

SOCIOLOGY 212H1F – Section L5101: CRIME AND DEVIANCE
Summer 2014

TR 6-8, Location – Medical Sciences Building rm3153

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Course Goal

Hopefully, you enter this class with some degree of curiosity about why human beings behave the way we do, even when those behaviors seem odd or strange to you. The study of crime and deviance is the study of the intersection between institutions, social groups, and individuals. Looking at crime and deviance means exploring the boundaries of acceptability within societies. It means seeking to understand normalcy and how society can influence or constrain people to live within or outside of socially constructed boundaries. Our society has many sets of assumptions and expectations upon which we carry out our everyday behavior. But what if we do not behave the way others expect? Certain kinds of unpredictability are not welcome, and are even punished in our society, from behaviors that elicit disapproval to behaviors that have been criminalized. Who has the power to define other people's behaviours as unwelcome or punishable? That question can also be extended to what, how, where, and when is behaviour regarded deviant? In this course, we will explore in depth the sociological idea of *deviance*. We'll look at how deviance is defined, constructed, and resisted in society, paying special attention to the role played by social power, context, and interaction in constituting a phenomenon as deviance.

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 than 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 SOC212H1F is SOC101Y1 or SOC102H1 or SOC103H1. 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

Patricia A. Adler and Peter Adler. *Constructions of Deviance: Social Power, Context, and Interaction*, 7th edition (Belmont: Wadsworth Publishing, 2012)

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

Evaluation - Individual Learning Plan

Every student has their own learning style, set of interests, and schedule. To reflect this fact, this course offers a variety of options from which students can choose to build their own individual learning plan. 60% of your final grade will come from two exams (midterm and final exam), but you get to choose where the other 40% will come from.

Midterm test (30%) – May 29th

A 60-90min multiple choice exam on the content from the first half of the course

Final exam (30%) – June 24th

A 2h multiple choice exam on the content from the second half of the course

Every student must submit their proposed learning plan no later than May 16th. This will be a working document with an updated version due May 30th, June 17th), so three versions in total. The individual learning plan must include a description of what course material the student commits to produce and how it adds up to 40%. In further updates, the student must clearly lay out what they have done so far and what remains to be done to complete their semester. Students can choose from the following three type of opportunities to build their own individual learning plan.

Options:

In-Class Activities (2%/activity for up to 20%)

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 (0.25%/contribution for up to 10%)

Up to 10% of your grade can come from making forty 'significant contributions' to the online forum for this course on Blackboard. Significant contributions include (1) helping other students with their

questions; (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, other than answering colleagues' questions, including all links to other sources, should be well annotated 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. No more than ten contributions can come from a single discussion board. Students will be updated on the status of their significant contributions on a regular basis so they can keep track of their progress.

Critical Reflection Papers (2%/reading for up to 30%)

A critical reflection paper is two pages (600-700 words) 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?
- 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 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. See Blackboard for list of eligible readings for these critical reflection papers. Note: CRPs will never be accepted late. If you cannot submit it on time, then you can complete one(s) that is/are due a few days later.

Weekly Lecture Topics and Readings

May 13th – Introduction

General Introduction

May 15th – Defining Deviance

1-On the Sociology of Deviance

2-An Integrated Typology of Deviance Applied to Ten Middle-Class Norms

3-Relativism: Labeling Theory

4-The Morality of Deviance

5-Social Power: Conflict Theory of Crime

May 20th – Theories of Deviance

6-Functionalism: The Normal and the Pathological

7-Social Structure and Anomie

8-Differential Association

- 9-Control Theory
- 10-Feminist Theory
- 11-The Constructionist Stance

Studying Deviance (delivered online)

- 12-Child Abuse Reporting
- 13-Survey of Sexual Behavior of Americans
- 14-Researching Dealers and Smugglers

May 22nd – Constructing Deviance I

- 15-The Social Construction of Drug Scares
- 16-Blowing Smokes: Status Politics and the Smoking Ban
- 17-Failure to Launch: Why Do Some Social Issues Fail to Detonate Moral Panics

May 27th – Constructing Deviance II

- 18-Gender, Race, and Urban Policing
- 19-Homophobia and Women’s Sport
- 20-The Mark of a Criminal Record
- 21-The Saints and the Roughnecks
- 22-Doctors’ Autonomy and Power

May 29th – Midterm

June 3rd – Deviant Identity I

- 23-The Adoption and Management of a “Fat” Identity
- 24-Becoming Bisexual
- 25-Anorexia and Bulimia
- 26-Convicted Rapists’ Vocabulary of Motive
- 27-The Devil Made Me Do It: Use of Neutralizations by Shoplifters

June 5th – Deviant Identity II

- 28-Men Who Cheer
- 29-Negotiating White Power Activist Stigma
- 30-Fitting In and Fighting Back: Homeless Kids’ Stigma Management Strategies
- 31-Collective Stigma Management and Shame: Avowal, Management, and Contestation

June 10th – Social Organization of Deviance

- 32-Drug Use and Disordered Eating Among College Women
- 33-Cyber Communities of Self-Injury
- 34-Cooks are Like Gods: Hierarchies in Methamphetamine-Producing Groups
- 35-Gender and Victimization Risk Among Young Women in Gangs
- 36-International Organized Crime
- 37-War Profiteering: Iraq and Halliburton

June 12th – Structure of Deviant Act

- 38-Autoerotic Sexual Asphyxia
- 39-Trading Sex for Crack: Gender and Power
- 40-Show Me the Money: Cybershrews and On-line Money Masochists

41-Sexual Assault on Campus
42-Opportunity Structures for White-Collar Crime

June 17th – Deviant Careers

43-Deciding to Commit a Burglary
44-Gay Male Christian Couples and Sexual Exclusivity
45-Pimp-Controlled Prostitution
46-Shifts and Oscillations in Upper-Level Drug Traffickers' Careers
47-Obstacles to Exiting Emotional Disorder Identities

June 24th – Final Exam

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. 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.