

University of Toronto- St. George Campus
SOCIOLOGY 313H1S
Winter 2016
SOCIAL CONTROL
Tuesdays 9:00am-11:00am

Instructor Information

Instructor: Steven Hayle
Office location: Sociology Department- 725 Spadina Avenue, Room 397
Email address: steven.hayle@mail.utoronto.ca
Office hours: Fridays - 9:00-11:00
Blackboard/Course web site: Portal

Teaching Assistants: Lawrence Williams; TBD

Course Catalogue Description

This course examines how society has gone about controlling specific types of deviants (e.g., gang members, sex and drug offenders) and acts of deviance (e.g., organized crime, the deviance of social control agents). In examining these individuals and acts, attention is also directed to why they are defined as deviant and sanctioned, and why some types of deviance are less likely to be detected and sanctioned than others. Finally, consideration is also given to a range of sanctions that have been used to control deviance and the empirical evidence on their effectiveness.

Course Description

Sociology students are well aware that social control is an extremely complex phenomenon, which makes it so challenging and yet interesting to study. Due to their complexity, it is often tempting (and enormously fruitful) to examine these phenomena within contexts with which we are most familiar with, such as our home country, province, city, or even the community or neighbourhood where we live and work. To be sure, this strategy has led to very significant breakthroughs and advances in sociological knowledge and understanding. With that said, however, we can never hope to **fully** understand social control by only studying it within the confines of our own 'back yard'. There is so much more that we can learn about the ways in which members of society attempt to control the behaviours of others, if we broaden the parameters of our analysis to encompass more than just our familiar terrain. But by doing so, we must also accept that the complex, puzzling, and unusual phenomenon that we are studying is going to inevitably become even more complex, puzzling and unusual.

In this course we are going to complicate the study of social control by studying it on a global scale. Our primary goals will be to understand *how* and *why* practices of social control vary so significantly around the world, and in the process develop a better of understanding of how the administration of criminal justice varies from country to country, and why it does so. We will approach this relatively untouched topic in sociology as 'explorers', not with the intention of learning and mastering everything there is to know about social control around the world, but rather to 'peak' at some of the more interesting and significant variations we see around the world, investigate them through sociological and interdisciplinary lens, and hopefully come away with a better understanding of these topics that will be useful to us when we encounter social control both at home and abroad.

We will begin the course by introducing social constructionism and historical sociology, two theoretical tools which can be invaluable for studying and making sense of variation in social control practices around the world. After this, we will move forward by investigating a select number of areas in more depth and detail: including how and why definitions of crime and deviance vary internationally; how policing, courts and juries vary from country to country (or region to region), and what punishment looks like around the world. Within each of these areas we will focus on specific topics. For example, we will examine specific activities that are legal in Canada but illegal abroad (or illegal in Canada but legal abroad) and try to make sense of these varying designations. We will investigate policing models from a select number of countries and examine them in depth. We will focus heavily on specific forms of punishment such as imprisonment and capital punishment, and explore them internationally. Lastly, we will spend some time focusing on the topic of drugs law and policy, and studying the remarkably varying ways in which different societies around the world have defined drug use/drug selling and chosen how to deal with it. While we will be exploring these topics roughly in the order they are presented above, it is important to understand that there is considerable overlap between each of these topics, and so we will be continually tacking back and forth between each of these themes as we progress through the course.

Prerequisites and Exclusions

Prerequisites: SOC212H1

Exclusions: SOC212Y1

Note: Students without the prerequisites (or with 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 a 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). Thus, I hope that the lessons we take from the specific topics we focus on, and the comparative study of crime/delinquency and criminal justice on the whole, will help students understand the social world in a new way.

We will strive to achieve this by looking at a variety of unusual and controversial subjects in lecture, reading, and audio-visual material such as capital punishment, substance use, racism, homophobia, sexism, prostitution, eugenics, and pornography. We will question and challenge taken for granted assumptions and problematize ‘official’ truths and knowledge by examining these topics on a global scale using a comparative sociological lens. To accomplish this we will rely on both academic peer reviewed research along with non-academic sources including government documents, policy papers, print visual media, news media, and audio/visual material. As a result, we will encounter material that is provoking,

controversial, and often **uncomfortable**. But we will always approach this material as students seeking scholarly discovery.

