

BRESCIA UNIVERSITY COLLEGE
School of Leadership & Social Change

Sociology 3360G:
Law and Social Inequality
Winter 2018

Professor: Dr. Lisa Jakubowski

Class Time/Location: Tuesdays 8:30-11:20 am-MSJ 202

Dr. Jakubowski's Contact Information:

Office: #217, St. James Bldg.

Phone: 432-8353 ext. 28238

E-mail: ljakubow@uwo.ca

Office Hours: Tuesdays: 11:30am-12:30 pm, or by appointment.

Prerequisites: Sociology 1020 or 1021E and enrolment in 3rd or 4th year Sociology.

Course Description:

What social forces are influential in designing the law? To what extent does the law reflect and reinforce inequalities of “race”, gender, class, sexuality, age and ability? To what extent can the law be utilized to bring about social change? How are law and politics related?

This seminar is a critical investigation of the law-society relationship. Specifically in relation to social inequality, law is analyzed in a way that highlights its dual, contradictory nature. That is, in theory, law offers the promise of equality. However, in practice, law often reinforces and perpetuates social inequality. More concretely, this course explores the origins and the operation of law, as well as the possibility for change and reform through law by investigating the following kinds of topics: the criminalization of poverty, First Nations people and the law, immigration law, law and policing, gender bias in the law, the criminalization of LGBTQ people in Canada, and crimes related to both young and old.

Learning Outcomes:

Upon completion of this course students will be able to:

1. **Demonstrate** understanding of theories related to law and social inequality
2. **Analyze** the ways in which law reflects and reinforces inequalities of “race”, gender, class, age, sexuality and ability.

3. **Illustrate** ways in which the law may be utilized to bring about social change
4. **Collaborate** with classmates to design and deliver a seminar that bridges classroom content with an “out of classroom” experience.

Brescia Competencies:

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will work towards developing the following Brescia Competencies:

Communication: includes the articulation of one’s ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Critical Thinking: the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis: the ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving: the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self Awareness and Development: the ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement: the ability “to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints

and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

Valuing: the ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one’s beliefs and be accountable for their actions.

ASSIGNMENT	ASSIGNMENT VALUE	RELEVANT LEARNING OUTCOMES	BRESCIA COMPETENCIES
Critical Essay	35%	1,2,3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem Solving
Seminar Presentation	20%	2, 3, 4	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem Solving ✓ Self Awareness & Development ✓ Social Awareness & Engagement
2 Page Seminar Summary	10%	2, 3, 4	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis
Final Exam	35%	1, 2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Problem Solving ✓ Inquiry & Analysis

Required Readings:

Comack, Elizabeth. (Ed.) *Locating Law: Race, Class, Gender, Sexuality Connections* 3RD ed. Halifax: Fernwood Publishing, 2014.

Perry, Barbara. (Ed.) *Diversity, Crime and Justice in Canada. (2nd Ed.)* Don Mills ON: Oxford University Press, 2016 (please note this book can be purchased at the bookstore or “rented”- in e-book form, here: <https://www.redshelf.com/book/526822/diversity-crime-and-justice-in-canada-526822-9780199018666-barbara-perry>)

Detailed Course Outline:

*Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. **It is your responsibility to do all required readings, to attend class and to participate in the seminar presentations of your colleagues.** If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.*

DATES	WEEKLY TOPICS AND IMPORTANT DATES	REQUIRED READINGS
January 9 th	Administrative Details; Introduction	<i>Diversity, Crime and Justice: Chapter 1</i>
January 16 th	Theoretical Approaches to the Sociology of Law	1) From <i>Diversity, Crime and Justice: Chapter 2</i> ; 2) From <i>Locating Law: "Theoretical Excursions"</i>
January 23 rd	Theoretical Approaches continued... VIDEO-TBA	<i>Diversity, Crime and Justice: Chapter 4.</i>
January 30 th	The Origins of Law VIDEO-TBA	1) From <i>Locating Law: "Feminism, Law and the Family"</i> ; 2) From <i>Diversity, Crime and Justice: Chapters 7 & 16</i>
February 6 th	Class Interests and the Law	1) From <i>Locating Law: "The Breakdown of Canada's Corporate Crime Laws"</i> ; 2) From <i>Locating Law: "The Construction of Welfare Fraud....."</i>
February 13 th	Women and the Law GUEST SPEAKER-TBA	1) From <i>Locating Law: "Sex was in the Air"</i> ; 2) From <i>Diversity, Crime and Justice: Chapter 12</i>

