University of Toronto- St. George Campus
SOCIOLOGY 212H1F- LEC5101 (in person); LEC6101 (online)
Fall 2020
SOCIOLOGY OF CRIME AND DEVIANCE
Tuesdays from 6:00pm-8:00pm

"After all…crime is only a left-handed form of human endeavor". Alonzo D. Emmerich (Louis Calhern) in *The Asphalt Jungle* (1950).

Instructor Information

Instructor: Dr. Steven Hayle
Email address: steven.hayle@mail.utoronto.ca
Office hours: Will be conducted online using Zoom on Fridays from 10:00am to 11:00am
Course web site: Quercus
Course Online Lectures and Office Hours: Zoom

Teaching Assistants

The Teaching Assistants (TA) are responsible for grading term work and providing written feedback on term work. They are not, however, available through either office hours or email communication.

Course Catalogue Description

This course provides an overview of the study of crime and deviance. We critically examine how scholars have gone about studying crime and deviance (the methods they use and the statistics they employ) as well as the major sociological explanations for crime and deviance. We also consider the empirical evidence as it relates to the validity of these explanations and some of the policy fallout from different theoretical approaches.

Course Description

Criminal justice programs and policies can only be effective if they are firmly grounded in an evidentiary base that scientifically and rigorously investigates why people commit crime. Otherwise, such projects, no matter how well intentioned they might be, are destined to fail and potentially cause harm to many individuals. Countless numbers of human lives have been damaged or lost as a direct result of misinformed anti-crime strategies. The evidence necessary to design effective programs and policies comes primarily from the sociological study of 'crime' and 'deviance'.

The purpose of this course is to equip students with the knowledge and skills required to design effective crime policy. This is important for students striving to one day attain leadership positions in a wide range of professional fields including but not limited to: law, public administration, medicine, education, social work, public policy, business, and academia. This goal will be accomplished through a survey of the *most* important and significant "explanations" of crime and deviance that have arisen from the social scientific study of the subject over the past three hundred years. First, students will critically evaluate the theories, methods, and data used to derive research findings and analysis that have informed the major "sociological explanations" of

crime and deviance. Second, they will consider the historical context within which this research was carried out, and question how historical context might have played a role in shaping the course and trajectory of crime and deviance research over the past three hundred years. Third, they will investigate how sociological research has impacted criminal justice policy development. Finally, students will develop a unique set of highly marketable skills that will prepare them to be able to advise government officials on crime policy, as well as design criminal justice programs of their own. Particular emphasis will be placed on the ability to effectively draw on international examples when either counselling the government or designing policies and programs.

Prerequisites and Exclusions

Prerequisite: SOC101Y1 or SOC102H1 or SOC100H1

Exclusion: SOC211H5

Recommended Preparation: SOC150H1

Distribution Requirement: Social Science

Breadth Requirement: Society and its Institutions (3)

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

Learning Outcomes

1. Expansion of students' KNOWLEDGE base and UNDERSTANIDNG of CRIME and DEVIANCE, and CRIMINAL JUSTICE POLICY operating in Canada and **around the world**. Particular attention will be paid to the DETAILS of written policy, policy in action, policymaking, and policy development.

2. The development of the skill of **critical criminal justice** policy analysis.

3. The development of the skill of **comparative criminological research**, or the study of crime, deviance, and criminal justice policy taking place or operating abroad.

4. The development of the skill of **international policy transfer**.

5. Honing the skill of advancing clear, analytical, focused, logical, persuasive, and developed written and oral arguments that are supported by strong evidence.

6. The development of effective written, oral, and electronic presentation skills, oral argumentation (in class participation), and academic writing (term paper).

Assigned Readings

Students are not expected to purchase a textbook for this course. All readings will be made available online through the course website on Portal. Assigned readings will include a mixture of the following: excerpts from criminology and/or deviance textbooks; primary criminological theory works; peer reviewed journal articles; and non-academic documents. Non-academic documents will include: legislation; court rulings; municipal reports; crime maps; crime statistics; crime prevention program documents; and campaign literature.

