

**University of Toronto – Sociology**

**Social Control  
SOC313H1S L5101  
Winter 2019**

**Thursdays 6 – 8 pm  
SS2102**

**Instructor Information**

Instructor: Tatham, Chris

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Office hours: Thursdays 4:30 – 5:30

Course web site: Quercus

Teaching Assistant: TBA

**Course Topic**

This course examines how society has gone about controlling specific types of deviants (e.g., gang members, drug offenders, sex workers), acts of deviance (e.g., white collar crime, corporate crime, organized crime, crime by agents of social control). In examining these individuals and acts, attention is also directed to why they are defined as deviant and sanctioned, and why some types of deviance are less likely to be detected and sanctioned relative to others. Finally, consideration is also given to how social control manifests in our everyday lives (through the media, medicalization, gender and sexuality).

**Learning Goals & Outcomes**

- To provide students with a forum for critically evaluating our conceptions of what is deviant behavior and the methods used to control it.
- Identify and critically assess various sociological theories and their effectiveness in explaining deviance and social control.
- Connect and apply course concepts, theories and examples to empirical research and current events.
- Think critically about the relationships between legal and other social practices.
- Formulate research questions, collect appropriate sources and use scholarly research to develop and produce an academic argument.
- Write critically and creatively.
- Communicate individual and collaborative assessments of selected cases.
- Engage in thoughtful and respectful discussion.
- See how sociology and social control manifests in everyday life.

**Prerequisites & Exclusions**

Prerequisites: 1.0 SOC at the 200 or higher level. SOC212H1 is recommended.

Exclusions: SOC212Y1

Students without the prerequisites (or with the exclusions) will be removed from the course at any time without notice.

## Course Materials

All readings are available on Quercus.

For in-class participation, we will be using in class web surveys embedded in lecture slides (kahoot.net, etc.). You will be able to participate using any mobile device (e.g., laptop, tablet, phone) and by connecting to UoT's wifi network. Use of this technology is not mandatory. You may also participate by handing in handwritten responses. Please include your name and student number. Should you need help setting up your wireless access, please visit the following webpage – <http://help.ic.utoronto.ca/content/20/704/en/wireless-access.html>.

## Evaluation Components & Grading Policies

<b>TYPE</b>	<b>DESCRIPTION</b>	<b>DUE DATE</b>	<b>WEIGHT</b>
<b>OUTLINE ASSIGNMENT</b>	Outline your topic and research question for your research essay. Locate a case and annotate academic sources related to your topic.	February 7	15%
<b>TEST 1</b>	In class – short and long answer.	February 14	25%
<b>RESEARCH PAPER</b>	Develop scholarly arguments about your essay topic, drawing from class materials and academic sources.	March 14	25%
<b>TEST 2</b>	In class – short and long answer.	April 4	25%
<b>PARTICIPATION</b>	In class participation – Submitting online or handwritten answers to questions posed in lecture.	Ongoing	10%

## Grading

All written assignments must be submitted to Quercus before class. Hard copies are not accepted.

The penalty for late written assignments is 10% for the first day and 5% for each additional day. This includes weekends (not stat holidays). Assignments that are more than 7 days late will not

be accepted without approved supporting documentation. More information regarding assignment instructions is available on Quercus.

**Class Format**

Lectures employ active and applied approaches to learning. During the semester, students will apply course concepts to real-world situations. Readings and lectures will be supplemented with videos, case studies, news stories, documentaries and policy papers that address current issues regarding crime and deviance. Through group discussions and activities, students will develop a greater understanding for course materials and how they impact their daily lives.

Students are expected to read the required material before coming to class. Lectures will expand upon the readings yet will not review them. Lectures are not an adequate substitute for the readings.

Please feel free to drop by office hours if you have any questions. All course materials, aside from the required text, will be posted on Quercus. Please check the site weekly and your utoronto.ca email before each class for updates.

**Class Schedule**

DATE	TOPICS	READINGS
JAN 10	Introductions & Basics	Syllabus
JAN 17	Youth Gangs	<p>Maxson, C., K. Matsuda and K. Hennigan. 2011. “‘Deterrability’ among gang and nongang juvenile offenders: Are gang members more deterrable than other juvenile offenders?” <i>Crime and Delinquency</i> 57(4):516-543.</p> <p>Kissner J. &amp; D. Pyrooz. 2009. “Self-control, differential association, and gang membership: A theoretical and empirical extension of the literature.” <i>Journal of Criminal Justice</i> 37(5):478-487.</p> <p>Bell, K. E. 2009. “Gender and Gangs: A Quantitative Comparison.” <i>Crime &amp; Delinquency</i> 55(3):363-387.</p>