DATES	WEEKLY TOPICS AND IMPORTANT DATES	REQUIRED READINGS
February 20 th	READING WEEK; NO CLASSES	NO READINGS
February 27 th	Sexuality, Crime and the Law	1) <i>Diversity, Crime and Justice</i> : Chapter 13; 2) From <i>Locating Law</i> : “Governing Obscenity and Indecency in Canada”
March 6 th	Criminalizing Race: Policing, Crime and Justice	From <i>Diversity, Crime and Justice</i> : Chapters 3, 8 & 10
March 13 th	Interrelating Race, Gender and Class: A Case Study in Canadian Immigration	1) From <i>Locating Law</i> : “‘Managing’ Canadian Immigration” 2) From <i>Diversity, Crime and Justice</i> : Chapter 6
March 20 th	Age, Crime and the Law	1) From <i>Diversity, Crime and Justice</i> : Chapters 14 & 15
March 27 th	Western vs. “Traditional” Law: Aboriginal People and An Alternative Model of Justice GUEST SPEAKER- TBA	1) From <i>Locating Law</i> : “Standing Against Canadian Law”; 2) From <i>Diversity, Crime and Justice</i> : Chapter 5 3) From <i>Locating Law</i> : “Colonialism Systemic Discrimination and the Crisis of Indigenous Over-Incarceration”
April 3 rd	Justice for Diversity; Final Reflections	1) From <i>Diversity, Crime and Justice</i> : Chapters 17-19
April 10 th	CRITICAL ESSAYS DUE Last Class Final Exam During the Final Examination Period	No New Readings

Course Specific Policies:

1. Submission of Assignments

- All assignment due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (eg. illness, death in the family). For each day the assignment is late, the student will lose .5 of a mark (.5% of your final course grade). Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.**

2. Late Submission of Assignments worth less than 10%

- For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

3. Policy Statement Regarding Essay Courses

- Sociology 3360F is designated as an essay course. According to Western University's regulations for essay courses, all half courses, designated at the 100 level or above, must include written assignments (excluding examinations) totalling at least 2500 words. Additionally, according to this regulation, students are required to demonstrate competence in essay writing in order to pass the course.

4. Cell Phones and Computers

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used to for note-taking and class related activities only— NOT surfing the net, chatting, looking at photos etc.

Detailed Assignment Instructions:

1) “*Make a Difference*” Seminar Presentation (30%):

20%– Seminar Grade

10%- 2 page summary of key points from the seminar

A hard copy of your summary should be submitted in class on the day of your presentation; an electronic copy should be sent to me for posting on OWL the evening before your presentation.

This assignment is to be done in pairs. The seminar should last approximately 40-45 minutes (this time frame includes any discussion or class participation in the seminar). ***Each pair/ group member will receive the same grade on both parts of this assignment.*

As the Perry (2016) text notes: “the first step towards actively engaging in an issue in order to create change is educating yourself on the nature of the problem” (p.15). We know that educating ourselves can happen both in and outside of the classroom. In this spirit, this assignment challenges you to step outside of your comfort zone, leave the classroom, enter the community and do something- **make a difference!**

To begin, choose some aspect of law and social inequality— that has sparked your interest from the weekly themes or readings, about which you would like to become better informed. Decide in your groups how you are going to do this. The goal of your seminar presentation will be twofold:

- To share this experience with the class in order to highlight how the experience has enhanced your understanding of some aspect of the material we are studying in class; and
- To illustrate how you have attempted, in some small way, to challenge an injustice or create positive change.

