

University of Toronto
Department of Sociology
Winter 2016

SOCIAL CONTROL

SOC313H1S - Section L0201

Thursday: 2-4pm
Room: RW 117

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Office Hours: By appointment
Course Website: Access through PORTAL - <http://portal.utoronto.ca>
Teaching Assistants: TBA

COURSE DESCRIPTION

This course is designed to introduce students to a wide range of scholarly perspectives on the issues that have forced citizens and the criminal justice system to seek to reconcile judgements of harm with state intervention into our private lives. The course will provide an overview of two specific behaviours – prostitution and drug use – which have been overcriminalized during some periods in certain countries and decriminalized in others. We will review a long course of scholarship and debate about these two behaviours that offers historical perspective and insight regarding how they have been viewed in different times and in different places. Universal agreement exists in society that crimes such as murder, rape, and assault deserve strict punishment. The seriousness of these crimes is beyond dispute, and the consensus is that committing these crimes is wrongful in itself. Consensus crimes (such as murder, rape, and assault) inflict real harm on persons and society, and thus require a matching societal response. However, certain crimes, such as drug use and the exchange of sex for money, are more ambiguous, divisive, or subject to dispute, which will be the focus of this course. Unlike consensus crimes, crimes of morality are subject to widespread disagreement and considerable debate. Emphasis will be placed on laws that prohibit certain types of drug use and the exchange of sex for money. Sometimes known as “victimless” crimes, crimes of morality are not crimes because they cause direct harm to society or persons but because they are seen as threatening to societal morals. As moral standards change, the laws that define them are also subject to change. We will explore how considerable disagreement exists among policy observers and lay people about the role of government in legislating morals. Students will be encouraged to think about why some forms of drug and prostitution are illegal and deemed immoral in certain places, while other forms of drug use and prostitution are legal and deemed to be moral in others. In recent years, many countries around the world have witnessed major trends in the normalization of some types of vice or previously stigmatized behavior, such as Marijuana

and prostitution being decriminalized and regulated by the government in some places. People who live outside countries or cities where some forms of drugs and prostitution have been decriminalized know very little about what is permitted and how these crimes of morality are regulated, and what the effects of legalization are on those involved. Students will be encouraged to think outside the box, to consider alternatives that may be superior to the criminalization approach that reigns almost everywhere in North America and in many other nations as well. Comparative analysis of different cases can help us assess the strengths and weaknesses of various models and contribute to the larger enterprise of identifying best practices in the legal regulation and social control of prostitution and drug use.

PRE-REQUISITES: SOC212H1 or SOC211H5 or SOCB50H3. Students without any of these will be removed at any time from the course and without notice.

COURSE GOALS AND LEARNING OBJECTIVES

Students will:

- acquire a deeper understanding of the nature and history of social control through the example of the criminalization and broader regulation of prostitution and drug use.
- acquire an understanding of how crimes of morality, specifically drug use and prostitution, are dealt with in different places around the world.
- comprehend how drug use and prostitution have been viewed in different times and in different places.
- be able to assess and analyze the complex structures and challenges facing law enforcement and the government with regards to “victimless” crimes or crimes of morality (such as drug use and prostitution), and how, unlike consensus crimes (such as murder, rape, and assault), which inflict real harms on persons and society, and thus require a matching societal response, are more ambiguous, divisive, and subject to dispute.
- be taught how to evaluate, summarize and apply scholarly information on drug use and prostitution when assessing and analyzing the legal and criminal justice systems responses to these behaviours.
- be trained on how to use scholarly research to support written arguments about alternatives to the criminalization approach and how to conduct comparative analysis of different cases in order to assess the strengths and weaknesses of various models and contribute to the larger enterprise of identifying best practices in the legal regulation of prostitution and drug use.
- learn how to formulate research questions, collect appropriate sources and use proper citation formats.

REQUIRED TEXTS

- 1) Faupel, Charles E., Weaver, Greg S., and Jay Corzine. 2014 (3rd edition). *The Sociology of American Drug Use*. New York: Oxford University Press. ISBN 9780199935901
- 2) Weitzer, Ronald. 2012. *Legalizing Prostitution: From Illicit Vice to Lawful Business*. New York: New York University Press. ISBN 978081479647
- 3) Shvarts, Alexander. Winter 2016. *Social Control Reader (SOC313HIS – Section L0201)*. Toronto: Canadian Scholars' Press. The reading package will be made available in the bookstore.

