University of Toronto- St. George Campus
SOCIOLOGY 212H1F- LEC0101
Summer 2017
SOCIOLOGY OF CRIME AND DEVIANCE
Mondays and Wednesdays from 2:00pm-4:00pm
Location: Sidney Smith, Room 1087

"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: Steven Hayle

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Office hours: Mondays and Wednesdays- 12:00pm to 1:00pm
                 Tuesdays and Thursdays- 3:00pm-5:00pm

Blackboard/Course web site: Portal

Teaching Assistants

1) Lawrence Williams

The Teaching Assistants (TA) is 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

The study of 'crime' and 'deviance' is a form of "human endeavor" that dates back to the beginning of time. This is of course because 'deviance' has existed since time immemorial and 'crime' (on record) dates back to the earliest written legal codes established in Mesopotamia and Egypt. If the study of crime and deviance has such an enormously long history, then how do we possibly hope to canvass such accomplishment in one course?

Although the study of crime and deviance date back to the beginning of time, the project of systematically analyzing crime and deviance using established social scientific methods is far more recent in its origin. While written records of theoretical thought on 'crime' and 'deviance' (and especially law and jurisprudence) can be traced back to the works of Plato and Aristotle, modern social scientific research of crime and deviance emerged in the late eighteenth century. Since then, such research has been drawn upon by politicians and other authorities to design and implement social policies designed to reduce or outright eliminate 'crime' and other forms of 'deviant behaviour'. Hence, the findings of such research have, for centuries, had a considerable impact on societies and the people who live within them. Countless numbers of human lives (and livelihoods) have been gained, lost, spared, sacrificed, shortened, and/or significantly altered as a direct consequence of the implementation of social policies based upon criminological research.

The purpose of this course is not to canvass the entire corpus of social scientific literature devoted to the study of crime and deviance. This is an impossible feat even for someone who attains a PhD in criminology or the sociology of deviance. Rather, in this course, we will survey 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. The focus of this course will be on "sociological explanations". This decision does not reflect a negative critical evaluation of non-sociological material, and indeed, there have been some significant policy developments based on theories that focus on biology and psychology. Nevertheless, this research and theory is covered extensively in Woodsworth College criminology courses taught by *qualified* criminal psychologists and biologists, which I am not. I strongly encourage interested students to explore these courses.

We 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. We 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. As my research entails the study of harm reduction drug policy, a considerable amount of discussion will focus around how crime and deviance research can be used to explain drug use. However, as seen in the outline below, a variety of different types of crime and deviance will be treated in depth including serial murder; bank robbery, youth gang violence; panhandling; organized crime; mental 'illness'; auto theft; prostitution; terrorism; and domestic violence. Within these discussions, the experiences of minority individuals and groups, such as Indigenous Canadians, will be highlighted. We will investigate how sociological research has impacted policy development and we will explore some examples of social policies in considerable depth. The effectiveness of such policies will be critically evaluated, and their consequences (both positive and negative, intended and unintended) will be assessed. Particular attention will be paid to the impact of such policies have had on marginalised individuals including Aboriginal women in Canada.

Prerequisites and Exclusions

Prerequisites: 0.5 at the SOC 100 level

Exclusions: SOC212Y1; SOC211H5

Recommended Preparation: SOC150H1

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

Learning Outcomes

My teaching philosophy is reflected by the three main learning goals I have for students in this course: academic discovery; career preparation; and communication mastery.

Discovery

The most basic learning goal that I have for students is to come away at the end of the semester learning something that they did not know before. However, this goes far beyond learning new terminology, theories or concepts, and memorizing some new statistics. These are important and will play a prominent role in this course. However, my primary aims for students are to a) gain fresh insight and new perspectives on a number of both familiar and und unfamiliar topics, problems and issues; and b) to come away from the course looking at crime/delinquency and criminal justice in a new light (ambitious I know, but certainly achievable).

We will also strive to **engage** the material we read/listen to/watch. Throughout the course, I will endeavor to provide ample opportunity in lectures for students to ask questions, raise concerns, voice criticisms, and engage the material. I will routinely invite participation from students in class (oral and written). Socrates would be the first to say that we learn and discover best through active discussion and dialogue.

Career Preparation

I am a strong believer that an undergraduate university education in sociology should serve as a strong preparation for paid employment both outside and inside academia. This means that the goals of this course are more than simply preparation for upper year sociology courses, graduate training in the social sciences, or careers in research and academia (though these are all wonderful and very rewarding pursuits). This also means that the goals of this course must transcend equipping students with transferrable skills such as critical thinking and written communication. From teaching this course previously, I know that many students aspire to enter professions in policing, social work, law, mental health, teaching, politics, journalism, business, medicine, corrections, and research/academia. As such, I will strive to focus on topics and issues pertinent to these areas throughout the course. In particular, lecture and reading material will focus on the role of police, social workers, scientists, academics, small and large business owners, mental health workers, journalists, and lawyers, and many others, in criminal justice policymaking.

Also, I will expect students to be keeping up with both domestic and international current events on a week-to-week basis. I will also take time in class each week to go over and discuss current events related to the subject matter of this course.

Secondly, I will encourage students to approach this course and the material we cover from the perspective of their career/professional aspirations. This includes class discussions and written reflections. Along with engaging the material with the goal of discovery, it is equally important to engage the material and question how it can be usefully *applied* in practical settings. We will also regularly discuss the professional and policy applications/implications of the concepts and theories we discuss in class.

