

Department of Sociology, University of Toronto

SOC326H1F: Social Control

SEPTEMBER-DECEMBER 2020, WEDNESDAYS 6-9PM, ONLINE

Instructor: Ioana Sendroiu

Feel free to call me by my first name. It's pronounced E-wah-nah.

Office hours: Through BB Collaborate, please email me to make an appointment.

The best way to contact me is by email: ioana.sendroiu@mail.utoronto.ca

TA: [Jennifer Peruniak, jennifer.peruniak@utoronto.ca](mailto:jennifer.peruniak@utoronto.ca).

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Course information

Figuring out the dimensions of social control is just as tricky as figuring out deviance. Because deviance can mean everything from listening to a particular genre of music to committing horrible crimes, the mechanisms of social control are just as diverse. As a result, of course social control can happen through law and courts, but also through economic disparities and even moral sanctions. In this course, we will be studying the gamut of social control, and how it both responds to, and (re)produces deviance.

Course objectives

- You will better understand the shapes, predictors and effects of social control
- You will learn to relate academic research with policy debates and implications
- You will develop your ability to critique academic research, as well as apply it to your own empirical interests

Course format

This is an intensive, program-only course, and this is reflected in both the reading load and the class schedule. We will be meeting online every week. During the first hour (6pm-7pm), the entire class will meet, presentations will take place, Ioana will also frame the readings, and we will have a discussion about them.

Tutorials will take place after this hour. You will be randomly assigned to a tutorial group and will meet for a further hour of smaller group discussion that will be focused on a particular concept, topic, reading, etc. Tutorials will take place during regularly scheduled class time, either from 7:10-8pm or 8:10-9pm.

Class meetings and tutorials will take place online. This means that you will need to have access to a computer and a stable internet connection.

Considerable parts of the course will also occur through Quercus discussions. Please remember that Quercus doesn't send you notifications if you get a response to a comment, which means we all need to get into the habit of checking regularly.

Prerequisites

The prerequisite to take SOC326H1 is completion of SOC201H1, SOC202H1, & SOC204H1, plus two of the following: SOC251H1, SOC252H1, SOC254H1. Students without these prerequisites will be removed at any time and without notice.

Course materials

Readings are freely available, and can be found either on the course website or online through the University of Toronto Libraries: <https://onesearch.library.utoronto.ca>.

Overview of community expectations

I am committed to making our classroom, our virtual spaces, our practices, and our interactions as inclusive as possible. I believe that mutual respect, listening carefully and openly, and participating actively and thoughtfully will make our time together productive and engaging.

To this end, please give me feedback at any time throughout the course about things that are helping you learn, or things that aren't helping. If you would like to do so anonymously, you can

use the following form: <https://forms.gle/s5hu7gPxJgwfByGQA>. And in general, please make sure to communicate with me if there are ways that I can improve the course to better support your learning.

Equity and respect

As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course, and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Gender-inclusive language

Respectful classroom etiquette includes using gender-inclusive language. Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Classroom etiquette

Mutual respect is critical for learning and teaching. Please be considerate at all times. This is particularly important during an online meeting — please don't disturb the meeting and be ready and willing to engage in conversation. If your behavior is distracting or disrespectful, you will be asked to leave the session.

On a different note, parts of the course discussion will also take place through Quercus discussions. If someone goes to the trouble of commenting on one of your posts, I do expect you to reply if appropriate — treat this like regular interaction: if someone says something to you, you'd usually want to engage and respond.

A note on points of view

The readings, lectures, and my comments in class will inevitably suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are considered and discussed.

How your learning will be assessed

Assessments

Type	Description	Weight
Reflection topics	1-2 sentences on at least one reading for a module; cannot be a summary of the reading. Due the night before each meeting through Quercus.	10%

Type	Description	Weight
Participation	Predominantly participation in class/tutorial; bonus if you engage in Quercus discussions.	10%
Presentation	~7 minute introduction to a reading for one module. Multiple individuals will present each class; you must coordinate amongst yourselves to decide who presents which reading.	15%
Empirical assignment proposal	2-3 double-spaced pages; outline of the case study you plan to use in the empirical assignment. <u>Due October 14.</u>	5%
Movie assignment	5-7 double-spaced pages. Respond to the movie <i>The Hate U Give</i> based on course readings and discussions. <u>Due October 28.</u>	25%
Empirical assignment	12-15 double-spaced pages; involves connecting an empirical case of your choice to course themes. <u>Due December 9.</u>	35%
<i>Note: Please check Quercus for detailed instructions for each of the assignments.</i>		

Your success in this class is important to me. I know that we all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or that exclude you, please let me know as soon as possible. Together, we'll develop strategies to meet both your needs and the requirements of the course.

