

**Sociology 313H1S – LEC0101**  
**Social Control**  
**Winter 2017**

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<b>INSTRUCTOR:</b>	Professor Lorne Tepperman ( <a href="mailto:lorne.tepperman@utoronto.ca">lorne.tepperman@utoronto.ca</a> )
<b>PROFESSOR'S OFFICE HOURS</b>	Tuesdays 2:00-3:00pm Room 143, University College
<b>TEACHING ASSISTANT:</b>	Laura Upenieks, M.A. ( <a href="mailto:laura.upenieks@mail.utoronto.ca">laura.upenieks@mail.utoronto.ca</a> )  Ioana Sendroiu, M.A. ( <a href="mailto:ioana.sendroiu@mail.utoronto.ca">ioana.sendroiu@mail.utoronto.ca</a> )
<b>CLASS HOURS AND LOCATION:</b>	Tuesdays 12:00-2:00pm Ramsey Wright 117 (25 Harbord Street)
<b>TA OFFICE HOURS AND LOCATION:</b>	By appointment Room 225, Department of Sociology, University of Toronto (725 Spadina Avenue)

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### Scope and Aims of the Course

Sociology has historically been concerned with two central questions: (1) What are the forms/causes of social inequality and diversity? And (2) What are the bases of social order? Sociology 313 is concerned with this second fundamental question, that is, with the institutions, practices, and performances that reproduce social order from day-to-day and year-to-year. From Durkheim onward, the question of order and control has been viewed as a matter of social integration and solidarity. Accordingly, it has focused on issues of culture, consensus, religion, ritual, socialization, education, and the like. From Marx and Weber onward, the question of order and control has been viewed as a matter of social regulation. Accordingly, the discussion of order has been concerned with issues of coercion, power, ideology, law-making, and law-enforcement. This course will examine both approaches to the topic.

### Prerequisites

Sociology 212 – Sociology of deviance is required. Students without the prerequisite will be removed at any time without notice.

## Assigned Readings

Tepperman, Lorne, and Laura Upenieks (2016). *Social Control*. Oxford University Press. ISBN 13: 978-0-19-901858-1.

This book is available for purchase at the U of T Bookstore. A copy will also be in the Course Reserves Section of Robarts Library.

All additional readings will be made available as .PDF files on the course Blackboard page.

## Class Attendance

The responsibility for being aware of what the professor says in lectures (including administrative announcements) rests with students. As a precaution in case they miss a lecture, students should have a “buddy” who is willing to share their lecture notes.

## Assignments and Grading

1. **Tests:** There are two in-class tests. The first test is worth 35% of your final grade and will consist of multiple choice and short answer/essay questions. The second test is worth 25% of your grade and will consist entirely of multiple-choice questions. These in-class tests will cover the assigned readings and lectures for the designated section of the course. The tests **are not** cumulative. Test dates are highlighted on the syllabus. To assist you in preparation for the tests, review sessions will be held one week before the test (see course outline below for locations and times)
2. **Essay Assignment:** The details of this assignment follow below. This assignment will be worth 30% of your grade and it is due on the second-to-last scheduled class (March 28<sup>th</sup>). You have the entire semester to work on this assignment. The instructions for preparing your term paper can be found below.
3. **Participation (10%):** As part of your grade for this course, you will receive credit for turning in a “response card” at the **end** of each lecture.

Here’s how the response cards work (**read this!**):

- At the end of each lecture, submit a 3x5 inch index card (it must be 3x5 or you will not get credit). Your card should have your name, your student number, the date, and **at least two sentences** of response to the **QUESTION OF THE DAY**, which will be given to you during lecture.
- You can submit a "response" only if you were actually in class. Do **NOT** turn in a card for someone else—this is a violation of the academic code of conduct.
- The responses are each worth 1.25 marks and you must do **8** for a total 10 marks, or 10 percent of your final mark.
- Each card is marked pass/fail. If your answer demonstrates critical engagement with the question, you will receive full credit. If it doesn’t, you will receive a 0 grade.

There will be no comments given on these assignments, but you can meet with your TA to discuss them. Given that you have 10 opportunities to submit 8 cards (you can miss two

classes without penalty), there will be **NO MAKE-UP opportunities**. Card marks will be posted periodically to Blackboard, but please do not e-mail us about this.