We will also strive to **engage** the material we read/listen to/watch. This will be accomplished using a variety of methods; however three key forums for this goal will be in class discussion and written reflection. 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 social control practices.

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 (through written reflection and the final examination), public forum discussion (in class participation), oral argumentation (in class participation), and academic writing (term paper).

Textbook

Readings are available online through portal. There are also a limited number of course readers available for purchase through the bookstore for those students who would like to have a hard copy of the assigned readings. Please be advised that assigned readings are subject to change, but that you will be given at least a week's notice when this occurs.

Evaluation Components and Grading Policies

Weekly Writing Reflections- Due at the end of each class [15%- 1.15% per reflection]

The purpose of these assignments is to encourage students to regularly reflect on the course material as well as write critically on a weekly basis. At the end of each class, students will submit a brief written reflection pertaining to the material covered in the lecture that day. Students are encouraged to draw connections between material covered in class with material from assigned readings, content learned in other courses (both inside and outside sociology), personal experiences, and current events. Students will receive 1.15% for completing each written reflection. A written reflection will be due at the end of EACH and EVERY class.

Term Paper Proposal- Due Tuesday, February 9 at 9:00am in class [20%]

The purpose of this assignment is to encourage students to begin thinking about, planning, and carrying out research for their final term paper assignment which will be due on February 9 at 9:00am in class. For this proposal, students should choose what activity, law, and country they plan to be looking at for the purposes of their term paper. The first part of their proposal should entail a detailed description of the specific activity they are exploring (i.e. prostitution, pornography, drug use, physician assisted suicide, homosexual activity, same sex marriage, etc.). The second part should provide a detailed overview of the law that either permits or prohibits it. They **MUST** reference a legal code to provide evidence of either the activity's legal or illegal status. The third part of the assignment is the student's opportunity to discuss their plans for moving ahead on the assignment, what types of sources they plan to consult (or have consulted already), what challenges they foresee themselves having to overcome (i.e. lack of research, too much research, language barriers in reading the research, etc.), and if applicable, any preliminary findings or analysis they have carried out (though I stress the preliminary findings/analysis are **NOT** required in order to do well on this assignment). The paper should be no more than 5 pages double spaced using size 12 Font, Times New Roman. Papers must strictly adhere to ASA style guidelines (not just internal citations and bibliography).

Term Paper- Due Tuesday April 5 at 9:00am [25%]

Students will either choose an activity that is a) legal here in Canada but illegal in another country; b) illegal here in Canada but legal in another country; or c) illegal here in Canada and another country, however, the criminal punishment of such activity is significantly different in the other country compared to here in Canada (please see me if you choose to do this topic). Thus, you are focusing on a **specific** activity in a specific jurisdiction (state, country or region) whose legal status is *different* to that in Canada. For example, it cannot simply be murder or drug use; rather it must be first degree murder in Canada, or cannabis possession in Colorado, etc. Students will draw on academic and/or non-academic resources to describe with detailed empirical evidence the social, political, economic, scientific, historical, geographical, and cultural factors and circumstances that explain why the activity is legal in your country of interest and not Canada, or vice versa. Term papers should range between 10-12 pages double spaced Times New Roman Font. Papers must strictly adhere to ASA style guidelines (not just internal citations and bibliography).

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, however, the examination will consist of simply one **essay** question, and students will be provided with the exact wording of the essay question on the last day of the class. The essay question will require students to propose an argument and then, in a structured manner, support the argument with evidence from a) Lectures; b) Assigned readings; C) Term paper research; and D) Outside sources. Location and time is to be determined by the registrar's office. The final examination schedule will run from April 12 to April 29. The examination will be posted by the Registrar during the fall (summer) semester.

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

Each paper (the position paper and the social problems paper) **must be submitted twice:**

- (1) As a 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 %).

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.

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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 200-level courses, **then notify your TA that your paper is there.**

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. If possible, I will discuss a current event in the news that pertains to our course; however, this will not always be possible or appropriate. 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.

