

**YORK UNIVERSITY**  
**Faculty of Liberal Arts & Professional Studies**  
**The Sociology of Law**  
**AP/PPAS 4070 6.0 Section B**  
**Fall/Winter 2021-2022**  
**4:00pm-7:00pm**

**Course Director: Dr. Nancy Sanders**  
**Email: nsanders@yorku.ca**

**This course is currently scheduled to be in-person delivery. The final schedule for our in-person and any opportunities for remote learning (asynchronous and/or synchronous) will be discussed in our first class meeting and the schedule will be updated.**

**Technical requirements for taking the course:**

Although this is an in-person class learning will be supplemented through eclass. Several platforms will be used in this course (e.g., Moodle or eclass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another.

Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Please review the [technology requirements and FAQs for Moodle](#).

In order to fully participate in this course students are expected to participate in person as well as through video conferencing. Students will potentially appear on video for some seminar classes, breakout room meetings and presentations. In addition to a stable, higher-speed Internet connection, students will need a computer with a webcam and microphone and/or a smart device with these features.

Here are some useful links for student computing information, resources and help:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

**Times and locations:** This class meets Wednesday from 4pm-7pm. Class location for

in-person meetings TBD. The class also contains some asynchronous learning that will be posted through moodle (eclass). It is essential that all students have access to the eclass system, utilizing your passport York access.

**Organization of the course:** This course is an in person course, supplemented with synchronous and asynchronous elements. As a seminar course, our meetings will allow for the presentation of course material and the discussion of readings, case studies and news items. All students are expected to attend the class meeting times as per the schedule on indicated Wednesdays at 4pm. Please note that any live Zoom classes held will be recorded and will be posted for reference on the course Moodle site. Asynchronous elements will allow students to experience additional course material including videos, activities, and discussion forums more independently within the course timeframe.

**Office hours:** Please note that office hours will be held from 3:00 to 3:45 on Wednesdays. See moodle site for details. Additional individual or group meetings can be arranged as needed. Additional contact or questions can be addressed through email: [nsanders@yorku.ca](mailto:nsanders@yorku.ca).

**Course description:**

*This seminar examines social institutions and ideologies of law. The foundations and practices of law are studied in reference to the influences of capitalism, liberalism and modernity. Informed by classical and contemporary perspectives, this course examines the relationship between law and society.*

This course explores the field of *Sociology of Law* including an examination of structures and processes that shape the development of law and the experience of law as a sociocultural product. Foundations of the field are studied through classical contributions including those of Max Weber, Emile Durkheim and Karl Marx as well as a pursuit of critical theories regarding social order, cohesion, conflict, and power relations. A consideration of socio-political context will inform our understanding of law within a capitalistic society and the meaning people give to their legal reality. This course aims to further critical understanding of our experience of law as both specialists and ordinary citizens, and how this influences our social values and behavior. To this end, in addition to theoretical study, students will be engaged in discussion of current news items, case studies and the consideration of the role of media in building conceptions and/or misconceptions of crime and justice.

**Course objectives and learning outcomes:**

- Students will gain an understanding of the theoretical foundations of the sociology of law and the dynamic of law in society
- Students will develop or further develop analytic skills in examining law as both a legitimate authority as well as a social process
- Students will demonstrate their ability to summarize and synthesize complex concepts and apply theoretical knowledge to case studies/examples

- Students will critically evaluate relevant, current government or agency reports on key topics in the field
- Students will evaluate the role of the media in building conceptions of law in society

**Required Text:**

Treviño, A. Javier. The Sociology of Law: Classical and contemporary perspectives. Routledge: Taylor & Francis Group. London and New York, 2008

Optional Recommended Reading: (not required)

Calavita, Kitty. Invitation to Law and Society: An introduction to the study of real law. 2nd Edition. The University of Chicago Press. 2016

In-class seminar material will draw on texts, journal readings, government reports, videos, and supplemental materials as outlined in detail in the class schedule.

**Evaluation**

Assessment	Due date	Value (% of final grade)
Class Attendance and Participation	Throughout	15%
Discussion Forum	Throughout	15%
First Term Culminating Assignment	Nov 24 2021 noon	20%
Group Assignment + Individual Reflection	Throughout Winter Term	20%
Final Paper	March 18 2022 noon	30%

Details of Assignments will be shared in class and in the **Assignments** document on Moodle. Rubrics will be provided. All essay papers are to be double spaced, Font size 12, page numbered, include a title page, as well as student name(s). Assignments must be submitted through moodle in pdf format.

Please note as an advanced level course, expectations for scholarly writing are upheld; students are advised to have all written submissions thoroughly proofread.

**Course Policies**

Given this is a seminar class, all members are expected to demonstrate preparedness, attention to detail, engagement with the material and with each other.