Due dates

Time bank: In this course, we will be using time banks. Our time bank is made up of five days. This means that you each have a five-day grace period distributed in any way you want across the different assignments. If you are using your time bank credit for a particular assignment, please let Jennifer know when submitting the assignment (you can use the comment option on Quercus). Due to the nature of the assignment, you cannot use the time bank for the reflection topics or for your presentation.

Quercus: Please keep proof (using screenshots) of having submitted your assignments to Quercus. This prevents you incurring late penalties due to technical errors.

Religious or cultural accommodations: Individuals who have religious or cultural observances that coincide with this class should let the instructor know in writing by email before September 21. I strongly encourage you to honour your religious and cultural holidays! However, if I do not hear from you by September 21, I will assume that you plan to attend class (online) and to submit your assignments on time.

Late penalties: Late assignments without the required steps in case of delays (see below) — and outside of the time bank limits — will be penalized 5% of the assignment marks per day. The penalty will run from the day the assignment was due until the day it is submitted via Quercus.

Required steps in case of delays in completing assignments: In case of illness, you should (1) declare your absence on ACORN, and (2) get in touch with Ioana ASAP in order to let her know of the delay and make plans for when to submit your assignment. **Failure to complete both of these steps before submitting a late assignment will result in late penalties.**

If a personal or family crisis prevents you from meeting a deadline, you should contact your college registrar as soon as possible, and we will comply with their recommended accommodations. In cases with short turn-around, please reach out to loana and we can work together on accommodations until your registrar can be reached.

Grade appeals

We do our best with grading, focusing on being thorough and fair. But grading errors can certainly happen. If it is a mathematical error in adding up the points, you can simply alert the TA.

For substantive appeals: Email the TA a written explanation on why you think your mark should be altered. Your explanation should take into account the comments you received on your test/assignment, and if applicable, the assignment's objectives or requirements. You should do this within one week of receiving your assignment. It's really helpful if you include examples from your assignment to illustrate the arguments you make in your appeal.

You can also, within one week of having received an appeal response from your TA, ask for a further appeal with the course instructor. Your email to me should include all correspondence regarding the initial appeal, and a written explanation responding to your TA's comments on the initial appeal.

Of course, it is important to note that we will typically regrade the entire assignment, and your mark could certainly go up, but it can also stay the same or even go down. However, we promise to never be unfair or in any way vindictive: mistakes do happen, and we're honestly happy to correct our own.

Resources and policies

Academic integrity

Academic dishonesty of any kind will not be tolerated. Students who commit an academic offence face serious penalties. For more information on academic integrity at the University of Toronto, including the Code of Behaviour on Academic Matters, please visit <https://tinyurl.com/UoTrules>.

Course communication

We will use Quercus to share updates about the course; please check it regularly or set up email notifications in order to stay up-to-date with the course.

Email guidelines: All emails you send should include the course code (i.e., SOC326) in the subject line — we're all working on multiple courses, and this prevents confusion. It is good practice to treat emails as you would any other professional communication; opening statements such as "Hello loana" are always a good idea. We will do our best to answer emails within 48 hours of receipt.

Mental health and well-being

I know that life is complicated, and university can be stressful. If you or someone you know is feeling overwhelmed, depressed, and in need of support, services are available. For a listing of mental health resources available on and off campus, you can visit: <https://www.studentlife.utoronto.ca/feeling-distressed>.

Further resources

I also strongly recommend making use of the many campus resources available for help, especially with coursework, and generally with keeping up with the demands of university life. This includes your **college registrar** in case of any unexpected events or crises, and **Academic Success** (<https://www.studentlife.utoronto.ca/asc>) for help developing strategies for doing well in your courses. **Office hours** are also an (underutilized!) resource for doing well in courses.

Everyone has the right to accommodations through **Accessibility Services** (<https://www.studentlife.utoronto.ca/as>), and if you are struggling, I strongly recommend you make an appointment with an accessibility counsellor as soon as possible. Remember that they tend to get extremely busy towards the end of semesters, so it's important to get in touch as soon as possible to make sure that you get accommodations in time.

A directory of student support resources at U of T can be accessed through the **Student Life app** (<http://studentlife.utoronto.ca/ote/startuoft-book>).

