

**SOCIOLOGY 313H1S – Section L0201: SOCIAL CONTROL
WINTER 2014**

Thursday 3-5, Location – Sidney Smith Hall rm2118

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Office hours: Tuesdays Noon-2pm or by appointment

Course Goal

This course is concerned with examining the constraining elements in social organization which are variously viewed as assisting in the establishment of social order and/or maintaining the social order. We will examine the concept of social control as found in the formal processes of criminal justice, but also regulation, surveillance, and other government interventions. This course also explores new emerging themes about risks, harm reduction and new forms of social control. The course looks at the eclectic nature of the literature on social control, both through a strong historical and theoretical lens. The common theme is the investigation of how social groups, variously defined, manage to enforce rules or guarantee that rules are followed. This course is thus fundamentally on the intersection of power and social order.

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 SOC313H1S is SOC212. 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

Eugene McLaughlin and John Muncie. *Criminological Perspectives: Essential Readings* 3rd edition (London: Sage Publications, 2013)

This textbook can be purchased at the U of T Bookstore, 214 College Street.

COURSE WORK**In-Class Activities (20%)**

Except for the first class on Jan 9th and the midterm exam on Feb 13th, 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 (5%)

5% of your grade come from making twenty 'significant contributions' to the online forum for this course on Blackboard. Significant contributions include (1) offering feedback to colleagues' work; (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 should be 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 (15%) – February 13th

A 90min test on the content from the first half of the course

Final exam (20%) – In April, scheduled by the university

A two hours exam on the content from the second half of the course

Term Paper & Presentation (30%)

The term paper and presentation are a substantive engagement with a topic raised in one of the course readings in the section on Contrology or Global Harms and Risks. 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.

The first step is the selection of a **topic**. You can select 2 or 3 possible topics understood as fields of inquiry but without necessarily indicating any particular orientation. Your topic should be related directly to one of the readings from Contrology or Global Harms and Risks. This first step is due on Jan 23rd

The second step is your **research question**: select a research question through which to address your selected topic. Make it one question rather than a series of questions. Make sure that it does end with a question-mark and that it is not a statement or a value judgment. Your question is due on Feb 6th

The third step is **title of paper**: Titles are important. Try to find a title that both gives an adequate identification of your project and one that will interest the reader, make them want to read it. Titles are due on Feb 20th

The fourth step is **structure of paper**: 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. Structure of paper are due on Feb 27th

The fifth step is a **meeting** with your TA for 20min discussing your project specifically, what you have done and what is left. Meetings are from Feb 28th to March 13th

The sixth step is **presentation**: Your presentation is eight to ten slides discussing your research. Presentations are due on March 27th.

The seventh and last step is the submission of your **term paper**. Papers should be word-processed and printed, with title page, paginated and referenced, and list of works cited at the end. Please submit both a paper copy (in class on April 4th or Departmental Drop-Off Box by 5pm) and an electronic version submitted on Blackboard by 5pm on April 4th

Each stage is mandatory. You cannot move to the next stage without completing the previous one. Assignments will not be accepted past the due date without submission of medical documentation.¹

Critical Reflection Papers (10%)

One critical reflection paper per week, ten in total worth 1% each. Sign-up for those will take place the first week of class.

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
i) One to two *reactions* – What did you think of the reading? What struck you the most about the reading?

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

- 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 Wednesday 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.

