



**Sociology 325:  
Sociology of Crime and Deviance**

**Instructor:** Gary Barron  
**Email:** gary.barron@stmu.ca  
**Phone:** 403-254-3719  
**Office:** A319  
**Office hours:** By appointment only  
**Class Location:** M200  
**Class Time:** Tuesday and Thursday 8:30am – 9:45am

**Credits:** 3

**Prerequisites:** Soci 201(minimum grade of C-)

**Class Dates:** January 10, 2017 – April 13, 2017

**Exam Period:** April 20, 2017 – April 29, 2017

**Last Day to Withdraw:** March 22, 2017

**Students: Please read and be familiar with the full course syllabus!**

**Course Calendar Description SOCI 325 H (3-0):**

Analysis of deviant, criminal and delinquent behaviors, including adult and youth activities. A study of the social processes involved in defining deviant and criminal behavior patterns, and an examination of the factors that influence conformity and change.

**Course description:** The study of crime and deviance is an important topic in sociology. In this course we will begin by addressing our own assumptions regarding crime and deviance in society. By assessing our own assumptions we can then begin discussion on the question of what crime and deviance are, not only as concepts, but also as phenomena of human inquiry and experience. Then we will proceed with an introduction to crime and deviance in general and some common approaches to understanding crime and deviance: early theories, strain, conflict, critical, interactionist, and social control theories. The second part of the course will engage with some specific topics related to crime and deviance. You will have opportunities to develop your writing skills throughout this course as well.

At the conclusion of this course students will be able to discuss and describe politics and controversies in crime and deviance, theories and concepts in crime and deviance, and be able to critically assess these perspectives and related knowledge. Course readings, discussion, and assignments will introduce students to key concepts, perspectives, and a number of approaches to crime and deviance.

**Course Objectives:**

- To provide an overview of the sociological study of crime and deviance.
- To develop student's ability to discuss and debate topics and theories.
- To develop critical thinking, analytic, and research skills.
- To develop student's ability to construct arguments in written and oral formats.

**Course Resources:** The textbook for this course is *Criminology: A Canadian Perspective* (Eight edition) by Rick Linden. I will also provide some supplementary readings which are available through the course Moodle page. To fully participate in class discussions, you are expected to complete the required readings **BEFORE COMING TO CLASS**. I will provide you with a template on our course Moodle page so that you can prepare written summaries of the readings in your own words and list questions, talking points, or items of particular interest. Other relevant material will be presented in class.

**Class Attendance:** Instructor notes will not be available online. Therefore, class attendance will be essential in order to perform well in this class. Students **MUST** notify the instructor via email or voice message if they are unable to attend class for any reason.

**Instructor's aims:** My aim in our course is to serve as a facilitator and a resource. Our scheduled class time will be organized as an instructor-facilitated group discussion and workshop. I will often provide a brief overview lecture to set the context for our discussions, debate and in-class work that follows. Some of our topics will be controversial and mutual respect for the views of others will be expected. We must ensure that all students feel free to participate.

I encourage students to contact me in person with questions or for conversation related to our course. In addition to meeting during office hours, students with brief questions can ask me before or after class. Because I feel that face-to-face communication is most effective, my personal policy is to **NOT** answer questions via email. However, you are welcome to contact me via email to set up an appointment to meet.

Please take the time to read my teaching statement on my website: [gbkb.ca/teaching](http://gbkb.ca/teaching).

**Course Evaluation**

		<b>Due Dates</b>
Assignment 1 – Topic statement & argument	10%	Jan 19
Assignment 2 – Theory Comparison	15%	Mar 7
Assignment 3 – News article	15%	Mar 30
Midterm Test 1:	20%	Jan 31
Midterm Test 2:	20%	Mar 2
Final Exam:	20%	Apr 13 (In class)

**Midterms:** written in class short answer and essay format questions. Notes or other aids will not be allowed. Detailed information about each test and the final exam will be given in class.