Every chapter of the Perry text has a “Making a Difference” section to give you some ideas of what you might do. Here are just a few examples:

- For one week, every day, challenge those around you who make racist, sexist, homophobic jokes (p.39).
- Spend a week carefully examining representations of a marginalized community by a specific media source. Consider writing a letter to the editor summarizing your findings (p.58).
- Spend a few days in court following a specific case- what did this experience teach you?
- Spend some time reading through the “Missing & Murdered Aboriginal Women in Canada” Facebook Page. Reflect on the stories. Comment positively on the page. Send a letter to your MP or the PM expressing your concern with the PM’s indifference to the missing and murdered indigenous women and their families and communities. (p. 95).

- Explore the city of London and take photos (not of people) that reflect some aspect of law and social inequality (e.g., used needles in parks/downtown, substandard housing, graffiti, things symbolic of HIV/AIDS, violence against women). What did your travels around the city teach you? How can these photographs be used to raise awareness about the issue in question?
- Begin to build bridges between communities. Identify a public event led by a community group you do not regularly interact with. Invite 2 or 3 friends to attend the event with you. What did you learn about justice and social inclusion through your experience and interactions with people from diverse communities (p.206).
- Visit a community agency that serves a marginalized population in the city. What did you learn about oppression from this visit? How is the agency striving to support the population in question? Go a step further- **make a difference!** Volunteer your time to support an event associated with the agency. Or, volunteer your time at the agency for 5-10 hours, perhaps to assist with a particular project. What did you learn? Share your experience with the class. (p.230).

These are just a few examples of ways that you might **make a difference!** Please clear your topic with me in advance.

I encourage you to involve your classmates in your seminar presentation. This may be through discussion, an activity, or a class exercise. Finally, be as creative as you wish in bringing the topic “to life” for me and your classmates!

2. Critical Essays (35%):

Due: Tuesday April 10, 2018

7 double-spaced, TYPED pages and properly referenced.

Your essay should include at least 2 sources from the required class readings and 5 additional scholarly references, beyond the required course texts.

**** 2 COPIES OF THE ESSAY SHOULD BE SUBMITTED– ONE ELECTRONIC COPY THROUGH THE OWL COURSE PAGE and ONE HARD COPY DURING CLASS TIME.**

Consistent with the theme of this course, your essay should explore some dimension of inequality in relation to law. While I do encourage you to clear your topic with me in advance, you have a great deal of latitude to pursue a topic that is of interest to you. For those of you who are less certain about a topic, you might use the following suggestions as a guide.

Select a particular case study in relation to one of the areas listed below:

- Policing (e.g., here you might like look at a specific case of racial profiling)
- Immigration (e.g., how have the events of September 11th shaped Canadian immigration? E.g., the Mahar Arar Case)
- First Nations People (e.g., Missing and Murdered Indigenous Women, Donald Marshall, Helen Betty Osborne)
- Miscarriages of justice– e.g., the case of Steven Truscott
- Violence against women
- Homophobia and hate crimes
- Treatment of offenders within prison (e.g., Ashley Smith Inquest)
- The challenges associated with criminal insanity as a defence (e.g., the case of Luka Magnotta)
- Cyber-bullying (e.g., Rehtaeh Parsons, Amanda Todd)
- Crimes Against the Elderly- (e.g., Elizabeth Wettlaufer case)

Through an analysis of the case study, critically investigate the effectiveness of the law in relation to your chosen issue. Does the case study suggest that the law promotes justice and fairness for all? Or alternatively, does the case study provide evidence of how the law, in practice, perpetuates social inequality?

3. Final Exam (35%)

This exam will be written during the final examination period in April. The format of the exam will be discussed later in the term.

2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two

business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.