

**SOCIOLOGY 212H1F – Section L0101: CRIME AND DEVIANCE
SUMMER 2015**

Lecture: TR2-5, Location – Sydney Smith Hall, Room 1085

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Prerequisite

The prerequisite to take SOC212H1F is SOC101Y1 or SOC102H1 or SOC103H1. Students without the prerequisite will be removed at any time discovered, and without notice.

Course Goal

Hopefully, you enter this class with some degree of curiosity about why human beings behave the way we do, even when those behaviors seem odd or strange to you. The study of crime and deviance is the study of the intersection between institutions, social groups, and individuals. Looking at crime and deviance means exploring the boundaries of acceptability within societies. It means seeking to understand normalcy and how society can influence or constrain people to live within or outside of socially constructed boundaries. Our society has many sets of assumptions and expectations upon which we carry out our everyday behavior. But what if we do not behave the way others expect? Certain kinds of unpredictability are not welcome, and are even punished in our society, from behaviors that elicit disapproval to behaviors that have been criminalized. Who has the power to define other people's behaviours as unwelcome or punishable? That question can also be extended to what, how, where, and when is behaviour regarded as deviant? In this course, we will explore in depth the sociological idea of *deviance*. We'll look at how deviance is defined, constructed, and resisted in society, paying special attention to the role played by social power, context, and interaction in constituting a phenomenon as deviance.

Teaching Approach

My teaching philosophy is organized around three key principles, collaborative learning, transparency, and choice. We do not learn alone, we learn in conversation with others. We learn by listening, by asking questions, by explaining. The classroom will be organized in such a way as to foster this collaborative learning environment through an emphasis more on discussion and interactive learning than on simply delivery content. Students will also have opportunities to pursue this collaborative learning approach in more depth through certain assignments. Learning is also a process and you should receive continual feedback on your thoughts and application of the material in assignments in order to know where you are doing well, where you are falling a little short and most importantly have the opportunity to make changes and improve. Finally, you will have ample and different ways to demonstrate your knowledge and comprehension of the material since not every student excels in the

same kind of assignment. The course will allow every student to build their own individualized learning plan that best suits their interests and learning style.

The course is organized in such a way that it privileges the development and deployment of various skills, namely critical reading, critical writing and effective and inquisitive discussion and their relationship with one another. Writing notes while reading, organizing and synthesizing the material and one's own thoughts, communicating this effectively to colleagues, and asking probing questions are all part of this course's teaching approach. It is essential for you to keep up with the reading and to read actively. Active reading means taking notes as you read, making a list of questions you have as you read, and ideally reading far enough ahead that you have a chance not only to read but to think about what you have read. The expectation is that you will have read each class's readings by our class meeting. The goal is to foster a community of learners who will help each other make their way through the material, topics and issues, in collaboration with one another.

Communication

This course will rely heavily on Portal (<https://weblogin.utoronto.ca/>) to facilitate this community of learners. It will act as the 'nervous system' of this course. On the Portal page you will find this syllabus, PowerPoint slides, assignments, announcements, grades and student-generated content on a series of discussion boards. You should check the Announcement tab on a regular basis as it will be the main mechanism to communicate about course related matters. Treat the Announcement tab as a series of appendices to this syllabus. While the Portal page will start relatively small, it will grow slowly in size over the course of the semester. One element present at launch is a discussion board called *Questions about the Course*. This discussion is to be used for all course-related questions of a non-personal nature this semester, question about the course content, activities, assignments, exams, deadlines, and in the first week of class, the best place to ask clarifications about the ILP system. This way all clarifications provided are available to every student in the course. Of course, feel free to contact me by e-mail for any questions of a more personal nature regarding illness, special accommodations, grade review or anything else you might want to discuss with me privately. All e-mails are answered within 48h unless explicitly stated otherwise.

Required Reading

Patricia A. Adler and Peter Adler. *Constructions of Deviance: Social Power, Context, and Interaction*, 7th edition (Belmont: Wadsworth Publishing, 2012)

This textbook can be purchased at the U of T Bookstore, 214 College Street.