## Grading Allocation

So, the grading allocation is as follows:

In-Class Test 1, February 14	35% of your final grade
In-Class Test 2, April 4	25% of your final grade
Essay Assignment, March 28	30% of your final grade
Participation, ongoing	10% of your final grade

## Instructions for Preparing the Essay Assignment

1. Select one of the types of social control we have discussed in this course (e.g., gossip, imprisonment, religion). Discuss its effectiveness in achieving its goals. Discuss also other secondary effects that were anticipated or unanticipated, beneficial or harmful.
2. The total length of your paper is to be 2500-3500 words (10-14 pages) plus references. Please correct for spelling and grammar errors before submitting.
3. Use and cite a minimum of 10 **peer-reviewed** journal articles in preparing your paper. Your paper should use ASA (American Sociological Association) referencing. Please see the document posted on Blackboard for instructions on how to write a paper using ASA formatting (**ASA format citation guide.pdf**).
4. All material in your essay must be referenced, following referencing procedures used in our Social Control textbook. All references should be from the year 2000 or later; earlier references should be justified (e.g., as a “classic study”).
5. Direct quotations must be enclosed in quotation marks and a specific reference cited. Paraphrases of published material do not require quotation marks but must indicate a reference source.
6. Submit one paper copy for grading and keep the original. Additionally, submit an electronic copy to Turnitin, as per instructions on the website. Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their 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.

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 paper is due). 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. If you cannot submit your paper in class, go to

room 225 at 725 Spadina Avenue by 5 p.m. on the due date, put a date/time stamp on the top page of your paper, put it into the drop box for 300-level courses, **and then notify your TA that your paper is there.**

This assignment is due at the beginning of our second-to-last scheduled class. There will be no extensions except for documented medical reasons. Penalties of **10% per day of lateness** will be applied for papers handed in after the deadline.

### Help from Your Teaching Assistant

The teaching assistants in this course will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Generally, if it will take the T.A. more than 5 minutes to respond to your inquiry, they will ask you to visit office hours. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should NOT be seen as an alternative to doing the reading or attending the lectures. Expect to receive a response from the T.A. within three working days. For more in-depth discussions of the lectures, readings, tests and course assignments, please make use of the T.A.'s office hours.

T.A. office hours in this course are handled **by appointment**. Please email both TA's ([laura.upenieks@mail.utoronto.ca](mailto:laura.upenieks@mail.utoronto.ca) and [ioana.sendroiu@mail.utoronto.ca](mailto:ioana.sendroiu@mail.utoronto.ca)) to schedule an appointment and suggest one or two hours when you are available. All TA office hours will be held in Room 225, Department of Sociology, University of Toronto (725 Spadina Avenue)

### Accommodations: Make-Up Tests

Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within three days** of the missed test, students who wish to write the make-up test must send or give the TA (Ioana Sendriou) a written request for special consideration that explains why the test was missed. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. If a reply or receipt of an email is not received within 48 hours, please re-send the email. At the make-up test a student must submit **proper documentation from a physician or college registrar** (see below). A student who misses a test and the subsequent make-up test for a valid reason will **NOT** have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns on the other test in this course.

### DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR

If you miss a test or a paper deadline, please **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 probably will not help.

- 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 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.

**Makeup Tests will be held one week after the date of the original test, in a room to be assigned,** and will be posted on Blackboard.

## 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” in the Calendar of the Faculty of Arts and Science.

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:

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 the professor or TA’s. If you have questions about appropriate research and citation methods, seek out additional information from us, 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 seek the advice of your college registrar.

“ 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 accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

## COURSE OUTLINE

### **Class 1: January 10: Introduction: What is Social Control?**

- SC Chapter 1
- Janowitz, Morris. 1975. "Sociological Theory and Social Control." *American Journal of Sociology* 81(1):82-108.
- Meier, Robert F. 1982. "Perspectives on the Concept of Social Control." *Annual Review of Sociology* 8:35-55.

### **Class 2: January 17: Micro-Strategies of Control: Appearance Norms**

- SC Chapter 2
- Couch, Danielle, Samantha L. Thomas, Sophie Lewis, R. Warwick Blood, Kate Holland, and Paul Komesaroff. 2016. "Obese People's Perceptions of the Thin Ideal." *Social Science & Medicine* 148:60-70.
- Mustillo, Sarah A., Kimber L. Hendrix, and Markus H. Schafer. 2012. "Trajectories of Body Mass and Self-Concept in Black and White Girls: The Lingering Effects of Stigma." *Journal of Health and Social Behavior* 53(1):2-16.
- Buote, Vanessa M., Anne E. Wilson, Erin J. Strahan, Stephanie B. Gazzola, and Fiona Papps. 2011. "Setting the Bar: Divergent Sociocultural Norms for Women's and Men's Ideal Appearance in Real-World Contexts." *Body Image* 8(4):322-34.

### **Class 3: January 24: Macro-Strategies of Control: Laws Against Substance Abuse**

- SC Chapter 3
- Arazan, Christine, Michael Costelloe, and Tricia M. Hall. 2015. "The Effect of Marijuana Legalization on Anticipated Use: A Test of Deterrence Theory." *International Journal of Criminology and Sociology* 4:181-91.
- Huang, Grace C., Jennifer B. Unger, Daniel Soto, Kayo Fujimoto, Mary Ann Pentz, Maryalice Jordan-Marsh, and Thomas W. Valente. 2014. "Peer Influences: The Impact of Online and Offline Friendship Networks on Adolescent Smoking and Alcohol Use." *Journal of Adolescent Health* 54(5):508-14.

