



## **Law and Social Inequality School of Leadership & Social Change**

### **General Information**

Course #: Sociology 3360G

Section #: 530

Term: Winter

Year: 2021/22

Course Day and Time: Wednesdays, 11:30 am-2:20 pm

Course Location: Online, Synchronous

### **Instructor Information**

Name: Professor Bikos

E-mail: levans8@uwo.ca

Office hours: On Zoom, FaceTime, telephone - by appointment

### **Important Course Information**

This is an online, synchronous course with some asynchronous features, for example videos/podcasts and potential forum discussions. I will do my best to keep these within the three-hour weekly lecture time but there may be occasion you have an hour or so of homework.

### **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 (and their many intersections)? To what extent can the law be utilized to bring about social change? How are law and politics related?

This seminar-style course 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.

This course explores the origins and operation of law, as well as the possibility for change and reform through law by investigating the following topics through an intersectional lens: criminalization of class, race/ethnicity, gender, sexual orientation; Indigenous people and the law, immigration law, gender bias and the

law, hate crimes, law and policing, youth and the law, disability and the law, and opportunities for change.

## Prerequisites

Sociology 1020 or 1021E and enrolment in 3<sup>rd</sup> or 4<sup>th</sup> year Sociology.

## 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 submit a project 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 other 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.

## Required Course Materials

Perry, Barbara. (Ed.) *Diversity, Crime and Justice in Canada. (3rd Ed.)*  
Don Mills ON: Oxford University Press, 2020 (please note this book can be “rented”- in e-book form, here:

**<https://www.vitalsource.com/en-ca/products/diversity-crime-and-justice-in-canada-barbara-perry-v9780199037186>**

## Contact Information

The best way to reach me is via email at [levans8@uwo.ca](mailto:levans8@uwo.ca). I will respond within 48 business hours (Monday to Friday, 9 am to 5pm).

## How the Course Works

This course uses the ‘lessons’ tab on Owl on the left-hand side of the course homepage. These will correspond to the weeks of the term to help keep you on track. We will strive to build community together online in different ways. You will be asked to collaborate with peers, have opportunities to participate in our synchronous time each week, and reflect on course materials via forums. Here is what to expect:

1. We will have synchronous time together beginning at 11:30 am every Wednesday. There will be short PPT lectures from me, lots of room for

- discussion, and beginning in week 4, the addition of peer teaching/learning with group seminar presentations.
2. Learning content that you work through on your own (e.g., videos to watch, podcasts, readings, reflection exercises, and/or forum discussions) will be posted on Owl, under the corresponding week's "lesson" tab.
  3. In some lessons, I may include supplementary material if you would like to learn more. These materials will also be helpful for your essays. I will indicate when these are not mandatory.

## Expectations of Students

All students are expected to engage in a respectful manner. This includes all interactions with peers, as well as communications with your professor both in class and on-line. We can have different opinions and lived experiences that mean we move through (and experience) the world in different ways. Participation is important in this class -- feel free to speak your mind, but harmful or disrespectful language/behaviour will be shut down immediately.

## Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, videorecording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

## Assignments & Grading Structure:

<b>Component</b>	<b>Weight</b>	<b>Date/ Deadline</b>	
<b>Critical Essay</b>	30%	Feb. 16	
<b>Group Seminar Presentation</b>	30%	Ongoing	
<b>Participation</b>	10%	Ongoing	
<b>Final Exam</b>	30%	March 30	

Detailed descriptions of assignments will be posted on Owl and discussed in class.

## Policy Statement Regarding Essay Courses

Sociology 3360G 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.

## Course Content

The following is an outline of topics to be covered in this course. While I have provided a weekly schedule to help keep you on track, please note that many of these topics overlap and will feature in lectures throughout the term. The following course outline is subject to revision. 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 the 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 peers in order to catch up on any administrative details, or course content that you may have missed. Our course Owl site will have a general forums tab where you can post requests, ask questions of your peers etc.

A full required reading list (including videos/podcasts) will be posted on Owl at the beginning of the course, but this outlines the chapters due from your text each week.