Evaluation - Individual Learning Plan

Every student has their own learning style, set of interests, and schedule. To reflect this fact, this course offers a variety of options from which students can choose to build their own individual learning plan. 60% of your final grade will come from one midterm test and the final exam, but you get to choose where the other 40% will come from.

Midterm test (20%) – May 26th

A 75min multiple choice test on the content from the first half of the course held in our regular classroom at our regularly scheduled time

Final exam (40%) – in June, scheduled by the University

A 2h cumulative exam on the content of the entire course scheduled at a time and location TBD

Every student must submit their proposed learning plan (to me by e-mail) no later than Thursday May 14th. This will be a working document with an updated version due May 28th and June 11th, so three versions in total. The individual learning plan must include a description of what course material the student commits to produce and how it adds up to 40%. In further updates, the student must clearly lay out what they have done so far and what remains to be done to complete their semester. Students can choose any combination from the following four types of opportunities to build their own individual learning plan as long as it adds up to 40%. *Note: You will submit your ILP as a series of four digits, for example (20-5-5-10) which represents 20% in in-class activities, 5% in online forum participation, 5% in media lecture contributions and 10% in critical reflection papers. 5-0-5-30 would represent 5% in in-class activities, 0% in online forum participation, 5% in media lecture contributions, and 30% in critical reflection papers.*

Option 1: In-Class Activities (2%/activity for up to 16%)

In-class activities will take place during each lecture in-class lecture, starting with May 12th. They will involve collaboratively discussing, and then answering a series of questions related to the week's course material, either the readings for that week or the lecture content, or both. They make take place at the beginning, middle or near the end of lecture, but there will be 8 of these in-class activities, each worth 2%. You can select to do anywhere from none to eight of them.

Option 2: Online Forum Participation (0.25%/contribution for up to 10%)

Up to 10% of your grade can come from making forty 'significant contributions' to the online forum for this course on Blackboard. Significant contributions include (1) helping other students with their questions; (2) offering clarification or additional thoughts and information on some aspect of the readings or course material; (3) submitting a link to a web site containing documents or video clips with a few sentences describing its relevance to course material; (4) linking something students saw in the mass media, a news article, or content from another course to some relevant aspect of course material; but most often **(5) fostering or participating in discussions that highlight an issue touched upon in the readings or course material.** Contributions are credited as significant if they are deemed useful to their fellow students by meeting one of these criteria. Respond to your colleagues' posts, and initiate new threads only occasionally. "Islands" posts will not get credited, those are posts that stand alone like an island. All posts, other than answering colleagues' procedural questions, should be of no less than 125 words. Contributions of less than 125 words, or contributions not furthering the understanding of course material, will not be credited as significant. No more than ten contributions can come from a single discussion board. Students will be updated on the status of their significant contributions on a regular basis so they can keep track of their progress.

Option 3: Media Lecture Contributions (1%/contribution for up to 5%)

Up to 5% of your grade can come from making five media lecture contributions. You are asked to bring a media example in the area of deviance that links with the theme of the week. That deviance media example can be from a news article or broadcast, a tv episode, a movie or a song. Your example can be from anywhere in the world but needs to be from this past year, so 2014 or 2015. (If you want to use a media example from before 2014, you need to write me, tell me how your older example is just perfect and will most probably get approval from me to use it if it is reasonable). You are asked to bring a copy

of the deviance media example (front page of an article, printout of a synopsis, lyrics of the song, etc) with a 150 words paragraph on how it links, fits or relates with the theme of the week. You need to bring this to class and be ready to share it with the whole class during the lecture, and it will be handed in for marking at the end of lecture. You get to choose which (up to) five out of six lectures starting on May 19th you want to do this for. You get to choose which type of deviance media example (both in its content and its form) you want to bring. Each media lecture contribution and write-up will be assessed out of 1% of your final grade.