**Grading:** The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding

number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)  
(For a full description of York grading system see the York University Undergraduate Calendar – <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

**Assignment Submission:** Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course are due on the class dates noted. To allow for **accommodations** and individual circumstances discussed with the Course Director a grace period of 48 hours is allocated with no grade penalty. Assignments are to be handed in through Moodle (Assignments or Turnitin). Students are required to save all work and may be asked to resubmit if any difficulties in submission arise. Please submit pdf files only.

**Lateness Penalty:** Assignments received later than the due date (+ 48 hour grace period if discussed with the Course Director), will be penalized one half letter grade per day. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

### **Turnitin**

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

### **Academic honesty and integrity**

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

The Faculty of Liberal Arts and Professional Studies at York University supports the Senate Policy on Academic Honesty. *“Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document. Finally, academic honesty requires that persons do not aid or abet others to commit an offence of academic dishonesty, including intentional acts to disrupt academic activities.”*

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#).
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practicing a valuable professional skill that is important in all workplaces.
- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the [Senate Policy on Academic Honesty](#). Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defense against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

### **Additional Information**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) -

<https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

## **Accessibility**

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer to these guidelines and procedures: [Academic Accommodation for Students with Disabilities](#).

The university encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. Please let the Course Instructor know as early as possible in the term if you require academic accommodation so that your accommodation needs can be discussed and considered within the context of this course.

## **Intellectual Property Notice**

All materials prepared for this course are the intellectual property of the Course Director unless otherwise stated. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, quizzes, tests and final exams.

Course materials should only be used by students enrolled in this course. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's [Code of Student Rights and Responsibilities](#) and the [Senate Policy on Academic Honesty](#). In addition, you may face legal consequences for any violation of copyright law.

Please note any audio-visual recordings or live sessions on Moodle are used for your educational purposes only. Students do not have permission to duplicate, copy and/or distribute the recordings outside of class. All recordings will be destroyed at the end of the entire course session.

## **Policies related to Zoom Meetings**

This course may involve the use of Zoom, an online videoconferencing software. Please Note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g. video,

audio and text chat) has been restricted to only pass through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit [Zoom at YorkU](#).

## Privacy

At the moment, the name you use with Zoom and metadata about how you use the application will be stored on servers outside of Canada. If you have privacy concerns, you can disable both audio and video. You can also provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your instructor or TA know immediately.

You can rename yourself in 4 easy steps.

1. After entering the Zoom meeting, click on the **Participants** icon at the bottom of the window.
2. Find your name in the **Participants** list on the right side of the Zoom window
3. Hover over your name and click the **Rename** button.
4. Enter the name that you would like to use in the Zoom meeting, and click **OK**.

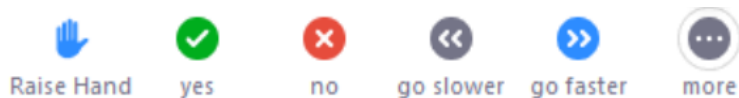
Please note that lectures and/or tutorial sessions may be recorded so that they can be made available to students who are not able to attend class. Zoom is configured in such a way that all participants will be automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. If you do not wish to be seen or heard during a recorded session, please keep your camera and/or microphone turned off.

## Participation

Your course instructor may enable you to ask questions through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated.

Please note that students are to "sign in" at the beginning of each class through the chat panel as well. If this causes an issue for you, please discuss with the professor.

You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the **Participants** icon at the bottom of the window. Once the **Participants** sidebar is opened, you will see the option to **Raise Hand**. By clicking on **Raise Hand**, a blue hand will be raised. Please click on the **Raise Hand** button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor and/or TA will reserve the right to remove anyone who does not behave accordingly.



## Student Conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#).

Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any [disruptive and/or harassing behaviour](#) will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the [student guide to e-learning](#). **If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.**

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

## Schedule of readings and activities

Please note the following [important dates](#) for Fall/Winter 2021-22:

- For both full-year (Y) and Fall-term (F) courses, classes will start on September 8, 2021. Winter-term (W) classes will start on January 10, 2022.
- Reading Week will occur between October 19 and 15, 2021 in the Fall term, and between February 19 and 15, 2022 in the Winter term.
- The last date to submit term work is Dec 7 in the Fall term, April 11 in the Winter term.

