

University of Toronto- St. George Campus
SOCIOLOGY 212H1S- LEC0101
Winter 2020
SOCIOLOGY OF CRIME AND DEVIANCE
Fridays from 10:00am-12:00pm
Rm. AH100

“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: Dr. Steven Hayle
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Email address: steven.hayle@mail.utoronto.ca
Office hours: Fridays from 12:30pm to 1:30pm
Course web site: Quercus

Teaching Assistants

1. Saba Raja
2. Jillian Sunderland

The Teaching Assistants (TA) are 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 dates 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 are currently being employed in the analysis and development of criminal justice policy in Canada and around the globe. 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. We will investigate how sociological research has impacted criminal justice policy development and we will explore examples of crime policies in considerable depth. The effectiveness of such policies will be critically evaluated, and their consequences (positive and negative, intended and unintended) will be assessed.

Prerequisites and Exclusions

Prerequisite: SOC101Y1 or SOC102H1 or SOC100H1

Exclusion: SOC211H5

Recommended Preparation: SOC150H1

Distribution Requirement: Social Science

Breadth Requirement: Society and its Institutions (3)

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

Learning Outcomes

1. Expansion of students’ KNOWLEDGE base and UNDERSTANDING of CRIME and DEVIANCE that is necessary for analysing CRIMINAL JUSTICE POLICIES operating in

Canada and **around the world**. Particular attention will be paid to the DETAILS of written policy, policy in action, policymaking, and policy development.

2. The development of the skill of **critical criminal justice** policy analysis.
3. The development of the skill of **comparative criminological research**, or the study of crime, deviance, and criminal justice policy taking place or operating abroad.
4. The development of the skill of **international policy transfer**.
5. Honing the skill of advancing clear, analytical, focused, logical, persuasive, and developed written and oral arguments that are supported by strong evidence.
6. The development of effective written, oral, and electronic presentation skills, 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 criminology 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.

Note on Global Pedagogical Approach

This course will be taught on a **global** scale using a **cross-national comparative pedagogical approach**. What this means is that throughout the entire course, illustrative examples from outside of Canada will be frequently referenced. In our increasingly globalised world, an international understanding of crime and deviance is crucial as policymakers routinely look abroad for example of ways to reform criminal justice policy here at home. First, examples from abroad will be referenced in order for students to gain greater clarity and a deeper understanding of criminal law and criminal justice policy in Canada. Second, when exploring crime, efforts will be made to highlight similarities and differences between criminal activity in Canada and abroad. In course work, students will be asked to draw on foreign criminal justice practices in order to help them reform how criminal justice works here in Canada. Third, some attention will be paid to the globalization of crime and criminal justice.

Evaluation Components and Grading Policies

Take Home Midterm- Due Friday, February 14th at 10:10am [30%]

The take home midterm test will cover material covered in lecture and readings right up to and including the lecture that occurs directly before the midterm. More information will be provided through the course website. **The late penalty for this midterm test is a 1% deduction off of the student's final course grade for EACH day the midterm test is handed in late (including weekends).**

Federal Policy Analysis Paper- Due on Quercus on Friday, April 3rd at 11:59pm [30%]

Students will select an official FEDERAL 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 a policy (or policies) from abroad. More detailed information will be provided on the course website. **The late penalty for the final term paper is a 1% deduction off of the student's final course grade for EACH day the assignment is handed in late (including weekends).**

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 also acceptable but **MUST** contain the start date and anticipated end date of the illness. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or 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 during their office hours.

ACADEMIC HONESTY

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:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment. If you do not include the statement, your work will not be graded.

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 me. If you have questions about appropriate research and citation methods, seek out additional information from me, 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 speak to me or seek the advice of your college registrar.

Academic Integrity Checklist

SOC212H1S

Dr. Steven Hayle

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____ Student #: _____

Signature: _____ Date: _____

SUBMITTING ASSIGNMENTS TO *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.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their assignment**, 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.

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 ADDITIONS to the assigned REQUIRED 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 Lecture and Reading Schedule

Please note that the lecture topics, assigned readings, and the schedule of lecture topics and readings are **TENTATIVE** and subject to change at any time throughout the semester. Such changes are **HIGHLY PROBABLE** and to be **EXPECTED** given the large class size and the quickly and ever-evolving nature of criminal justice policy in Canada. In order to ensure that ALL in-class questions and comments are adequately addressed, and that course material reflects UNEXPECTED developments in Canadian criminal justice policy, FLEXIBILITY in the lecture and reading schedule is NECESSARY. Whenever possible, advanced notice will be provided- however this cannot always be guaranteed. Changes that do occur will ALWAYS be reflected in assignment and examination expectations. Any additional or changed REQUIRED readings will be provided to students on black board AT LEAST ONE WEEK IN ADVANCE so that students have sufficient time to read them. The above does NOT apply to the DUE DATES of ASSIGNMENTS and TESTS.

PART A- CLASSICAL THEORIES

Lecture One (January 10) - Welcome to the Sociology of Crime and Deviance!

TOPICS: Introduction to the course

ASSIGNED READINGS: None

Lecture Two (January 17) - “What are my odds?”

TOPIC: Choice Theories

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)

SKILL DEVELOPMENT: Electronic Keyword Searching of Online Criminal Legislation

PART B- STRUCTURAL THEORIES

Lecture Three (January 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 (online) (3 Maps) (Roughly 41 pages total)

SKILL DEVELOPMENT: Reading and Interpreting Crime Maps and Heat Maps online

Lecture Four (January 31) - 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)

SKILL DEVELOPMENT: Electronic Keyword Searching of Online Criminal Legislation

PART C- INTERACTIONIST THEORIES

Lecture Five (February 7) - “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)

Lecture Six (February 14) - 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)

Term Work Due: Take Home Midterm Test Due at 10:10am

Reading Week- February 21

Classes Cancelled

Lecture Seven (February 28) - Why? Why Not?

TOPIC: Social Control Theories

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

Lecture Eight (March 6) - “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-Propaganda 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)

SKILL DEVELOPMENT: Electronic Keyword Searching of Online Criminal Legislation from Around the World

PART D- CRITICAL THEORIES

Lecture Nine (March 13) - “Proletarians of all countries, unite!”

TOPIC: Conflict Theories

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 (March 20)- Feminist Criminology through the Ages

TOPIC: Feminist Theories

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

SKILL DEVELOPMENT: Reading and Interpreting International Crime Maps Online

Lecture Eleven (March 27) - “Can we all get along?”

TOPIC: Critical Race Theories

ASSIGNED READING: A) *Race, Crime, and Justice* – Chapter 2 by Bowling and Phillips (29 pgs.)

B) “Race, Street Life, and Policing” by Hayle, Wortley, and Tanner (pp. 322-353)

C) Toronto Police Service Crime Statistics (roughly 4 pgs. of charts and statistics) (64 pages total)

SKILL DEVELOPMENT: Reading and Interpreting “Official Crime Statistics” and navigating Juristat online

Lecture Twelve (April 3) - “I approve this message!”

TOPIC: Moral Panics and the Politics of Crime and Deviance

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

B) TBD

SKILL DEVELOPMENT: 1) Keyword searching Hansard parliamentary debate written records online through the University of Toronto library

2) Searching and watching parliamentary debates online