### **Class 4: January 31: Socialization and Culture**

- SC Chapter 4
- Diehl, David, and Daniel A. McFarland. 2012. "Classroom Ordering and the Situational Imperatives of Routine and Ritual." *Sociology of Education* 85(4):326-49.
- Lareau, Annette. 2002. "Invisible inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67(5):747-76.

### Class 5: February 7: Unequal Opportunities and Crime Prevention

**Note:** Test 1 review session will be held before and after class at the following times (attendance at the review session is *optional*)

11:00-12:00pm: Galbraith Building Room 220

2:00-3:00pm: Galbraith Building Room 220

- SC Chapter 8
- Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277(5328):918-24.
- Eitle, David. 2006. "Parental Gender, Single-Parent Families, and Delinquency: Exploring the Moderating Influence of Race/Ethnicity." *Social Science Research* 35(3):727-48.
- Turney, Kristin, and Anna R. Haskins. 2014. "Falling Behind? Children's Early Grade Retention after Paternal Incarceration." *Sociology of Education* 87(4):241-58.

### Class 6: February 14: In-Class Test#1

- TEST #1 (In-Class)
- You will have 1 hour and 50 minutes to complete the test. The test will consist of multiple choice and short answer/essay questions.

### FEBRUARY 21: READING WEEK: NO CLASS

### Class 7: February 28: Media and Mass Communication as Social Control

- SC Chapter 6
- Milkie, Melissa A., Joanna R. Pepin, and Kathleen E. Denny. 2016. "What Kind of War? "Mommy Wars" Discourse in US and Canadian News, 1989–2013." *Sociological Inquiry* 86(1): 51-78.
- Oliver, Mary Beth. 2003. "African American Men as "Criminal and Dangerous": Implications of Media Portrayals of Crime on the "Criminalization" of African American Men." *Journal of African American Studies* 7(2):3-18.
- Parham-Payne, Wanda. 2014. "The Role of the Media in the Disparate Response to Gun Violence in America." *Journal of Black Studies* 45(8):752-68.

### Class 8: March 7: Government, Politics, and Ideologies

**Note:** March 13<sup>th</sup> is the last day to drop this course from academic record. After this deadline a mark is recorded for each course, whether course work is completed or not (a 0/zero is assigned for incomplete work), and calculated into the GPA.

- SC Chapter 7
- Schneiderhan, Erik, Shamus Khan, and Jennifer Elrick. 2014. "Deliberation and Ethnicity." *Sociological Forum* 29(4):791-807.

### Class 9: March 14: Religious Beliefs, Religious Institutions, and Social Control

- SC Chapter 5
- Schieman, Scott. 2010. "Socioeconomic Status and Beliefs About God's Influence in Everyday Life." *Sociology of Religion* 71(1):25-51.
- Graham, Jesse, and Jonathan Haidt. 2010. "Beyond Beliefs: Religions Bind Individuals into Moral Communities." *Personality and Social Psychology Review* 14(1):140-50.

### Class 10: March 21: Sources of Control: Force and Punishment

- SC Chapter 9
- Ricciardelli, Rose. 2014. "An Examination of the Inmate Code in Canadian Penitentiaries." *Journal of Crime and Justice* 37(2):234-55.
- Schnittker, Jason, and Valerio Black 2016. "Orange is Still Pink: Mental Illness, Gender Roles, and Physical Victimization in Prisons". *Society and Mental Health* 6(1):21-35

### Class 11: March 28: Social Control and Victimization

**Note:** Your essays are due in class today.

**Note:** Test 2 review session will be held before and after class at the following times: (attendance at the review session is *optional*)

11:00am-12:00pm: Galbraith Building Room 220

2:00pm-3:00pm: Galbraith Building Room 220

- SC Chapter 10
- Hust, Stacey JT, Ming Lei, Chunbo Ren, Hua Chang, Anna L. McNab, Emily G. Maret, and Jessica Fitts Willoughby. (2013). "The Effects of Sports Media Exposure on College Students' Rape Myth Beliefs and Intentions to Intervene in a Sexual Assault." *Mass Communication and Society* 16(6):762-86.
- Abrutyn, Seth, and Anna S. Mueller 2016. "When Too Much Integration and Regulation Hurts: Re-envisioning Durkheim's Altruistic Suicide". *Society and Mental Health* 6(1):56-71.

### Class 12: April 4: In-Class Test#2

- TEST #2 (In-Class)
- You will have 1 hour and 50 minutes to complete the test. The test will consist of multiple-choice questions.