<b>WEEK</b>	<b>WEEKLY TOPICS &amp; IMPORTANT DATES</b>	<b>REQUIRED READINGS</b>
January 5	Course Introduction: Administrative details and Introductory Lecture	Chapter 1
January 12	Theoretical Approaches to the Sociology of Law	Chapter 2
January 19	Theoretical Approaches continued...	Chapter 3
January 26	Criminalizing Class <i>Group Seminars begin</i>	Chapter 9

February 2	Criminalizing race/ethnicity/religion	Chapters 7,8
February 9	Criminalizing race/ethnicity cont. Immigration Law	Chapter 5
February 16	Policing and Justice <i>Critical Essays Due</i>	Chapter 6
February 23	Reading Week	No Readings
March 2	Criminalization of the 2SLGBTQIA+ community	Chapter 11
March 9	Women and the Law	Chapter 10
March 16	Disability and Justice	Chapters 14, 15
March 23	Indigenous People, Colonialism and Criminal Justice:  Alternative Models of Justice: Restorative Justice, Abolition	Chapter 4, 16, 17
March 30	Final Essay Exam Due - Questions will be posted two weeks in advance	No Readings

### **Detailed Assignment Instructions:**

**1) Group Seminar Presentation (30%)**

**2) 20%– Seminar Grade**

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

Working in groups of 3 or 4 you will provide the class with a group seminar presentation of one of the chapters in our text. These will be approximately 40-45 minutes (including engagement with classmates). These will be completed synchronously via Zoom during our lecture time – you can do a PPT and share

your screen, a VoiceThread, create a podcast, video that we can play etc. If you have other presentation ideas, approach me!

Seminars will begin in week four to give you some time to settle in. You will be placed in groups randomly (and chapters randomly assigned) and will be able to make introductions in Forums created expressly for this purpose. Peer evaluations will be considered in assigning individual marks for this project. Further instructions on the presentation will be provided in class and via Owl.

## **2. Critical Essays (30%):**

**Due: Monday February 22, 2021**

**7 double-spaced 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.

Consistent with the theme of this course, your essay should explore some dimension of inequality in relation to law. You have a great deal of latitude to pursue a topic that is of interest to you. This course is also focused on meaningful change. Thus, part of your challenge will be to think about recommendations and alternatives e.g. defunding, abolition, restorative justice, or other ideas you find while researching. For those of you who are less certain about a topic, you might use the following suggestions as a guide:

- Policing (e.g., racial profiling, Sammy Yatim, G20, Dafonte Miller)
- Immigration (e.g., how have the events of September 11<sup>th</sup> shaped Canadian immigration? E.g., the Mahar Arar Case)
- Indigenous People (e.g., Missing and Murdered Indigenous Women, Dudley George, Idle No More, Landback, Wet'suwet'en)
- Miscarriages of justice– e.g., the case of Steven Truscott
- Gender and/or sexual-based violence against women
- (e.g., Unfounded)
- Homophobia, Transphobia, 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)
- “Occupy”(Wall Street) movement

You will critically investigate the effectiveness of the law in relation to your chosen topic and case study. 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? Are their recommendations that evolved out of your case study? If so, evaluate them. If not, what would you recommend and why?

### **3. Final Exam (30%)**

Your exam is a final, comprehensive **take-home** exam due March 30<sup>th</sup> that will be uploaded to Owl. It will be two essay questions and will be posted two weeks prior to the due date.

### **Academic Accommodation**

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.



## **2021-22 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

1. **POLICY REGARDING ACADEMIC ACCOMMODATION** The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at [https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) .

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services ([https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_10](https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10) ).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a Self-Reported Absence form provided that the conditions for submission are met;
2. For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

### **Requests for Academic Consideration Using the Self-Reported Absence Portal**

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a maximum of two self-reported absences between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will not be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may not be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students must communicate with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

#### Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be

downloaded from

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) ;

2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students must communicate with their instructors no later than 24 hours after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty. The full policy on requesting accommodation due to illness can be viewed at:  
[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor ([https://www.brescia.uwo.ca/enrolment\\_services/academic\\_advising/index.php](https://www.brescia.uwo.ca/enrolment_services/academic_advising/index.php) ). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.

## 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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

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 and warranted.

It is important to note that the Academic 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://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

#### 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: [http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls

within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

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.

## 6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the 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/> . Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

### 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 obtain information about how to obtain help for yourself or others through Health & Wellness at Brescia ([https://brescia.uwo.ca/student\\_life/health\\_and\\_wellness/index.php](https://brescia.uwo.ca/student_life/health_and_wellness/index.php) ) and Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html).

### 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 [https://brescia.uwo.ca/safe\\_campus/sexual\\_violence/index.php](https://brescia.uwo.ca/safe_campus/sexual_violence/index.php) .