<p><b>JAN 24</b></p>	<p>Drugs</p>	<p>Walker, S. 2015. "Chapter 13: Sense and Nonsense About Drugs and Crime" in <i>Sense and Nonsense About Crime, Drugs, and Communities</i>, pp. 336-367. Cengage Learning (Nelson Education).</p> <p>Reinarman, C. 2012. "The Social Construction of Drug Scares" in <i>Constructions of Deviance: Social Power, Context, and Interaction</i>, edited by Patricia A. Adler and Peter Adler, 7th edition, pp. 159-170. Wadsworth Cengage Learning (Nelson Education).</p> <p>Wacquant, Loic. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh." <i>Punishment &amp; Society</i> 3(1): 95-133.</p>
<p><b>JAN 31</b></p>	<p>Organized Crime</p>	<p>Siegel, Dina. 2014. <i>Trends in Organized Crime</i>. "Women in Transnational Organized Crime". 17:52-65.</p> <p>Stys, Y. &amp; R Ruddell. 2013. "Organized Crime Offenders in Canada: Risk, Reform, and Recidivism." <i>Journal of Offender Rehabilitation</i> 52(2): 75-97.</p> <p>Morselli, C. 2009. "Hells Angels in Springtime." <i>Trends in Organized Crime</i> 12(2): 145-158.</p>
<p><b>FEB 7</b></p>	<p>White Collar &amp; Corporate Crime</p> <p><b>Outline Assignment Due</b></p>	<p>Bittle, S. &amp; L. Snider. 2015. "Law, Regulation, and Safety Crime: Exploring the Boundaries of Criminalizing Powerful Corporate Actors" <i>Canadian Journal of Law and Society</i> 30(3): 445-464.</p> <p>Croall, H. 2009. "White collar crime, consumers and victimization" <i>Crime, Law and Social Change</i> 51(1): 127-146.</p>
<p><b>FEB 14</b></p>	<p><b>Test 1</b></p>	<p>No Readings</p>

<p><b>FEB 21</b></p>	<p><b>Reading Week</b>      No Class or Readings</p>
<p><b>FEB 28</b></p>	<p><b>Gender</b></p> <p>Colyer, Corey &amp; Weiss, Karen. 2010. "Roofies, Mickies and Cautionary Tales: Examining the Persistence of the "Date-Rape Drug" Crime Narrative". <i>Deviant Behavior</i> 31(4): 348-379.</p> <p>Carbone-Lopez, Kristin &amp; Kruttschnitt, Candace. 2010. "Risky relationships? Assortative mating and women's experiences of intimate partner violence." <i>Crime and Delinquency</i> 56(3): 358-384.</p> <p>Hartnett, Helen P &amp; Postmus, Judy L. 2010. "The Function of Shelters for Women: Assistance or Social Control?". <i>Journal of Human Behavior in the Social Environment</i> 20(2): 289-302.</p>
<p><b>MAR 7</b></p>	<p><b>Sexuality</b></p> <p>Nash, C. J. 2014. "Consuming Sexual Liberation: Gay Business, Politics, and Toronto's Barracks Bathhouse Raids." <i>Journal of Canadian Studies</i> 48(1): 82-105.</p> <p>Payne, E. 2010. "Sluts: Heteronormative Policing in the Stories of Lesbian Youth." <i>Educational Studies</i> 46(3): 317-336.</p> <p>Bauer, G. R., R. Hammond, R. Travers, M. Kaay, K. M. Hohenadel &amp; M. Boyce. 2009. "I Don't Think This Is Theoretical; This Is Our Lives": How Erasure Impacts Health Care for Transgender People." <i>Journal of the Association of Nurses in AIDS Care</i> 20(5): 348-361.</p>

