25: *Strain Theories*

Readings: Linden, Chapter 10

Oct. 27 and Nov 1: *Interactionist Theories*

Readings: Linden, Chapter 12

Nov. 8 and 11: *Critical Criminology*

Readings: Linden, Chapter 11

PART THREE: CRIME: THE HUMAN CONSEQUENCES

In this section we will look at four types of crime. These examples will be used to illustrate the 'human consequences' of crime; that is, the everyday repercussions crime has for groups and individuals. We will also examine the 'crimes of the powerful' in order to demonstrate that crime is committed by individuals from all sections of the socio-economic spectrum.

Nov. 15 and 17: *Women's Crime and Crime Against Women*

Readings: Linden, Chapter 6

Nov. 22 and 24: *Genocide and War Crimes*

Readings: Alex Alvarez, Selections from *Governments, Citizens and Genocide* (On Reserve)

Nov 29: *Street Crime*

Readings: Linden, Chapter 14

Dec. 1: *Corporate Crime*

Readings: Linden, Chapter 16

Voluntary withdrawal deadline is Wednesday, November 16, 2005.