**The final exam:** will be in our regular class room on the last day of classes. The exam will be composed of short answer and essay question.

**Important Dates:**

Withdrawal Deadline: March 22, 2017. This is the last date to withdraw with a grade of "W".

February 21 and 23: Reading days, no classes (reading week February 20-24)

**Grading Scale:** 96 – 100% = **A** 80 – 84 % = **B+** 68 – 71% = **C+** 56 – 59 % = **D+**  
 90 – 95 % = **A** 76 – 79 % = **B** 64 – 67 % = **C** 53 – 55 % = **D**  
 85 – 89 % = **A-** 72 – 75 % = **B-** 60 – 63% = **C-** 50 – 52 % = **D-**  
 0 – 49 % = **F**

Students who achieve overall numerical grades of 96% or higher will have A+ recorded on their official transcripts. An A+ is considered exceptional and clearly outstanding work they will only rarely be awarded. Please note that grades in this course are NOT negotiable.

**Student Evaluation, course assignments, and rationale**

Details of specific assignment activities and requirements will be provided on the date the activity is assigned.

*St. Mary's University regulations (as outlined in the 2016-2017 Calendar) concerning attendance, intellectual dishonesty (i.e., plagiarism and cheating), missed exams or assignments and grade point values will apply. Protection of Privacy policy is in effect at St. Mary's University as of September 2004. Please see additional information at the end of this course outline.*

**Important Notes:**

- **Class attendance is essential for success in this class.**
- In order to receive a passing grade in this course, **ALL** course components must be completed. (In other words, failure to complete even one component will result in a final grade of F in the course).
- Cell phones and other hand-held electronic devices must be **turned off** during class.
- Non-academic use of lap top computers during class time by any student IS NOT ALLOWED.
- Students who miss a class are responsible for getting class notes and any other class information from another student in the class. Notes are not available online or from the course instructor. Students are expected to inform the instructor via email or by leaving a voice mail message about all class absences.
- Course information is occasionally sent to your St. Mary's email account and posted on Moodle. **Be sure to check your email often.** Checking your email once a day, either in the morning or evening is a standard business practice and a good habit to form in preparation for future employment.

**Written assignments:** The purpose of the writing assignments in our class is to help you develop and improve your ability to think critically and express your ideas and arguments in written form. These skills are essential to effective performance in the workplace. In addition to your exams there are five written components in our course. The first and second will give you practice writing a topic statement and argument based upon that statement. The second component will involve an analysis of a newspaper article and the third assignment will allow you to conduct an analysis of the content of a movie from a list provided. More details about each assignment will be provided in class.

All assignments will be due in class, Electronic submissions, papers slid under the instructor's door or submitted to the main administration office will NOT be accepted.

**Test, Assignment, and Final Exam Policies:** Students must provide **advance** notice to the instructor if they are unable to write a midterm test, or hand in their writing assignments on time. Deferrals of

midterm tests will be allowed in the following circumstances: documented illness, domestic affliction or religious conviction. Because all course components are mandatory, dates will be set to make-up all tests near to the original date as possible. Deferrals for the writing assignments must be discussed with the course instructor in person.

Assignments submitted after the due date will be penalized 10% per day.

Deferrals for the final exam must be requested by filling out the appropriate paperwork in the St. Mary's main office. Please contact Student Services for more information. Individual instructors do not make decisions about deferrals of registrar scheduled final exams.

Please note that travel plans, misreading the course outline and/or the final exam schedule are not acceptable reasons for a deferral of term work or the final exam.

### **Academic Accommodations and Student Support**

Students with documented disabilities must contact Rafael De La Pena, Director of The St. Mary's Learning Centre, to make arrangements for academic accommodations. Email [Rafael.DeLaPena@stmu.ca](mailto:Rafael.DeLaPena@stmu.ca) or call 403-254-3735. ***Please see additional information at the end of this course outline.***

More information on accommodations can be found at the following link:  
<http://stmu.ca/studentLife/disabilityResources.html>

Students for whom English is a second language may speak to the course instructor about possible accommodations.