Note on International Pedagogical Approach

This course will be taught on an ***international*** scale using a **cross-national comparative pedagogical approach**. What this means is that throughout the entire course, illustrative examples from outside of Canada will be frequently referenced. Firstly, examples from abroad will be referenced in order for students to gain greater clarity and a deeper understanding of criminal law and criminal justice policy in Canada. Conversely, when exploring crime, efforts will be made to highlight similarities and differences between criminal activity in Canada and abroad. In course work, students will be asked to draw on foreign criminal justice practices in order to help them reform how criminal justice works here in Canada. Thirdly, some attention will be paid to the globalization of crime and criminal justice. The goals of this comparative criminological exercise are twofold. First, it is hoped that students will gain a global *and* globalized understanding of crime and criminal justice'. Second, it is hoped that students will gain a richer understanding of crime and criminal justice in the Canadian context through rigorous comparison and contrast to crime and criminal justice in other national contexts.

Evaluation Components and Grading Policies

Opinion Editorial Piece- Due on Quercus on Tuesday, October 20th, at 11:59pm [30%]

Students will write a formal op-ed piece targeted toward a leading national news outlet such as the *Globe and Mail* or the Canadian Broadcasting Corporation (CBC). The op-ed will be in response to a *current* issue that is related to criminal justice policy in Canada. The piece should range between 750 and 800 words. The op-ed piece must incorporate an application of sociological theory and research, and it must in some way include an international perspective. More detailed information will be provided on the course website.

Federal Policy Analysis Paper- Due on Quercus on Wednesday, December 9th at 11:59pm [30%]

Students will select an official FEDERAL policy that is currently operating under Canada's current criminal justice system and critically analyse it. It must be a policy that students believe is on some level problematic, and thus, is in need of revision. Such policies can include criminal laws, criminal justice system practices and procedures, criminal justice expenditures, and criminal justice system goals. There is wide latitude in the type of policy you pick. You may choose something broad such like a primary mode of punishment or corrections such as imprisonment/community service/parole/probation/etc., or something more specific like a particular law (i.e. truth in sentencing legislation, the Respect for Communities Act, Bill C-51, etc.). They must provide a detailed overview of the policy, noting when the policy was first implemented and by which government or which federal/provincial/municipal authorities. They must outline the stated goals of the policy, if such information is available. They must provide information about the current administration of the policy (i.e. is it in wide practice, or is it sparingly used, where is it practiced most frequently, least frequently, how much does it cost?, etc.), whether or not

the policy enjoys widespread public support, etc. Finally, drawing on criminological and sociological theory and research, students must discuss the policy within the wider context of the sociology of crime and deviance. What kind of societal reaction to crime and deviance does your chosen policy represent? What philosophical notions and beliefs regarding human behavior, crime, and deviance, underlie your chosen policy? Students must also draw on theory and research to advance an argument about why they believe the policy is, on some level, ineffective. In critically evaluating the effectiveness of the policy, they should draw on evidence from the Canadian context (i.e. available data on rates of crime, recidivism rates associated with the policy, etc.), as well as sociological theory and research. Lastly, students should propose some revisions to the policy to make it more effective (or less ineffective). These revisions must incorporate some research on a policy (or policies) from abroad. More detailed information will be provided on the course website.

Take Home Final Assessment- [40%]

The final assessment will ask students to apply material from BOTH lectures and readings introduced throughout the entire course to a real life criminal justice policy scenario. Students will be expected to **demonstrate mastery** of course content, themes, theories, and concepts. They will also be expected to apply policy analysis skills developed throughout the course, and engage in international policy transfer. More information will be available through the course website.

MAKEUP ASSIGNMENTS AND DEADLINE EXTENSION

If you are unable to turn in an assignment/or miss the test for medical reasons, you will need to email me the instructor, not the TA, and also declare your absence on ACORN.

For other reasons, such as family or other personal reasons, please contact your college registrar and have them email me directly.

ACADEMIC HONESTY

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.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. 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. 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.

Academic Integrity Checklist

SOC212H1S

Dr. Steven Hayle

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: _____
_____

SUBMITTING ASSIGNMENTS TO *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.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their assignment,** 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.

ACCESSIBILITY

If you require accommodations or have any accessibility concerns, please visit *http://studentlife.utoronto.ca/accessibility* as soon as possible.