### **AP/PPAS 4070 Sect B Class Schedule (subject to revision)** **Scheduled designated in-class meetings will be determined 1<sup>st</sup> class**

<b>F 2020</b>	
Sept 8	<b>Synchronous Class Meeting (Zoom)</b> Introductions Review of Course Outline, Assignments, Expectations Context for Learning; Q&A's; Success for All Introductory email to <a href="mailto:nsanders@yorku.ca">nsanders@yorku.ca</a> due today (or earlier)
Sept 15	<b>In person Class Meeting</b> What is Law? Sociology? Sociology of Law Structure of Justice/Structure of Society Activity: The Lady and the Tiger Reading: Trevino Ch 1; Short Story: The Lady and the Tiger (Stockton, 1882) Trevino Ch 2 (Summary only)
Sept	Sociological Approaches to Law: Legal Formalism, Pounds Theory of



22	Interests, Legal Realism Case Study: Juries – democratic hope in action? (Part 1) Readings: Trevino Ch 3, various readings from Juries in Canada <b>Posting to Discussion Forum due Sept 28 noon</b>
Sept 29	Organization of Group Presentations Introduction to Marxian Perspective Activity: The Debates on the Law of Thefts of Wood Readings: Trevino Ch 4; The Debates on the Law on Thefts of Wood
Oct 6	Marxian Perspective Continued Case Study: Juries (Part 2) <b>Posting to Discussion Forum Due Oct 19 noon</b> Cloze Activity due Oct 19 noon (participation)
Oct 13	<b>Reading Week</b>
Oct 20	Introduction to Weberian Perspective The England Problem Activity: Why People Obey the Law Case Study Readings: Trevino Ch 5; Tom Tyler (1990) excerpt
Oct 27	Political Blind Date: Immigration Case Study <b>Posting to Discussion Forum Nov 2 noon</b>
Nov 3	Introduction to the Durkheimian Perspective Case Study: Sentencing Reforms Review of First Term Assignments Reading: Trevino Ch 6
Nov 10	Political Blind Date: Safe Injection Sites Case Study: Decriminalizing DUI <b>Posting to Discussion Forum Nov 16 noon</b> Crossword due Nov 16 noon (participation)
Nov 17	Assignment Q&A Structural Functionalism and Conflict Theory Case Study Readings: Trevino Ch 7 and Ch 8
Nov 24	<b>Asynchronous Assignment Due</b>
Dec 1	<b>Class Meeting TBD</b> Assignments Returned; Individual student meetings as needed Review of Fall Term; Group Presentation Preparation
<b>W 2022</b>	
Jan 12	Outline of Term 2 Content and Assignments Overview: The Justice Process Criminal Sanctions in Canada: Corrections, Probation and Parole The Jordon Decision Understanding the Process of Bail and Remand <b>Group Presentation:</b> Honourable Raymond E. Wyant. Bail and Remand in

	Ontario. Dec 2016, Ministry of the Attorney General
Jan 19	<b>Asynchronous SSPA PD Session to Attend</b> The Jordon Decision The Office of the correctional Investigator <a href="https://www.oci-bec.gc.ca/index-eng.aspx">https://www.oci-bec.gc.ca/index-eng.aspx</a>
Jan 26	The Role of Police; Oversight; OHRC challenges Racial Profiling <b>Group Presentation:</b> Honourable Michael H. Tulloch. Independent Police Oversight 2017 <b>Group Presentation:</b> Ontario Human Rights Commission. Under Suspicion: Research and Consultation Report on Racial Profiling in Ontario. April 2017
Feb 2	<b>Asynchronous</b> National Film Board: Conviction <b>Posting to Discussion Forum Due Feb 8 noon</b>
Feb 9	United Nations Optional Protocol for the Prevention of Torture <b>Group Presentation:</b> Howard Sapers: Segregation in Ontario: Independent Review March 2017 <b>Group Presentation: Specialized Courts (1)</b> The Human Services and Justice Co-ordinating Committee and Canadian Mental Health Association Ontario. A Review of the Initiation and Operation of Mental Health Courts Across the Province. Oct 2017 <b>(2)</b> Spotlight on Gladue: Challenges, Experiences and Possibilities Oct 2018 Review of Final Assignments
Feb 16	Artificial Intelligence; Predictive Reasoning and the Law Edward Snowden. Here's how we take back the Internet Glen Greenwald. Why Privacy Matters Ted Talk 2014 <b>Posting to Discussion Forum March 1 noon</b>
Feb 23	<b>Reading Week</b>
Mar 2	Overrepresentation in the Criminal Justice System <b>Group Presentation:</b> The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls. June 3, 2019 <b>Group Presentation:</b> Law Commission of Ontario: The Rise and Fall of AI and Algorithms in American Criminal Justice: Lessons for Canada
Mar 9	Media Representations, Misconceptions, and Impacts Rethinking Criminal Justice in Canada
Mar 16	<b>Individual Student Meetings (Zoom)</b> -Individual meetings to discuss final papers as requested
Mar 23	<b>No Class Meeting</b> <b>Final Assignments Due March 18 noon</b>
Mar 30	<b>Class Meeting TBD</b> Concluding Comments Course Evaluations
April 6	