Course schedule

Schedule and readings for each week *subject to change during the semester**

SEPTEMBER 16: INTRODUCTION

Uggen, Christopher and Suzy McElrath. 2014. "Six Social Sources of the U.S. Crime Drop." Pages 3-20 in *Crime and the Punished*, edited by D. Hartmann and C. Uggen. New York: WW Norton.

SEPTEMBER 23: PRISONS

Beckett, Katherine and Steve Herbert. 2010. "Penal Boundaries: Banishment and the Expansion of Punishment." *Law and Social Inquiry* 35: 1-38.

Wacquant, Loic. 2002. "The New 'Peculiar Institution': On the Prison as Surrogate Ghetto." *Theoretical Criminology* 4:377-89.

Western, Bruce. 2002. "The Impact of Incarceration on Wage Mobility and Inequality." *American Sociological Review* 67:477-98.

OPTIONAL, VERY INTERESTING: Uggen, Christopher and Jeff Manza. 2002. "Democratic Contraction? The Political Consequences of Felon Disenfranchisement in the United States." *American Sociological Review* 67:777-803.

OPTIONAL, FOR AN OVERVIEW: Wakefield, Sara and Christopher Uggen. 2010. "Incarceration and Stratification." *Annual Review of Sociology*.

SEPTEMBER 30: POLICE

Beckett, Katherine, Kris Nyrop, and Lori Pfingst. 2006. "Race, Drugs, and Policing: Understanding Disparities in Drug Delivery Arrests". *Criminology* 44: 105–137.

Brayne, Sarah. 2017. "Big data surveillance: The case of policing." *American sociological review* 82(5): 977-1008.

Stuart, Forrest. 2016. "Becoming "Copwise": Policing, Culture, and the Collateral Consequences of Street-Level Criminalization." *Law & Society Review* 50: 279-313.

OPTIONAL, FOR AN IMPORTANT PERSPECTIVE (WE'LL DISCUSS IN CLASS): Garland, David. 1996. "The Limits of the Sovereign State: Strategies of Crime Control in Contemporary Society." *British Journal of Criminology* 36 (4): 445-471.

OCTOBER 7: COURTS AND LEGALITY

Clair, Matthew. 2020. *Privilege and Punishment: How Race and Class Matter in Criminal Court*. Princeton University Press. Excerpts.

Ewick, Patricia and Susan Silbey. 1998. *The Common Place of Law: Stories from Everyday Life*. University of Chicago Press. Excerpts.

Gonzalez Van Cleeve, Nicole. 2016. *Crook County: Racism and Injustice in America's Largest Criminal Court*. Stanford University Press. Excerpts.

OCTOBER 14: COLLECTIVE EFFICACY AND NEIGHBORHOODS

Klinenberg, Erik. 2018. "The other side of 'broken windows'." *The New Yorker*.

Sharkey, Patrick, Gerrard Torrats-Espinosa, and Delaram Takyar. 2017. "Community and the Crime Decline: The Causal Effect of Local Nonprofits on Violent Crime." *American Sociological Review* 82: 1214-1240.

Warner, Barbara D. 2011. "Misperceived Neighborhood Values and Informal Social Control." *Justice Quarterly* 28:606-630.

OPTIONAL, FOR BACKGROUND: Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277:918-24.

OCTOBER 21: WATCH THE HATE U GIVE

No readings!

OCTOBER 28: SELF CONTROL OR SOCIAL CONTROL

Donner, Christopher M., & Wesley G. Jennings. 2014. "Low Self-Control and Police Deviance: Applying Gottfredson and Hirschi's General Theory to Officer Misconduct." *Police Quarterly* 17: 203-225.

Moffitt, Terrie E., et al. 2011. "A gradient of childhood self-control predicts health, wealth, and public safety." *Proceedings of the National Academy of Sciences* 108:2693-98.

Wright, Bradley R. et al. 1999. "Low Self Control, Social Bonds, and Crime: Social Causation, Social Selection, or Both?" *Criminology* 37:479-514.

OPTIONAL, FOR BACKGROUND: Hirschi, Travis. 1969. *Causes of Delinquency*. Berkeley: University of California Press.

OPTIONAL, FOR BACKGROUND: Gottfredson, Michael R., and Travis Hirschi. 1990. *A General Theory of Crime*. Stanford: Stanford University Press.

OPTIONAL, VERY INTERESTING: Fong, Kelley. 2020. "Getting Eyes in the Home: Child Protective Services Investigations and State Surveillance of Family Life." *American Sociological Review* 85 (4).