<u>Class Format</u>

This class will be taught using a traditional lecture format. Each class will begin with housekeeping topics, such as discussing assignments, the class schedule, office hours, etc. I will then provide a lecture that **builds** on the week's assigned readings. While I will integrate material from the assigned readings into the lecture, please note that there often will **not** be a considerable amount of overlap between lecture material and reading content. Sometimes, for example, the readings will provide background information for the lecture that I will be giving. Alternatively, a lecture that I give might provide an *alternative*, *updated,* or even *opposing* perspective to what is found in that week's readings. Thus, in order to succeed in the course, it will be **<u>essential</u>** to attend **<u>all</u>** lectures **<u>and</u>** keep up with **<u>all</u>** assigned readings. While the class will be taught using a lecture format, the floor will always be open to questions, discussion, and debate, permitted there is enough time. I will endeavor to adhere to the course schedule below, however, please be advised that we may, at any time, move ahead or fall behind in the schedule. The order of lectures might change, and lecture topics and/or assigned readings might change, be added or eliminated. With that said, however, if there are any ADDITIONS to the assigned REQUIRED readings, you will be provided with at least a week's notice, and the reading (like all others) will be provided on black board.

Please note that this is a DUAL DELIVERY COURSE. What this means is that the lectures will be live-streamed in order to allow students (both in-person and online) to learn together in real time, while also recording those lectures for other students to view and engage with the content later. It is important to note that under the dual delivery model, the expectation is that some, though not all, of the teaching will occur in this format. Adjustments can be made at any time based on public health guidelines and/or other considerations. Students enrolled in-person can take full advantage of the online materials, be it due to their own health, health of a family member, change of plans that means they are not in Toronto, concerns over transportation to campus, concerns with campus measures, etc. This means that there is no requirement that students enrolled in person MUST physically attend every week, as they can choose to also watch the lectures live streamed and/or once they are recorded.

<u>*TENTATIVE* Lecture and Reading Schedule</u>

Please note that the lecture topics, assigned readings, and the schedule of lecture topics and readings are *TENTATIVE* and subject to change at any time throughout the semester. Such changes are **HIGHLY PROBABLE** and to be **EXPECTED** given the large class size and the <u>quickly and ever-evolving nature of criminal justice policy in Canada</u>. In order to ensure that ALL in-class questions and comments are adequately addressed, and that course material reflects UNEXPECTED developments in Canadian criminal justice policy, FLEXIBILITY in the lecture and reading schedule is NECESSARY. Whenever possible, advanced notice will be provided- however this cannot always be guaranteed. Changes that do occur will ALWAYS be reflected in assignment and examination expectations. Any additional or changed REQUIRED readings will be provided to students on black board AT LEAST ONE WEEK IN ADVANCE so that students have sufficient time to read them. The above does NOT apply to the DUE DATES of ASSIGNMENTS and TESTS.

PART A- CLASSICAL THEORIES

Lecture One - Welcome to the Sociology of Crime and Deviance!- Tuesday, September 15th, 2020

TOPICS: Introduction to the course

ASSIGNED READINGS: None

Lecture Two- "What are my odds?"- Tuesday, September 22nd, 2020

TOPIC: Choice Theories

ASSIGNED READINGS: A) "Classical Theories of Deviance and their Influence on Modern Jurisprudence" by Linda Deutschmann (pp. 122-152).

B) *Controlled Drugs and Substances Act*- Part I: Offenses and Punishments (Particular Offenses) (Roughly 35 pages total)

SKILL DEVELOPMENT: Electronic Keyword Searching of Online Criminal Legislation

PART B- STRUCTURAL THEORIES

Lecture Three- Is it a "West Side Story?"- Tuesday, September, 29th, 2020

TOPIC: Social Disorganisation Theory

ASSIGNED READING: A) "Social Disorganization Theory" by Siegel and McCormick (pp. 218-230)

B) Regent Park Planning Report- Phases 3, 4, and 5 (pp.1-26)

C) City of Toronto Crime Maps (online) (3 Maps) (Roughly 41 pages total)

SKILL DEVELOPMENT: Reading and Interpreting Crime Maps and Heat Maps online

Lecture Four- What happened to the "American Dream?"- Tuesday, October 6th, 2020

TOPICS: Strain Theories

ASSIGNED READING: A) "Strain Theory" -Edited by Pontell and Rosoff (Chapter 2) (pp.43-87)

  B) The *Ontario Safe Streets Act* (1999) – (pp. 1-3) (47 pages total)

SKILL DEVELOPMENT: Electronic Keyword Searching of Online Criminal Legislation

PART C- INTERACTIONIST THEORIES- Tuesday, October 13th, 2020

Lecture Five- "Rebel *without* a Cause?"