<p><b>MAR 14</b></p>	<p>Medicalization</p> <p><b>Research Paper Due</b></p>	<p>Harris, J. &amp; McElrath, K. 2012. “Methadone as Social Control: Institutionalized Stigma and the Prospect of Recovery.” <i>Qualitative Health Research</i> 22(6):810 – 824.</p> <p>Adam, B. et al. 2012. “Impacts of Criminalization on the Everyday Lives of People Living with HIV in Canada.” <i>Sexuality Research and Social Policy</i> 11(1): 39-49.</p>
<p><b>MAR 21</b></p>	<p>Sex Work</p>	<p>O’Doherty, T. 2011. Criminalization and Off-Street Sex Work in Canada. <i>Canadian Journal of Criminology and Criminal Justice</i> 53(2): 217-245.</p> <p>Jeffrey, L. 2005. Canada and migrant sex-work: Challenging the ‘foreign’ in foreign policy. <i>Canadian Foreign Policy Journal</i> 12(1): 33-48.</p> <p>Benoit, C. et al. 2017. “‘Well, It Should Be Changed for One, Because It’s Our Bodies’: Sex Workers’ Views on Canada’s Punitive Approach towards Sex Work.” <i>Social Sciences</i> 6(2): 52.</p>
<p><b>MAR 28</b></p>	<p>Media &amp; Bodies</p>	<p>Parsons, A. L., A, J Reichl &amp; C. L. Pedersen. 2017. “Gendered Ableism: Media Representations and Gender Role Beliefs’ Effect on Perceptions of Disability and Sexuality.” <i>Sexuality &amp; Disability</i> 35(2): 207-225.</p> <p>Schott, N. D. &amp; D. Langan. 2015. “Pro-anorexia/bulimia censorship and public service announcements: the price of controlling women.” <i>Media, Culture &amp; Society</i> 37(8): 1158-1175.</p> <p>Kwan, S. &amp; M. N. Trautner. 2009. “Beauty Work: Individual and Institutional Rewards, the Reproduction of Gender and Questions of Agency.” <i>Sociology Compass</i> 3(1): 49-71.</p>
<p><b>APR 4</b></p>	<p><b>Test 2</b></p>	<p>No Readings</p>

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor. The reading list may be updated at the discretion of the instructor.

The drop date is March 17<sup>th</sup>, 2019.

## **Procedures and Rules**

### *Missed tests and assignments*

**Accommodation provision:** In general, for missed tests or assignments, the Sociology Department follows the St. George campus policy regarding accommodation for the following three reasons:

- Illness, or
- Religious observances (i.e., holy days), or
  - <http://www.vicereprovoststudents.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:** Requests for accommodation must be 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.

### **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 by contacting 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 three days 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.

- If your submission is approved, the make-up will be organized by the instructor.

### **Late Assignments**

You are expected to complete assignments on time. In order not to be considered late, assignments must be submitted to Quercus by the due date on the syllabus. The paper will automatically be submitted to Turnitin.com. Assignments not submitted through *Turnitin* will receive a grade of zero (0%) **unless a student instead provides, along with their position paper**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

You are expected to keep a back-up and a hard copy of your assignment in case it is lost. Email drafts of your paper to yourself regularly, in case of a computer malfunction.

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**

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 that 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 10% for the first day and 5% per each subsequent day. Assignments that are more than 7 days late will not be accepted.

The penalty will run from the day the assignment was due until the day it is submitted electronically to Quercus. The electronic copy must be identical to any hard copy submitted.

The penalty period **includes** weekends and holidays.

Late assignments must be submitted to Quercus and not to the course drop box, department office staff or instructors by email.

### **Multiple Tests on Same Day**

The department will accommodate students writing tests scheduled in more than two Sociology courses on the same day, provided the student contacts the Instructor about this issue one week in advance of the test date.

## Re-marking Pieces of Term Work

### *General*

A student who believes that their written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to two weeks from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. Instructors must acknowledge receipt of a student request for remarking within **3-working days**, and decisions should be provided in a timely fashion.

If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

### *Details*

**Regrade requests for term work worth less than 20%** of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In the instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

**Only term work worth at least 20%** of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above. To escalate an appeal beyond the instructor, the student must submit to the department (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks.

The final level of appeal is to the Dean's Office. Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the Dean's Office. **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after**

**the student receives the final response from the academic unit, but no later than one month after.** Appeals to the Dean's Office about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the Office of the Registrar.

### **Electronic Communication and Electronic Learning Technology**

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Quercus or your utoronto account.
- All emails must include the course code (e.g., SOC313) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 48 hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be posted to the 'general inquiries' section of the Quercus discussion board.

**Emails that do not follow these guidelines will not receive a response.**

### **Classroom Etiquette**

Students are expected to arrive at class on time. Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

### **Academic Integrity**

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.

We expect students to cite sources in all written work and presentations. See this link for department citation formats and tips for how to use sources well  
<http://www.utm.utoronto.ca/sociology/resources/resources-students> .

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>)

You are expected to be familiar with the “Code of Behaviour on Academic Matters” ([www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://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.

Normally, students will be asked 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.

## **Student Rights & Resources**

### **Accessibility 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.

To schedule a registration appointment with a disability advisor, please call the Centre at 416-978-8060 or e-mail at: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). See also <http://www.studentlife.utoronto.ca/as>.

The university has many Writing Centres which offer workshops, seminars and individual appointments to help students identify and develop their skills. Check out <http://www.writing.utoronto.ca/writing-centres/arts-and-science> for more information.

### **Equity & Diversity**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UOT Equity and Diversity officer.