EVALUATION AND ASSIGNMENTS

| <u>Type</u> | <u>Description</u> | <u>Due Date</u> | <u>Weight</u> |
|------------------------|---|---------------------------|---------------|
| Annotated Bibliography | Identify an appropriate essay topic and annotate five relevant sources. See assignment description on Blackboard for further information. | February 11 | 5% |
| Mid-term Test | Multiple choice, short answer and essay questions. | February 25 | 30% |
| Research Essay | Write an analytical argument supported by research evidence on your selected topic. See essay assignment description on Blackboard for further information. | April 7 | 30% |
| Final Exam | Multiple choice, short answer and essay questions. | Exam Period (April 12-29) | 35% |

DESCRIPTION OF ASSIGNMENTS:

The course includes several writing assignments that are designed to help you learn how to summarize and evaluate research and how to use research to support your arguments. Information on research and writing will be regularly incorporated into the lectures.

Annotated Bibliography (5%) & Research Essay (30%):

The annotated bibliography is the first step in the research process. It is designed to help you select a suitable essay topic and to identify appropriate academic sources. You will be expected to learn how to a) summarize the content, b) identify the author(s)' key arguments, and c) critically evaluate the text, paying special attention to its relevance, value and contribution to our knowledge of a specific topic.

For the research essay, you will be required to develop an analytical argument supported by academic research evidence. Your essay must engage with some of the conceptual and critical ideas discussed in the readings or lecture material. The essay will be assessed according to a) how precisely you respond to the task, b) the coherence, organization, analysis and persuasiveness of the argument, c) the degree to which outside academic readings are integrated into the analysis, and d) the use of proper grammar and citation format.

Essay Writing

If you are uncertain about your ability to write an upper level sociology/criminology essay, below is a list of writing manuals and websites that can be consulted.

Websites:

- General advice on academic writing: www.writing.utoronto.ca/advice
- How to organize an essay: <http://www.utoronto.ca/ucwriting/organizing.html>

Writing Manuals:

- Johnson, W., R. Rettig, G. Scott, & S. Garrison, The Sociology Student Writer's Manual (5th edition). Upper Saddle River, NJ: Prentice-Hall, 2006.
- Richlin-Klonsky, J & E. Strenski, A Guide to Writing Sociology Papers (5th edition). New York: St. Martin's Press, 2001.

Mid-term Test and Final Exam (30% & 35% respectively):

The test and final exam will consist of multiple choice, short-answer and essay questions. The questions are designed to capture the main concepts and themes of the course. They will be based on lectures, readings, class discussions, and documentaries. The test and exam are designed to assess your comprehension of the course material and your analytical skills.

CLASS FORMAT

Weekly lectures and readings will be supplemented with documentaries, newspapers articles and policy papers that address current issues in the legal and criminal justice system. Students are expected to read the required material in advance of the lecture. The lecture will expand on the readings but not review them.

I encourage all students to book a date and time to visit me during office hours to discuss the course content, required assignments, and university life in general. The course syllabus and other relevant information (i.e., power point presentations, announcements and updates) will be posted on our course portal site. Please view the site regularly.

LECTURE TOPICS & REQUIRED READINGS:

January 14 **OVERCRIMINALIZATION AND THE CONTROL OF CRIMES OF MORALITY**

- Husak, Douglas (2008) “Chapter 1: The Amount of Criminal Law” in *Overcriminalization: The Limits of the Criminal Law*, pp. 3-54. New York: Oxford University Press.
- Meier, Robert F. and Gilbert Geis (2006) “Chapter 1: Morality, Harm, and Criminal Justice” in *Criminal Justice and Moral Issues*, pp. 1-27. New York: Oxford University Press.

January 21 **UNDERSTANDING CRIMES OF MORALITY**

- Hathaway, Andrew D. and Amir Mostaghim (2015) “Chapter 16: Crimes of Morality” in *Understanding Crime in Canada: An Introduction to Criminology*, edited by Neil Boyd, pp. 375-396. Emond Montgomery Publications.

Handout Annotated Bibliography Assignment

January 28 **PROSTITUTION/SEX WORK**

- Meier, Robert F. and Gilbert Geis (2006) “Chapter 2: Prostitution/Sex Work” in *Criminal Justice and Moral Issues*, pp. 29-60. New York: Oxford University Press.

February 4 **DRUGS**

- Meier, Robert F. and Gilbert Geis (2006) “Chapter 3: Drugs” in *Criminal Justice and Moral Issues*, pp. 61-104. New York: Oxford University Press.

February 11 **SOCIAL CONSTRUCTION OF DRUG SCARES AND DRUG CONTROL IN THE UNITED STATES**

- Walker, Samuel (2015) “Chapter 13: Sense and Nonsense About Drugs and Crime” in *Sense and Nonsense About Crime, Drugs, and Communities*, pp. 336-367. Cengage Learning (Nelson Education).
- Reinerman, Craig (2012) “The Social Construction of Drug Scares” in *Constructions of Deviance: Social Power, Context, and Interaction*, edited by Patricia A. Adler and Peter Adler, 7th edition, pp. 159-170. Wadsworth Cengage Learning (Nelson Education).

