

University of Toronto
SOC6006S
Deviance/Criminology

Instructor Information

Instructor: Flores, Jerry
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Office hours: Wednesday 12:30 pm-1:30 pm location TBD
Class Time/Room: 10-12 am in Room 240 Wednesday
Course web site: Access through Quercus
Sociology Department Website: <https://www.utoronto.ca/>

Course Description

The content of this course is critical for students working in the area of criminology and deviance for two reasons: (1) it will contribute to your theoretical and empirical understanding of the field of criminology and deviance; and (2) it will provide you with an overview of important research that you could use in teaching a class at the university level. To accomplish these goals, we will review and critically analyze empirical work in the field of criminology. We will also pay special attention to how seminar readings are influenced by various theoretical frameworks. This course will help you prepare for the Crime and Law Reading comprehensive exam.

Requirements

1. **Leading Seminar:** *Similar to other graduate courses, this class will follow a “seminar model.”* This means we will read the materials prior to class, sit in a circle and discuss the readings. Each student or pair of students will be in charge of “leading seminar” at least once during the semester. We will sign up to lead the seminar on the first day of class.
2. **Weekly Responses:** Although one or two people will lead seminar during each class period, every student is expected to generate a list of at 7-10 questions, comments, and criticism (or praise) that will help stimulate class discussion. These questions or comments should be one page single spaced or less. I will not mark documents that go over the page limit. Students are also encouraged to bring additional academic readings, newspaper articles, audio and video clips to share. You are also welcome to share personal experiences related to class discussions. Students are expected to turn in these materials at the end of class in a printed and typed document. This assignment will be graded on a pass/fail basis.

3. **Develop a teaching lesson:** Students will be tasked with developing a short teaching lesson. This could be something you use in your own future classes or if you are required to deliver a teaching demonstration for a job talk. I will provide a template for this lesson.
4. **Participation:** You need to be present in class in order to participate. Apart from your physical presence in class, your engagement with the topics and your participation in the discussions are integral part of your attendance. Students are expected to do all readings prior to attending class and come prepared to participate in class dialogue. Participation grades will go as follows: (15%) present in all sessions, prepared with readings, initiating thoughtful questions and insightful observations; (10%) present in all sessions, prepared with readings and responding when called on with thoughtful questions and insightful observations; (5%) present and silent unless called upon.
5. **Final Paper:** 10-15 page research paper double spaced, proposal or 2 sections of an article for possible publication. The paper/proposal should be something that you are aiming to present at a professional meeting, submit for publication, or submit for funding.

Evaluation Components and Grading Policies

<u>Type</u>	<u>Description</u>	<u>Date due</u>	<u>Weight</u>
Assignment	Leading Seminar	Ongoing	20%
Assignment	Weekly responses	Ongoing	20%
Assignment	Participation	Ongoing	15%
Assignment	Teaching Lesson	November 13th	20%
Assignment	Final Paper	December 4th	25%

Teaching Approach

I adopt a democratic teaching approach where I encourage students to be active participants in the class. The quotes below reflect how I approach providing instruction.

“Education is suffering from narration sickness...Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content. Worse yet it turns them into “containers,” into “receptacles to be “filled” by the teacher...Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the “banking” concept of education...” (Freire 1970: 72)

“The oppressors is solidary with the oppressed only when he stops regarding the oppressed as an abstract category and sees them as persons who have been unjustly dealt with, deprived of their voice, cheated in the sale of their labor—when he stops making pious, sentimental and individualistic gestures and risks an act of love. True solidarity is

found only in the plenitude of this act of love, in its existentiality, in its praxis” (Freire 1970: 50).

”...Empowerment is a process that we as individuals must willingly and freely undertake for ourselves. Within the classroom, this entails participation in pedagogical relationships in which students experience the freedom to break through the imposed myths and illusions that stifle their empowerment as subjects of history and the space to take individual and collective actions that can empower and transform their lives... Teachers do not “empower” their students, but they are in a position to support their process by creating the dialogical conditions, activities, and opportunities that nourish this developing process within students...” (Darder 2002:110)

Course Schedule

September 11th: Intro

- No readings
- Go over the syllabus and bring any questions to class

September 18th: Early Foundations

- Rafter, N. H. (1997). *Creating Born Criminals*. Chicago: University of Illinois Press