Finally, bearing in mind that many of you are seeking to enter research professions both within and outside the ivory towers (i.e. professorships, associate researchers, policy analysts, government researchers, and statisticians), a key aim of this course will be to aid in the development of strong analytical skills. Along with the goals and strategies discussed above, this will be accomplished through a strong focus on **rigorous** exposure to sociological theory and research methods.

Communication Mastery

An integral part of professional training is the **mastery** of oral and written communication skills. Clear, confident, and elegant speaking along with flawless writing skills are necessities in today's job market. As such, the perfection of these skills will be key learning goal for this course. In particular, the skills focused on will be free writing (final examination, 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 crime 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.

Evaluation Components and Grading Policies

Term Paper Proposal and Preliminary Analysis Report- Due Wednesday, May 31st at at 2:00pm [30%]

Students will select the policy that they intend to study for their final term paper. The proposal will entail a detailed overview of the policy, its origin, and the intended goals of the policy. Students should also justify their selection of the policy by describing AT LEAST one problem with the policy. Students must provide some preliminary analysis and evaluation of the policy upon which they will receive feedback. More information will be available through the course website. The late penalty for this assignment is a 1% deduction off of the student's final course grade for EACH day that the assignment is late (including weekends).

Final Term Paper- Due on Portal on Wednesday, June 21 at 11:59pm [30%]

Students will select an official 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 similar policies from abroad that are believed to be more effective. More detailed information will be provided on the course website. **The late penalty for this assignment is a 1% deduction for each day late (including weekends) off of one's final course grade.**

Final Examination- Scheduled by the Registrar's office (3 hours) [40%]

The final examination will be CUMULATIVE and will cover material from BOTH lectures and readings introduced throughout the entire course. Students will be expected to **demonstrate mastery** of course content, themes, theories, and concepts. No aids are permitted other than an English dictionary and/or an English to foreign language translation dictionary, however, information regarding the structure of the exam and style of questions will be provided in class. More information will be available through the course website.

MAKEUP ASSIGNMENTS AND DEADLINE EXTENSION

Documentation from your Physician or College Registrar

If you miss a test or a paper 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** at class or during my office hours.

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** at class or during my office hours.

You must submit both forms within three days of the missed test or assignment. You are not entitled to write a make-up test if you wrote the regularly scheduled test. All requests will be screened and students eligible to write a make-up will be informed by e-mail.

ACADEMIC HONESTY

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence will face serious penalties. Prevent plagiarism by ensuring that all work is properly cited. Please see below for a list (not exhaustive) of academic offences. If you require more information, please visit the Code of Behaviours on Academic Matters at http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

"It shall be an offence for a student knowingly: (a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form; (b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work; (c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work; (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A") ; (e) 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; (f) to submit any academic work containing a purported statement of fact or reference to a

If you cannot submit your paper in class, go to room 225 at 725 Spadina Avenue no later than 4:45 p.m. on the due date, use the date/time stamp on the top page of your paper, put it into the drop box for 200-level courses.

SUBMITTING ASSIGNMENTS TO *Turnitin*

Each assignment **must be submitted twice**:
      (1) as hard copy, at the start of class on the due date;
      (2) online at ***http://www.turnitin.com,*** by the start of class on the due date.

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.

Go to ***http://www.turnitin.com*** to submit your paper online. For access, enter the **class ID** and **enrolment password** (you will receive these before your first position paper is due). 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.

ACCESSIBILITY

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

Class Format

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 **essential** to attend **all** lectures **and** keep up with **all** 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 changes to the assigned readings,

you will be provided with at least a week's notice, and the reading (like all others) will be provided on black board.

Tentative Course Schedule

Please note that the lecture topics and readings are subject to change at any time throughout the semester. Advanced notice will be provided and changes will be reflected assignment and examination expectations. Any additional or changed readings will be provided to students on black board.

PART A- CLASSICAL THEORIES

Lecture One (May 15) - Welcome to the Sociology of Crime and Deviance!

TOPICS: Introduction to the course

ASSIGNED READINGS: None

Lecture Two (May 17) - "What are my odds?"

TOPIC: Rational Choice Explanations

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)

PART B- STRUCTURAL THEORIES

Lecture Three (May 24) - Is it a "West Side Story?"

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 (3 Maps) (Roughly 41 pages total)

Lecture Four (May 29) - What happened to the "American Dream?"

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)

PART C- INTERACTIONIST THEORIES

Lecture Five (May 31) - "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)

HANDOUT: A) Subcultural Theories and the Italian Mafia in America

Term Work Due: Term Paper Proposal and Preliminary Analysis Due at 2:00pm

Lecture Six (June 5) - Once a crook, always a crook

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)

HANDOUT: A) Crime as "Identity Work"

Lecture Seven (June 7) - Why? Why *Not*?

TOPIC: Social Control Theories

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

B) "Male Serial Homicide" by DeFronso, Ditta, Hannon, and Prochnow (pp.3-14) (25 pages total)

Lecture Eight (June 12) - "A Matter of Perspective"

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-Propoganda 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)

PART D- CRITICAL THEORIES

Lecture Nine (June 14) - "Workers of the World Unite!"

TOPIC: Conflict Theories I

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 (June 19)

TOPIC: Conflict Theories II

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

<u>Lecture Eleven (June 21) - "I approve this message!"</u>

TOPIC: Moral Panics and the Politics of Crime and Deviance

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

B) 2015 Liberal Party of Canada Platform (pp. 52-55)

C) 2016- Donald Trump's Positions on Immigration and the Second

Amendment (9 pgs.) (25 pages total)