Annotated Bibliography due at the beginning of lecture.

February 25 **MID-TERM TEST**

- March 3 **DRUGS AND THE CANADIAN CRIMINAL JUSTICE SYSTEM**
- Sniderman, Barney (2010) “Just Say No to the War on Drugs” in *Law in Society: Canadian Readings*, edited by Nick Larsen and Brian Burtch, 3rd edition, pp. 31-54. Toronto: Nelson Education.
 - Oscapella, Eugene (2012) “Chapter 21: Drugs and the Canadian Criminal Justice System” in *Criminal Justice in Canada: A Reader*, edited by Julian V. Roberts and Michelle G. Grossman, 4th edition, pp. 239-251. Toronto: Nelson Education.

Handout Research Essay Assignment

- March 10 **THE SOCIOLOGY OF DRUG USE AND DRUG POLICY**
- Faupel, Charles E., Weaver, Greg S., and Jay Corzine (2014) *The Sociology of American Drug Use*. New York: Oxford University Press, 3rd edition – Chapters 1 and 2
- March 17 **THE SOCIOLOGY OF DRUG USE AND DRUG POLICY**
- Faupel, Charles E., Weaver, Greg S., and Jay Corzine (2014) *The Sociology of American Drug Use*. New York: Oxford University Press, 3rd edition – Chapters 5, 10, 11
- March 24 **THE SOCIOLOGY OF DRUG USE AND DRUG POLICY**
- Faupel, Charles E., Weaver, Greg S., and Jay Corzine (2014) *The Sociology of American Drug Use*. New York: Oxford University Press, 3rd edition – Chapters 12-15
- March 31 **LEGALIZING PROSTITUTION: FROM ILLICIT VICE TO LAWFUL BUSINESS**
- Weitzer, Ronald (2012) *Legalizing Prostitution: From Illicit Vice to Lawful Business*. New York: New York University Press – Chapters 1-4
- April 7 **LEGALIZING PROSTITUTION: FROM ILLICIT VICE TO LAWFUL BUSINESS**
- Weitzer, Ronald (2012) *Legalizing Prostitution: From Illicit Vice to Lawful Business*. New York: New York University Press – Chapters 5, 6, Conclusion

Research Essay due at the beginning of lecture.

TBA (April 12-29) **FINAL EXAM**

Procedures and Rules

1. Missed Tests and Assignments

- **Accommodation provision:** In general, for missed tests or assignments the Sociology Department follows UT policy about accommodation for the following three reasons:
 - Illness, or
 - Religious observances (i.e., holy days), or
 - <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>
 - Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena for which you have no option except to show up, a funeral). Reasons such as "too much work", technology failure, weddings, family vacations, or not adding the class in time, are not compelling reasons. For assignments, you are expected to plan ahead.
- **Timing:** Students who miss a test will receive a mark of zero unless a request for accommodation is made within a week of the missed test or assignment.
- **Documentation: In all cases, appropriate supporting documentation is required** (e.g., Verification of Student Injury or Illness form available at: <http://www.illnessverification.utoronto.ca>) a death certificate, an accident report). You must also declare your absence on ROSI.
- Students who wish to write the make-up test must give their instructor a written request for special consideration which explains why the test was missed, accompanied by **proper documentation from a physician or college registrar**. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described below. Telling the professor or TA why you missed a deadline or test will not be considered.
- In the case of illness, you must supply a duly completed **Verification of Student Illness** or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work in class.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work in class.

1a. Missed tests

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the following conditions:

- Students who miss a test for reasons beyond their control (e.g. illness or an accident) may request special consideration. You must present your case to the instructor.
- Original supporting documentation (e.g. Verification of Student Injury or Illness form, accident report) is to be brought to the instructor.
- The verification of Student Injury or Illness form **MUST** include the statement “This student was unable to write the test on the date(s) for medical reasons.” Documentation **MUST** show that the physician was consulted within **ONE** day of the test. A statement merely confirming a report of illness made by the student is **NOT** acceptable.
- **Deadlines**
You have up to one (1) week from the date of the missed test to submit your request and supporting documentation. (Late requests will **NOT** be considered without a “letter of explanation” as to why the request is late.)

Nature of Accommodation

If your request is **APPROVED** and a make-up test is required, you will write the make-up test on the designated date.

