

Sociology 4GG3 - Fall 2017

Fall, 2017
Wednesday 7-10 pm
KTH 106

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Office Hours: by appointment

Course Description and Learning Objectives:

This course aims to explore deviance from various systems of social control and regulation. The course will examine current policing practices and police research in relation to the study of deviance. Various issues will be examined in relation to the study of policing and deviance. A comparative approach to policing and deviance will also be explored. The objectives of this course are as follows: to encourage intellectual curiosity of students regarding questions of deviance, social control and policing. Students will be given conceptual tools to examine contemporary practices of policing, social control and regulation. Thus, students will develop critical thinking skills. Students will learn about the differential impact policing has on issues tied to race, racism, gender, patriarchy and community policing. The second main goal is to acquaint students with key controversies surrounding policing and crime and social justice. Third, students will demonstrate complex ways in which neoliberalism has impacted deviance and policing. Upon completing this course, students should be able to interrogate the differential policing has in terms of social control and deviance. Students will demonstrate an appreciation of contradictions surrounding policing and deviance and provide a conceptual and methodological evaluation of various explanations on policing and deviance.

For more insights on learning outcome, please consult:

<http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>)

Avenue to Learn

I post my lecture notes on avenue to learn before class and post grades there too. Students can access me through email

Course text:

Course pack will be available at McMaster bookstore.

Grade Breakdown:

20% for Seminar participation. Students are encouraged to critically engage in seminars. What does the latter imply? That students are able to raise questions in the seminar or that they can synthesize what are the main claims in the text for an assigned reading. The point though, is that students explore the readings are articulate their reflections in a cogent manner. Students are encouraged to bring questions to class.

20% is allotted to one test, It measures students conceptual and practical understanding

of course material. The test will consist of multiple choice questions and short answers.

20% accounts for a reflection on one of the readings. This assignment should be 3 pages. Students are to select a reading of their choice and are to hand in a reflection on it on the day that the reading will be covered in class. Students cannot hand in a reflection for a reading that has already been covered. The reflection should identify key questions and/or claims the reading postulated and demonstrate knowledge of evidence for those arguments. The standpoint of the student entering the course relative to what has been covered in class should be explored.

15% accounts for essay proposal. For this assignment, I am interested in seeing how students mobilize perspectives explored in the course and formulate them in a concise fashion. Students are encouraged to pick their own topic, but I am happy to provide topics too. This is a short, 2 to 4 page indication of what you intend to write for your research paper. It shall include:

- a) A tentative title
- b) An introduction that explains the title and gives an indication of what the paper shall discuss
- c) A breakdown of subsections that organize the paper
- d) A working annotated bibliography that explains how each source relates to your topic

25% is allotted to final essay. The essay will be based on some of course readings and other readings from outside the course. It should be 10 - 12 pages double spaced

Reading Schedule

September 6, 2017 Introduction to the course

September 13, 2017 Ericson, Richard. 2007. "Rules In Policing: Five Perspectives" *Theoretical Criminology*; 11; (pp 367-401) This reading will be uploaded to avenue to learn.

September 20, 2017 Comack, Elizabeth and Balfour, Gillian, (2004) "Theorizing Law" pp. 20-48 in *Power to Criminalize: Violence, Inequality and the Law* Fernwood Publishing, Halifax, Nova Scotia, Canada

September 27, 2017 Hall, Stuart et al (1978) "The origins of Social Control" in *Policing the Crisis: Mugging, the State and Law and Order* The Macmillan Press LTD, London, UK.

October 4, 2017 Christie, Nils (2003) "Crime Control as a Product" in *Crime Control as Industry* Routledge and Taylor Francis New York.

October 11, 2017 No class **Proposal is due via email no later than Friday October 14, 2016**

October 18, 2017 Test 1

October 25, 2017 Barak, Gregg. 2005. "Peacemaking Criminology & Terrorism a reciprocal approach to peacemaking criminology: between adversarialism and mutualism", *Theoretical Criminology* Vol. 9(2): 131-152 . We will discuss the case of Jian Ghomeshi http://www.greggbarak.com/whats_new_2.html

November 1, 2017 Documentary on Human Trafficking

November 8, 2017 Bales, Kevin (2002) "Because she looks like a Child" pp. 207-230 in *Global Woman: Nannies, Maids, and Sex Workers in the New Economy* ed, Barbara Ehrenreich and Arlie Russeell Hochschild Owl Books New York

November 15, 2017 Kolin, Andrew (2013) Foucault's Concept of Governmentality Applied to the Formation of An American Police State in *Security, Life and Death: Governmentality and Biopower in the Post 9/11 Era* ed Claudio Colaguori de Sitter publication, Toronto, Ontario.

November 22, 2017 Paasche, Till F, et all (2014) Territorial tactics: The socio-spatial significance of private policing in strategies in Cape Town. This article will be uploaded to avenue to learn.

November 29, 2017 Documentary on Policing the Favelas in Brazil

Dec 6, 2017 Dammert, Lucia and Malone, Mary Fran (2006) Does it take a Village? Policing strategies and Fear of Crime in Latin America This article will be uploaded to avenue to learn. **Final Essay is due in class**

ACADEMIC DISHONESTY:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.

3. Copying or using unauthorized aids in tests and examinations.

DEPARTMENTAL/UNIVERSITY POLICIES:

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff do NOT date-stamp assignments, nor do they monitor the submission or return of papers.

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note, this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or are absent for a reason other than medical, you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (eg. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.