Option 4: Critical Reflection Papers (2%/reading for up to 30%)

A critical reflection paper is two pages (650-750 words) that analyzes your thoughts and questions about one individual reading (not all the readings assigned on a given week). These are a chance for you to think critically about the reading, the best possible preparation for lecture and exams. Your reflection paper should have four separate sections (ie paragraphs) reflections each of these in turn:

- i) One to two *reactions* – What did you like or dislike about the content of the piece? And why?
- ii) One to two *keepers* – What were the key ideas worth remembering and making note of? What did you take away the most from the readings?
- iii) One to two *questions* – What question(s) do you have for the author or after reading this piece?
- iv) One *so what* – Why does the topic matter? How does it contribute to our understanding of crime and/or deviance?

Do not use quotes from the readings for this, but instead use entirely your own words. Every critical reflection paper must be submitted on Blackboard (using a .doc, .docx, or .rtf file format) no later than midnight before class for which the reading was assigned (so Monday 11:59pm for readings covered on Tuesdays, and Wednesday 11:59pm for readings covered on Thursdays). The purpose of these critical reflection papers is to have a base of knowledge on the course material before class starts so that we can build upon this foundation during lecture. See Blackboard for list of eligible readings for these critical reflection papers. Note: CRPs will never be accepted late. If you cannot submit it on time, then you can complete one(s) that is/are due the following date.

Weekly Lecture Topics and Readings

May 12th – Introduction & Defining Deviance

- 1-On the Sociology of Deviance
- 2-An Integrated Typology of Deviance Applied to Ten Middle-Class Norms
- 3-Relativism: Labeling Theory
- 4-The Morality of Deviance
- 5-Social Power: Conflict Theory of Crime

May 14th– Theories of Deviance

- 6-Functionalism: The Normal and the Pathological
- 7-Social Structure and Anomie
- 8-Differential Association
- 9-Control Theory
- 10-Feminist Theory
- 11-The Constructionist Stance

Online Lecture – Studying Deviance

- 12-Child Abuse Reporting
- 13-Survey of Sexual Behavior of Americans

14-Researching Dealers and Smugglers

May 19th – Constructing Deviance I

15-The Social Construction of Drug Scares

16-Blowing Smokes: Status Politics and the Smoking Ban

17-Failure to Launch: Why Do Some Social Issues Fail to Detonate Moral Panics

May 21st – Constructing Deviance II

18-Gender, Race, and Urban Policing

19-Homophobia and Women's Sport

20-The Mark of a Criminal Record

21-The Saints and the Roughnecks

22-Doctors' Autonomy and Power

May 26th – Midterm

May 28th – Deviant Identity I

23-The Adoption and Management of a "Fat" Identity

24-Becoming Bisexual

25-Anorexia and Bulimia

26-Convicted Rapists' Vocabulary of Motive

27-The Devil Made Me Do It: Use of Neutralizations by Shoplifters

June 2nd – Deviant Identity II

28-Men Who Cheer

29-Negotiating White Power Activist Stigma

30-Fitting In and Fighting Back: Homeless Kids' Stigma Management Strategies

31-Collective Stigma Management and Shame: Avowal, Management, and Contestation

Online Lecture – Social Organization of Deviance (no "in-person" lecture on June 4th)

32-Drug Use and Disordered Eating Among College Women

33-Cyber Communities of Self-Injury

34-Cooks are Like Gods: Hierarchies in Methamphetamine-Producing Groups

35-Gender and Victimization Risk Among Young Women in Gangs

36-International Organized Crime

37-War Profiteering: Iraq and Halliburton

June 9th – Structure of Deviant Act

38-Autoerotic Sexual Asphyxia

39-Trading Sex for Crack: Gender and Power

40>Show Me the Money: Cybershrews and On-line Money Masochists

41-Sexual Assault on Campus

42-Opportunity Structures for White-Collar Crime

June 11th – Deviant Careers & Conclusion

43-Deciding to Commit a Burglary

44-Gay Male Christian Couples and Sexual Exclusivity

45-Pimp-Controlled Prostitution

46-Shifts and Oscillations in Upper-Level Drug Traffickers' Careers
47-Obstacles to Exiting Emotional Disorder Identities

Make-Up Tests and Deadline Extension

If you miss a test or deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- In 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** no later than the following 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** no later than the following class.

Plagiarism

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

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodation or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.