Weekly Lecture Topics and Readings

Jan 9th – Criminological Foundations

1. Beccaria (1764) On Crimes and Punishments
2. Bentham (1791) Panopticon or the Inspection House
3. Quetelet (1842) Of the Development of the Propensity to Crime
4. Lombroso & Ferrero (1895) The Criminal Type in Women and its Atavistic Origin
5. Ferri (1901) Causes of Criminal Behaviour
6. Engels (1845) The Condition of Working Classes in England
7. Bonger (1916) Criminality and Economic Conditions
8. Kropotkin (1898) Law and Authority
9. Durkheim (1895) The Normal and the Pathological
10. Merton (1938) Social Structure and Anomie

Jan 16th – Causes of Crime I

11. Mednick, Gabnelli, and Hutchings (1987) Genetic Factors in the Etiology of Criminal Behavior
12. Eysenck (1987) Personality Theory and the Problem of Criminality
13. Farrington (1999) A Criminological Research Agenda for the Next Millennium
14. Murray (1990) The Underclass
15. Lea and Young (1984) Relative Deprivation

Jan 23rd – Causes of Crime II

16. Stark (1987) Deviant Places: A Theory of the Ecology of Crime
17. Hirshi and Gottfredson (1994) The Generality of Deviance
18. Felson (2000) The Routine Activity Approach as a General Crime Theory
19. Klein (1973) The Etiology of Female Crime
20. Katz (1988) Seductions and Repulsions of Crime

Jan 30th – Criminalization I

21. Sykes and Matza (1957) Techniques of Neutralization
22. Becker (1963) Outsiders
23. Cohen (1967) Mods, Rockers and the Rest: Community Reactions to Juvenile Delinquency
24. Chambliss (1975) Toward a Political Economy of Crime

Feb 6th – Criminalization II

25. Box (1983) Crime, Power and Ideological Mystification
26. Davis (1998) Race and Criminalization: Black American and the Punishment Industry

27. Hulsman (1986) Critical Criminology and the Concept of Crime
28. Young (1986) The Need for a Radical Realism
29. Ferrell (1999) Cultural Criminology

Feb 13th – Midterm

Feb 27th – Criminal Justice and Crime Prevention I

30. Wilson (1975) On Deterrence
31. von Hirsch (1976) Giving Criminals Their Just Deserts
32. Cullen and Gilbert (1982) The Value of Rehabilitation
33. Clarke (1980) 'Situational' Crime Prevention: Theory and Practice
34. Currie (1991) Social Crime Prevention Strategies in a Market Society

Mar 6th – Criminal Justice and Crime Prevention II

35. Christie (1977) Conflicts as Property
36. Braithwaite (1989) Reintegrative Shaming
37. De Haan (1991) Abolitionism and Crime Control
38. Wilson and Kelling (1982) Broken Windows: The Police and Neighbourhood Safety
39. Gever (2005) The Spectacle of Crime, Digitized. CSI: Crime Scene Investigation and Social Anatomy

Mar 13th – Contrology I

40. Foucault (1977) The Carceral
41. Cohen (1979) The Punitive City: Notes on the Dispersal of Social Control
42. Shearing and Stenning (1985) From the Panopticon to Disney World: The Development of Discipline
43. Feeley and Simon (1992) The New Penology

Mar 20th – Contrology II

44. O'Malley (1992) Risk, Power and Crime Prevention
45. Simon (1997) Governing Through Crime
46. Davis (1994) Beyond Bladerunner: Urban Control. The Ecology of Fear
47. Lyon (2004) Global Surveillance: Comparative and Sociological Perspectives
48. Wacquant (2008) Ordering Insecurity: Social Polarisation and the Punitive Upsurge

Mar 27th – Global Harms and Risks I

49. Chan (2000) Globalisation, Reflexivity and the Practice of Criminology
50. Middleton (1998) Poverty Goes Global
51. Naim (2011) The Drug Trade: The Politicization of Criminals and the Criminalization of Politicians
52. Beck (2002) The Terrorist Threat: World Risk Society Revisited

Apr 3rd – Global Harms and Risks II

53. Cohen (1993) Human Rights and Crimes of the State
54. White (2003) Environmental Issues and the Criminological Imagination
55. Turner and Kelly (2009) Trade Secrets: Intersections Between Diasporas and Crime Groups in the Constitution of the Human Trafficking Chain
56. Brown (2006) The Criminology of Hybrids: Rethinking Crime and Law in Techno-social Networks

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). 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.