Lecture One- Tuesday, January 12- Welcome to Social Control!

TOPICS: Introduction to the course

Social Constructionism as a Theoretical Framework for Studying Social Control Cross-Nationally

ASSIGNED READINGS: “Absolutism: The Morality of Deviance” by Anne Hendershott

“The Constructionist Stance” by Joel Best

Lecture Two- Tuesday, January 19: “What’s history got to do with it?”

TOPIC: Historical Sociology as an Analytical Framework and Methodology for Studying Social Control Cross-Nationally (Path Dependence and Increasing Returns Theory)

Variations in the Meaning of Crime and Deviance around the World

ASSIGNED READINGS: “Turning Points, Bottlenecks, and the Fallacies of Counterfactual History” by Randall Collins.

“Increasing Returns, Path Dependence, and the Study of Politics” by Paul Pierson.

Lecture Three- Tuesday, January 26: “The Medium is the Message...”

TOPIC: Media Representations of Crime and Deviance on Both Sides of the Atlantic

ASSIGNED READINGS: Two excerpts from *Folk Devils and Moral Panics* by Stanley Cohen.

Excerpt from *Blaming Children: Youth Crime, Moral Panics and the Politics of Hate* by Bernard Schissel.

Lecture Four- Tuesday, February 2: “To Serve and Protect....Whom?”

TOPIC: Police Practices around the World

ASSIGNED READING: Excerpt from *Patterns of Policing: A Comparative International Analysis* by David Bayley.

Lecture Five- Tuesday, February 9: Lady Justice...A Citizen of the World

TOPIC: Trials and Juries around the World

ASSIGNED READING: *Comparative Criminal Justice*, Chapter 6 - “Systems of Trial” by Francis Pakes

Reading Week- Tuesday, February 16

NO CLASSES

Lecture Six- Tuesday February 23: The Right to Self-Government with Respect to Social Control

TOPICS: Indigenous Courts and Indigenous Sentencing around the World

ASSIGNED READING: “Indigenous Sentencing Courts: Towards a Theoretical and Jurisprudential Model” by Elena Marchetti and Kathleen Daly.

“Delivering Justice in Indigenous Sentencing Courts: What this means for Judicial Officers, Elders, Community Representatives, and Indigenous Court Workers” by Elena Marchetti.

Lecture Seven- Tuesday, March 1: Punishment Around the World I

TOPICS: Incarceration around the World

ASSIGNED READING: Excerpt from David Garland’s *The Culture of Control*.

Lecture Eight- Tuesday, March 8: Punishment Around the World II

TOPICS: Capital Punishment around the World

ASSIGNED READING: Excerpts from Amnesty International and Human Rights Watch Reports

Lecture Nine- Tuesday, March 15: Justice for Youth Abroad

TOPIC: Youth Justice Systems around the World

ASSIGNED READINGS: *Comparative Youth Justice* by John Muncie and Barrie Goldson
“Italy- From Child Protection to Penal Populism” by David Nelken

Lecture Ten- Tuesday, March 23: “Just Say No!”

TOPIC: History of Drug Legislation in Canada, the US, and the UK

ASSIGNED READINGS: “The Social Origins of Narcotic Control Legislation” in *Panic and Indifference: The Politics of Canada’s Drug Laws* by P.J. Giffen et al.

“The Social Construction of Drug Scares” by Craig Reinerman.

Lecture Eleven- Tuesday, March 29: Just Say....Yes?

TOPIC: Progressive and Tolerant Drug Policies around the World (In Comparison to Canada)

ASSIGNED READINGS: “The New Dutch and German Drug Laws: Social and Political Conditions for Criminalisation and Decriminalisation” by Sebastian Scheerer.

“Comparing Drug Policy Windows Internationally Drug Consumption Room Policy Making in Canada and England and Wales” by Steven Hayle.

Lecture Twelve- Tuesday, April 5: Where Drugs and Drug Users are Not Welcome

TOPIC: Conservative and Punitive Drug Policies around the World (In Comparison to Canada)

ASSIGNED READINGS: 2007 Federal Government’s Anti-Drug Strategy