- **Make-up test date: TBA**
- If a student has a conflict with another class, or two tests to make-up, they may take the second make-up during the make-up date which is TBA.
- No student is automatically entitled to a second make-up test. If a student has a conflict with another class, or two tests to make-up, they may take the second make-up during the second time slot of the same date.
- A student who missed a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

1b. Late Assignments

You are expected to complete assignments on time. All students are to hand in the original paper version of the assignment on the due date at the beginning of lecture. Failure to hand in the assignment at the beginning of lecture will result in a penalty. The penalty for late assignments is **5% per day**, including weekends. This penalty is strictly enforced unless proper documentation of illness or hardship is provided to me (conflicts related to employment or workloads in other courses do not qualify). All students are required to keep a photocopy or a back-up hard copy of your assignment in case it is lost. In **NO** case will the instructor or teaching assistant be held responsible for the loss or misplacement of any assignment. If requested, a student must provide a copy of the assignment. Keep all assignments until after you have received your final grade for the course.

Students who cannot turn in the assignment on time, due to a reason *beyond their control* (e.g. illness, death, accident) may request special consideration by presenting the documentation to the INSTRUCTOR.

- **Documentation:**

Late work will never be accepted without proper documentation from a student's physician or college registrar. The Verification of Student Injury or Illness form **MUST** state that you were ill on the due date of the assignment for a one day extension. For a longer extension you must prove that you were sick during a longer period or prove an exceptional, unforeseen circumstance.

- In the extraordinary and unlikely event your documentation indicates that you are too ill to make-up an assignment within the term, you will have to petition the office of the registrar for an extension of time to complete term work.
- Late assignments for reasons that are *within your control* will be penalized **5% per day**. Assignments that are more than 10 days late will not be accepted.
- The penalty will run from the day the assignment was due until the day it is submitted electronically via Blackboard. You are still required to submit a hard copy at the next class. The electronic copy must be identical to any hard copy submitted.
- The penalty period does include weekends and holidays.
- Late assignments should be submitted by e-mail to me and I will forward your essay to the TA and a hard copy should be submitted as soon as you return to class. Late assignments cannot be submitted by fax, e-mail or hard copy to the receptionist at the Department of Sociology.

2. Grade Appeals

The instructor and teaching assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the instructor of the error.
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines, marking schemes and the grader's comments.
 3. You have 30 days after receiving a mark to appeal it.

If you wish to appeal:

A. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Please note that upon re-grade your mark may go down, stay the same, or go up.

B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor in class or during office hours.

C. You will receive a response via email or in person about your re-grade.

3. Communication and Electronic Technology

The most effect way to obtain information is to attend office hours. For e-mail communication, you can e-mail the Professor or the teaching assistant. It is essential that you follow a few rules:

- All course communication should be conducted through Blackboard or your Utormail account.
- All emails must include the course code SOC313H1S in the subject line.
- All emails should be signed with your full name and student number.
- Emails from students will generally be answered within 2 business days.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website will not receive a response. The course syllabus and other relevant information (i.e., power point presentations, announcements and updates) will be posted on the course website. Please view the site regularly.
- **Emails that do not follow these guidelines will not receive a response.**

4. Classroom etiquette

Students are expected to arrive in class on time. If and when (at the instructor's discretion) laptop usage is allowed in class, they should be used for notes only. Other uses (e.g., emailing, web surfing) will result in the student's being required to turn off the laptop. Video or audio taping is strictly forbidden in this class. If a student wishes to audio-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials, written approval must be obtained from the instructor before reproduction. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited.

5. Academic Integrity

- Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.
- Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.
- Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the

Calendar of the Faculty of Arts and Science.

- **TURNITIN:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. All submitted papers will be included as source documents in the *Turnitin.com* reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site.
- By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.
- You are expected to have read and understood the on-line document "How Not to Plagiarize" (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)
- By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.
- You are expected to be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto. Potential offences include, but are not limited to:
 - In papers and assignments:
 - Using someone else's ideas or words without appropriate acknowledgement.
 - Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
 - Submitting your own work in more than one course without the permission of the instructor.
 - Making up sources or facts.
 - Including references to sources that you did not use.
 - Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".
 - Lending your work to a classmate who submits it as his/her own without your permission.
 - On tests and exams:
 - Using or possessing any unauthorized aid, including a cell phone.
 - Looking at someone else's answers
 - Letting someone else look at your answers.
 - Misrepresenting your identity.
 - Submitting an altered test for re-grading.

- Misrepresentation:
 - Falsifying or altering any documentation required by the University, including doctor's notes.
 - Falsifying institutional documents or grades.
- To remind you of these expectations, and help you avoid accidental offences, I will ask you to **include a signed Academic Integrity Checklist with every assignment (see last page of course syllabus)**. If you do not include the statement, your work will not be graded.
- The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

6. Student Resources

AccessAbility Centre. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Students are encouraged to registrar with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. With that said we understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. If you require accommodations or have accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

A variety of **other student resources** can be found on the UT website under www.utoronto.ca including academic services, registrar and registration services, diversity & equity, administrative services, and others.

Academic Integrity Checklist

[Insert_Course_Code]

[Insert_Instructor_Name]

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____ Student #: _____

Signature: _____ Date: _____