

**SOC212H1S – Section L0101: CRIME AND DEVIANCE  
WINTER 2014**

T3-5, Location – Ramsay Wright Laboratories rm117

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**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 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 Methods**

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, then 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.

### **Prerequisite**

The prerequisite to take SOC212H1S is SOC101Y1 or SOC102H1 or SOC103H1. Students without the prerequisite can be removed at any time discovered, and without notice.

### **Communication**

All course-related questions of a non-personal nature should be submitted to the *Questions about the Course* discussion board on the course's Blackboard page: questions about course content, activities, assignments, exams, deadlines and so on. Feel free to contact me by e-mail for any questions of a more personal nature regarding illness, special accommodation, grade review or anything else you might want to discuss with me. All e-mails are answered within 48h unless explicitly stated otherwise.

### **Required Course Material**

Patricia A. Adler and Peter Adler. *Constructions of Deviance: Social Power, Context, and Interaction*, 7<sup>th</sup> 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. Every student must submit their proposed learning plan no later than January 14<sup>th</sup>. This will be a working document with an updated version due February 4<sup>th</sup>, Mar 4<sup>th</sup>), 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 100%. 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 from the following six type of opportunities to build their own individual learning plan.

### **In-Class Activities (2%/activity for up to 20%)**

Except for the first class on Jan 7<sup>th</sup> and the midterm exam on Feb 25<sup>th</sup>, in-class activities will take place during each lecture. They will involve collaboratively discussing, and then answering a series of questions related to the week's course material. There will be 10 of these in-class activities, each worth 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; or (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. All posts, other than answering colleagues' questions, including all links to other sources, should be well annotated with no less than 150 words discussing their relevance to course material. Contributions of less than 150 words, or contributions not furthering

the understanding of course material, will not be credited as significant. Students will be updated on the status of their significant contributions on a regular basis so they can keep track of their progress.

**Midterm test (30%) – February 25<sup>th</sup>**

A 60-90min multiple choice exam on the content from the first half of the course

**Final exam (30%) – In April, scheduled by the university**

A 60-90min multiple choice exam on the content from the second half of the course

**Term Paper & Presentation (40%)**

The term paper and presentation are a substantive engagement with a specific form of deviance, analyzing the phenomenon using themes and content from the course. Every student choosing this option will be working on their own form of deviance chosen from a set list found on Blackboard. The term paper and presentation is a staged semi-structured assignment, with opportunities to get feedback on the way towards a final paper. Topics covered in each paper and presentation will include defining the phenomenon, applying theories of deviance, discussing methodology employed in gathering the data being used, analyze the construction of the phenomenon as deviance, present the issue of identity, and finally cover the social organization of the phenomenon in question. The presentation is a 8 to 10 powerpoint slides summarizing your research. The final paper needs to be 12 pages in length if worked on alone. You can also take this opportunity to work in collaboration with a colleague in which case you need to write an 18 page paper.

Stage 1: Apply for a phenomenon – January 21<sup>st</sup>

The first stage involves securing a phenomenon from a pre-set list on Blackboard. Students will be able to apply to study a phenomenon on January 21<sup>st</sup>.

Stage 2: Mini-Proposal – due March 4<sup>th</sup>

The second stage is submitting a four page mini-proposal offering an outline for various sections, highlighting authors and ideas you will build your paper around, and a rationale for your narrative.

Stage 3: TA Meeting – Mar 5<sup>th</sup> to Mar 12<sup>th</sup>

The third stage is a meeting with your TA for 15-20min discussing your mini-proposal and your project specifically.

Stage 4: Submission of presentation – March 25<sup>th</sup>

Stage 5: Submission of final paper version – April 1<sup>st</sup>

Each stage is mandatory. You cannot move to the next stage without completing the previous one. Assignments must be submitted through Blackboard AND as a hard copy. Details will be discussed in the early weeks of the winter semester. Assignments will not be accepted past the due date without submission of medical documentation.<sup>1</sup>

**Critical Reflection Papers (2%/reading for up to 30%)**

A critical reflection paper is two pages that analyzes your thoughts and questions about that reading. These are a chance for you to think critically about the reading. Your reflection paper should include

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<sup>1</sup> Complete and submit the form at <http://www.illnessverification.utoronto.ca/>.

- i) One to two *reactions* – What did you think of the reading? What struck you the most about the reading?
- 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 questions or criticisms did you have for the author(s)?
- 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 no later than midnight the Monday before class for which the reading was assigned. 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.

### **Weekly Lecture Topics and Readings**

Jan 7<sup>th</sup> – Introduction  
General Introduction

Jan 14<sup>th</sup> – 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

Jan 21<sup>st</sup> – 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

Jan 28<sup>th</sup> – Studying Deviance  
12-Child Abuse Reporting  
13-Survey of Sexual Behavior of Americans  
14-Researching Dealers and Smugglers

Feb 4<sup>th</sup> – 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

Feb 11<sup>th</sup> – 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

Feb 25<sup>th</sup> – Midterm

Mar 4<sup>th</sup> – 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

Mar 11<sup>th</sup> – 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

Mar 18<sup>th</sup> – Social Organization of Deviance

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

Mar 25<sup>th</sup> – 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

Apr 1<sup>st</sup> – Deviant Careers

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 Assignments and Deadline Extension**

See next page

#### **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](http://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 to your TA during their 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 to your TA during their 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

### **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” at <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

### **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.

### **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>. If you have documentation certifying that you are a special needs student, please see an instructor as soon as possible to discuss how you can best be assisted.