**All** students are encouraged to take advantage of the services and resources, including peer mentoring, of The St. Mary's University Learning Centre, Room C113.

Resources are also available for students who are dealing with stress or personal problems. Three options for support are:

- Nancy Quan, St. Mary's University Director of Campus Ministry 403-254-3724
- Carrie Grant, on-campus counsellor, 403-245-5789
- Access Mental Health (through the Calgary Health Region), 403-943-1500

-----

## SCHEDULE OF COURSE ACTIVITIES AND READINGS

To facilitate students in planning to complete the readings in a timely manner, the week of the course and number of pages of readings to be completed that week are indicated below.

### 24 Class meetings/lectures – 14 weeks

#### **Jan 10 – 17      Part I: Introduction to crime and deviance**

This selection of readings will introduce students to the concepts of crime and deviance and the problematic aspects of working/living with such concepts. Students will be introduced to functionalist, interactionist, conflict, and control perspectives.

#### **January 10**

#### **Week 1**

There are no readings assigned for the first day of class. However, we will discuss the course syllabus, introduce ourselves, and have an introduction to crime and deviance.

#### **Playlist:**

Afroman - Because I got high

<https://www.youtube.com/watch?v=WeYsTmIzjkw>

Cypress Hill – Hits from the bong

<https://www.youtube.com/watch?v=eMK4cfXj5c0&list=RDeMK4cfXj5c0>

Cab Calloway – Reefer Man

<https://www.youtube.com/watch?v=svoSSdsNhtA>

Method Man and Redman – How High

<https://www.youtube.com/watch?v=0kUvX-Uwrzo>

Tom Petty – You Don't Know How it Feels

<https://www.youtube.com/watch?v=9TIBTPITo1I>

Neil Young – Roll Another Number for the Road

<https://www.youtube.com/watch?v=faWRUevPHno>

#### **Reefer Madness Trailer**

<https://www.youtube.com/watch?v=sbjHOBjzhb0>

#### **Zombie Laws**

<https://www.thestar.com/news/gta/2017/01/01/purging-criminal-code-of-defunct-zombie-laws-no-simple-task.html>

**Moral panic:** spreading fear that some evil is changing society for the worst, or otherwise threatening life as we know. This is typically a result of “moral entrepreneurs” who identify a putative problem and promote it as such along with the media.

### January 12 (13 pages) Writing Workshop #1 & In Class Assignment Work Period

Muller, Jake. 2005. *Teaching the First Social Science Term Paper & Book Review*. Terrace, BC: Beachview Creations.

- **Read:** Jake Muller “Writing the First Social Science Term Paper” Chapter 2 and 3.
- These chapters provide instructions and examples on how to write the basic elements of a social science term paper. That is, how to write an aim statement, write an argument, define concepts, organize your arguments, write a conclusion, include in-text citations, and references.
- In this class we will go over some of these elements and you will have some time to work on developing arguments related to a topic on social stratification.
- APA guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

### The Book of Bad Arguments

Almossowi, A. (2013). *An Illustrated Book of Bad Arguments*. Retrieved April 1, 2015, from <https://bookofbadarguments.com>.

- We will visit this book regularly throughout the course of our semester together. Feel free to read it on your own, it's well illustrated and there is only one page of text per illustration.