September 25th: Social Disorganization

- Bursik, R. (1988). Social disorganization and theories of crime and delinquency: Problems and prospects. *Criminology*, 26(4):519–51
- Sampson, R. J., Raudenbush, S. W., and Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277(5328):918-924
- Stewart, E. A., Schreck, C. J., and Simons, R. L. (2006). ‘i ain’t gonna let no one disrespect me’: Does the code of the street reduce or increase violent victimization among african american adolescents? *Journal of Research in Crime and Delinquency*, 43(4):427–458

October 2th: Labelling theory:

- Becker, H. (1963). *Outsiders*. New York: Free Press

October 9th: Anomie and strain theory:

- Merton, R. K. (1938). Social structure and anomie. *American Sociological Review*, 3(5):672– 682
- Agnew, R. (1992). Foundation for a general strain theory of crime and delinquency*. *Criminology*, 30(1):47–88

- Contreras, R. (2012). *The Stickup Kids: Race, Drugs, Violence, and the American Dream*. University of California Press. (Intro and Ch. 2)

October 16th: Life-course theory:

- Laub, J. H. and Sampson, R. J. (2003) *Shared Beginnings Divergent Lives* (Ch. 1 & 3)
- Giordano, P.G., S.A. Cernkovich and J. L. Rudolph (2002) "Gender, crime and desistance: Toward a theory of cognitive transformation." *American journal of Sociology* 10(7)990-1064.

October 23th: Routine Activity Theory

- Osgood, W. Wilson, J, O'Malley, Bachman , and Johnston, L (1996). Routine activities and individual deviant behaviour. *American Sociological review* 61:635-55.
- Bernburg, J. and Thorlindsson, T. (2001). Routine activities in social context :a closer look at the role of opportunity in deviant behaviour. *Justice Quarterly* volume 18, issue three
- Pratt, C and J. Turanovic (2016). Lifestyle and routine activity theory revisited: the importance of risk to the study of victimization. *Victim and Offenders*, volume 11, 2016?, issue three.

October 30th: Women and Crime

- Jones, N. (2009). *Between good and ghetto: African American girls and inner-city violence*. Rutgers University Press.

November 6th: Reading Week – NO CLASS

November 13th: Criminalization:

- Chambliss, W. J. (1964). A sociological analysis of the law of vagrancy. *Social Problems*, 12(1):67–77.
- Hall, S., Critcher, C., Jefferson, T., Clarke, J., and Roberts, B. (2013 [1978]). *Policing the crisis: Mugging, the state and law and order*. Palgrave Macmillan.

November 20th: Lives of the over policed

- Stuart, F. (2016a). Becoming "copwise": Policing, culture, and the collateral consequences of street-level criminalization. *Law & Society Review*, 50(2):279–313.
- Rios, V. M. (2011). *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press.

November 27th: Youth, crime, policing and incarceration

- Razack, S. (2014). "it happened more than once": Freezing deaths in saskatchewan. *Canadian Journal of Women and the Law*, 26(1):51–80.
- Flores, J. (2016). *Caught up: Girls, surveillance, and wraparound incarceration*. University of California Press. (Only chapters for Comp).

- Timothy Kang, Julian Tanner and Scot Wortley (2017). “Same routines, different effects: gender, leisure and young offending.” Justice Quarterly, published online November 2017.

December 4th: Mass Incarceration (FINAL Paper Due)

- Cleve, N. G. V. (2016). Crook County: Racism and Injustice in America’s Largest Criminal Court. Stanford University Press
- Pettit, B. and Western, B. (2004). Mass imprisonment and the life course: Race and class inequality in U.S. incarceration. American Sociological Review, 69:151–169.

** Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor **

**I do not accept late assignments or email assignments. Everything is due at the beginning of class in paper format.

Academic Integrity Clause

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. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well:

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "*to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.*"

By enrolling in this course, you 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* (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and *Code of Student Conduct*

(<http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.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 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 Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council “Statement of

Commitment Regarding Persons with Disabilities” at

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also 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. 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. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at <http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at: accessibility.services@utoronto.ca. The office is located at 455 Spadina Avenue, 4th Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at distressedstudent.utoronto.ca; Health & Wellness Centre, 416-978-8030, <http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

Equity and Diversity Statement?

Equity and 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.

Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.hrandequity.utoronto.ca>.