NOVEMBER 4: DETERRENCE (AND SANCTIONS)

Dugan, Laura and Erica Chenoweth. 2012. "Moving Beyond Deterrence: The Effectiveness of Raising the Expected Utility of Abstaining from Terrorism in Israel." *American Sociological Review* 77: 597-624.

Harris, Christopher J., and Robert E. Worden. 2014. "The Effect of Sanctions on Police Misconduct." *Crime & Delinquency*, 60(8), 1258–1288.

Wikström P. H., Andromachi, T., and Karlis, D. 2011. "Do People Comply with the Law Because They Fear Getting Caught?" *European Journal of Criminology* 8: 401-420.

OPTIONAL, FOR BACKGROUND: Piliavin, Irving, Rosemary Gartner, Craig Thornton, and Ross L. Matsueda. 1986. "Crime, Deterrence, and Rational Choice." *American Sociological Review* 51:101-19.

OPTIONAL, FOR AN OVERVIEW: Martin, Karin D., Bryan L. Sykes, Sarah Shannon, Frank Edwards, Alexis Harris. 2018. "Monetary Sanctions: Legal Financial Obligations in US Systems of Justice." *Annual Review of Criminology* 1:471-495

NOVEMBER 11: NO CLASS (FALL READING WEEK)

NOVEMBER 18: ANOMIE AND STRAIN

Baumer, Eric P., and Kevin T. Wolff. 2014. "Evaluating Contemporary Crime Drops in America, New York City, and Many Other Places." *Justice Quarterly* 31: 5-38.

Messner, Steven F. and Richard Rosenfeld. 1997. "Political Restraint of the Market and Levels of Criminal Homicide: A Cross-National Application of Institutional-Anomie Theory" *Social Forces* 75: 1393-1416.

Rosenfeld, Richard and Robert Fornango. 2007. "The Impact of Economic Conditions on Robbery and Property Crime: The Role of Consumer Sentiment." *Criminology* 45: 735-769

OPTIONAL, FOR BACKGROUND: Merton, Robert K. 1938. "Social Structure and Anomie." *American Sociological Review* 3:672-82.

OPTIONAL, FOR BACKGROUND: Agnew, Robert, Timothy Brezina, John Paul Wright, and Francis T. Cullen. 2002. "Strain, Personality Traits, and Delinquency: Extending General Strain Theory" *Criminology* 40:43-72.

NOVEMBER 25: LABELLING

Brayne, Sarah. 2014. "Surveillance and System Avoidance: Criminal Justice Contact and Institutional Attachment." *American Sociological Review* 79: 367-391.

Flores, Rene D., and Ariela Schachter. 2018. "Who are the "Illegals"? The Social Construction of Illegality in the United States." *American Sociological Review* 83:839–868.

Legewie, Joscha. 2016. "Racial Profiling and Use of Force in Police Stops: How Local Events Trigger Periods of Increased Discrimination." *American Journal of Sociology* 122: 379-424.

OPTIONAL, FOR BACKGROUND: Goffman, Erving. 1963. *Stigma: Notes on the Management of Spoiled Identity*. Englewood Cliffs, NJ: Prentice-Hall. Chapter 2.

OPTIONAL, FOR BACKGROUND: Becker, Howard S. 1963. *Outsiders*. New York: Free Press. Chapters 1,2, and 8.

OPTIONAL, VERY INTERESTING: Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology* 108: 937-975.

DECEMBER 2: MORAL PANICS

Cohen, Stanley, 2002. *Folk devils and moral panics: The creation of the mods and rockers*. Psychology Press. Excerpts

Rothe, Dawn, and Stephen L. Muzzatti. 2004. "Enemies everywhere: Terrorism, moral panic, and US civil society." *Critical Criminology* 12.(3): 327-350.

Welch, Michael, and Liza Schuster. 2005. "Detention of asylum seekers in the UK and USA: Deciphering noisy and quiet constructions." *Punishment & Society* 7(4): 397-417.

DECEMBER 9: DESISTANCE AND THE LIFE COURSE

Foster, Holly, and John Hagan. 2007. "Incarceration and intergenerational social exclusion." *Social Problems* 54 (4): 399-433.

Laub, John H., and Robert J. Sampson. 2003. *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*. Cambridge: Harvard University Press. Chapters.

Pettit, Becky and Bruce Western. 2004. "Mass Imprisonment and the Life Course: Race and Class Inequality in U.S. Incarceration." *American Sociological Review* 69:151-69.