### January 17

### Week 2

Chapter 1 – Crime, criminals and criminology

Chapter 2 – The social context of dispute settlement and the rise of law

- Watch Strange Case of the Law: <https://www.youtube.com/watch?v=zfHoJIvy40s>
- <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

### January 19

Chapter 3 – Criminal law

- Watch Strange Case of the Law: <https://www.youtube.com/watch?v=zfHoJIvy40s>

### January 24

### Week 3

Chapter 4 – Counting crime

- Watch Last week tonight – Public Defenders  
<https://www.youtube.com/watch?v=USkEzLuzmZ4>

### January 26

Chapter 5 – Correlates of Criminal Behavior

- In-class Watch Terms and Conditions May Apply
- <https://www.hrw.org/report/2013/02/13/those-who-take-us-away/abusive-policing-and-failures-protection-indigenous-women>

### January 31

### Week 4

**Midterm #1 – Introductory crim topics**

**February 2**

Chapter 8 – Early Theories of Criminology

- In-class Watch Terms and Conditions May Apply
- <https://www.hrw.org/report/2013/02/13/those-who-take-us-away/abusive-policing-and-failures-protection-indigenous-women>

**February 7****Week 5**

Chapter 8 – Early Theories of Criminology

Chapter 10 – Strain Theories

**February 9**

Chapter 11 – Conflict Theories

- Watch The Fruit Machine: <http://www.cbc.ca/archives/entry/rcmp-uses-fruit-machine-to-detect-gays>

**February 14****Week 6**

Chapter 12 – Critical Theories

- Watch Alice Goffman TED Talk: [https://www.ted.com/talks/alice\\_goffman\\_college\\_or\\_prison\\_two\\_destinies\\_one\\_blatant\\_injustice?language=en](https://www.ted.com/talks/alice_goffman_college_or_prison_two_destinies_one_blatant_injustice?language=en)

**February 16 (18 pages)**

Chapter 13 – Interactionist Theories

- Watch, John Oliver – Prisoner Reentry: <https://www.youtube.com/watch?v=gJtYRxH5G2k>

**Feb 20 – 24 Reading break no classes Week 7****Feb 21/23 – No Class****Feb 28****Week 8**

Chapter 14 – Social Control Theory

- Watch, Crack Babies: <https://www.youtube.com/watch?v=cWtLAfw1Ses>

**March 2****Midterm # 2 – Crim theories**

No Readings in-class midterm

**March 7****Week 9**

Chapter 6 – Feminism and Criminology

- Watch Solitary Nation: <http://www.pbs.org/wgbh/frontline/film/solitary-nation/>  
<http://www.cbc.ca/archives/entry/rcmp-uses-fruit-machine-to-detect-gays>

**March 9**

Chapter 7 – Victimology, Victim Services and Victim Rights in Canada

**March 14** **Week 10**

Monaghan – Settler Governmentality

- **Watch Home Fire:** [https://www.nfb.ca/film/home\\_fire/](https://www.nfb.ca/film/home_fire/)

**March 16****March 21** **Week 11**

Writing workshop

**March 23**

Chapter 16 – Organized Crime

Chapter 17 – Corporate and White Collar Crime

At home watch: The Corporation

<https://www.youtube.com/watch?v=xHrhqtY2khc>

**March 28** **Week 12**

Chapter 18 – Cybercrime and Cyberdeviance

**March 30**

Altheide, David. (2002). Policing Crime and Fear in the News Media. In *Creating Fear: News and the Construction of Crisis* (pp. 125–154). Hawthorne, NY: Aldine de Gruyter.

- Examines how the military and police agencies work with the media through a problem frame and entertainment logic to define situations, create fear, and propose solutions to fear.
- **News Article Assignment Due**

**April 4** **Week 13**

Smith, George W. 1998. “The Ideology of ‘Fag’: The School Experience of Gay Students.” *Sociological Quarterly* 39(2):309–35.

**April 6**

Duneier, M. (1999). How Sixth Avenue Became a Sustaining Habitat. In *Sidewalk* (pp. 115–154). New York, NY: Farrar, Straus, and Giroux.

- Describes how policing, politics, and urban design affect deviance, possibilities for deviant/criminal activity.

**Apr 11 – 13** **Part III: Concluding thoughts, course review, final paper discussion****April 11** **Week 14**

No readings. In-class study session

**April 13** **Final Exam – In Class**