TOPICS: Subcultural Theories and Social Learning Theories

ASSIGNED READING: A) "Differential Association" by Sutherland and Cressey (pp. 85-88)

  B) "The Training of House Prostitutes" by Heyl (pp.238-244)

  C) "The Nudist Management of Respectability" by Weinberg (pp.245-252)

  D) "The Facts of Life about LSD" by Stoddard (pp.253-258) (24 pages Total)

Lecture Six- Once a crook, always a crook- Tuesday, October 20th, 2020

TOPIC: Interactionist Theories

ASSIGNED READINGS: A) "Mental Illness" by Tepperman (pp.73-103)

  B) Supreme Court Judgment: *R v. Gladue* (1999) (Summary) (Roughly 35 pages total)

Lecture Seven- Why? Why *Not*? – Tuesday, October 27th, 2020

TOPIC: Social Control Theories

ASSIGNED READINGS: A) "Situational Crime Prevention" by Felson and Boba (pp. 177-201)

Fall Reading Week- Monday

Lecture Eight- "A Matter of Perspective"- Tuesday, November 3rd, 2020

TOPIC: Social Constructionist Theory

ASSIGNED READINGS: A) 2014 Uganda Homosexuality Act (pp.1-11)

B) Singapore Prohibition of Chewing Gum Regulations (1 pg.).

C) 2014 Russian Anti-Propaganda Law (pp.1-6)

D) 1996 Victoria (Australia) Sex Work Act (Part I- Preliminary)

E) The Criminal Law of the Democratic People's Republic of Korea
   (North Korea) (Pp.1-54; however, Chapter 1 or pp.1-2 provide you
   with everything you need) (Roughly 25 pages total)

SKILL DEVELOPMENT: Electronic Keyword Searching of Online Criminal Legislation from Around the World

<mark>Fall Reading Week- Monday, November 9th to Friday, November 13th, 2020</mark>

PART D- CRITICAL THEORIES

Lecture Nine- "Proletarians of all countries, unite!"- Tuesday, November 17th, 2020

TOPIC: Conflict Theories

ASSIGNED READINGS: A) "Social Conflict Theory" by Siegel and McCormick (pp. 285-314)

B) "Blowing Smoke: Status Politics and the Shasta County
   Smoking Ban" by Tuggle and Holmes (pp. 77-93) (45 pages total)

Lecture Ten- Feminist Criminology through the Ages- Tuesday, November 24th, 2020

TOPIC: Feminist Theories

ASSIGNED READINGS: A) "Feminism and Criminology" by Daly and Chesney-Lynd (pp.
   497-538) (41 pages total)

SKILL DEVELOPMENT: Reading and Interpreting International Crime Maps Online

Lecture Eleven- "Can we all get along?"- Tuesday, December 1st, 2020

TOPIC: Critical Race Theories

ASSIGNED READING: A) *Race, Crime, and Justice* – Chapter 2 by Bowling and Phillips (29
   pgs.)

B) "Race, Street Life, and Policing" by Hayle, Wortley, and Tanner
   (pp. 322-353)

C) Toronto Police Service Crime Statistics (roughly 4 pgs. of
   charts and statistics) (64 pages total)

SKILL DEVELOPMENT: Reading and Interpreting "Official Crime Statistics" and navigating Juristat online

Lecture Twelve- "I approve this message!"- Tuesday, December 8th, 2020

TOPIC: Moral Panics and the Politics of Crime and Deviance

ASSIGNED READING: A) "Folk Devils without Moral Panics" by Hayle (pp. 1125-1137)

B) TBD

SKILL DEVELOPMENT: 1) Keyword searching Hansard parliamentary debate written records online through the University of Toronto library

2) Searching and watching parliamentary debates online