Sociology 4GG3

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://www.sociology.mcmaster.ca/undergraduate-program/course%20outlines

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:

30% for Seminar participation. There are three components to this section of the course. One component consists of student presentation on weekly topics. Students are required to sign up for a presentation on a topic and led class discussions for about 30-45 minutes. Presentations can be done in groups. I will elaborate more on the requirements on our first day.

Another component of seminar mark consists of student engagement. 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. Additional content will be addressed in class. The last part of mark comes from seminar attendance.

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.

30% is allotted to final essay. Students are required to hand in an analytical research essay. Students are encouraged to select their own topic, but, must obtain approval from the instructor to proceed. A topic list will be compiled within the first few weeks of class. Students must have 4-6 external sources and must utilize at least one reading from the course. The essay should be 10 - 12 pages double spaced. I will elaborate more on the requirements on the first day.

Reading Schedule

Jan 7, 2020 Introduction to the course

Jan 14, 2020 Chapter 1: The Origins and Evolution of Police Work C.T, Griffiths 1-15

Jan 21, 2020 Chapter 9: The police as peace officers Michael Banton. 15-19
Chapter 10: Responsibilities of the police William Westley 19-23 Chapter 11: What do the police do? David Bayley 23-29

Jan 29, 2020 Chapter 8: The Police as Reproducers of Order Richard Ericson 31-55

Feb 4, 2020 Hall, Stuart et all (1978) "The origins of Social Control" in *Policing the Crisis: Mugging, the State and Law and Order* The Macmillan Press LTD, London, UK.

Feb 11, 2020 test 1 will be administered in class.

Feb 18, 2020 no class, academic recess

Feb 25, 2020 Documentary on Gangs in the city of Toronto

March 3, 2020 Chapter 3 Arressted (In)Justice Robyn Maynard pp. 84-114

March 10, 2020 Nils (2003) "Crime Control as a Product" in Crime Control as Industry Routledge and Taylor Francis New York.

March 17, 2020 Why Cops kill: The psychology of police deadly force encounters L Miller pp. 197-111

March 24, 2020 Article on comparative policing (case of South Africa); or, reading on issues with private policing in North America

March 31, 2020 ibid

April 5, 2020 TBA

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. (Insert specific course information, e.g. style guide)
2. Improper collaboration in group work. (Insert specific course information)
3. Copying or using unauthorized aids in tests and examinations.

DEPARTMENTAL/UNIVERSITY POLICIES:

Do NOT email 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. (INSTRUCTORS: *Please make arrangements for returning assignments in class, or use the utilities of Avenue to Learn for submitting, returning, and grading student assignments electronically. See information under Electronic Course Support.*

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.

Religious, Indigenous and Spiritual Observances (RISO)
The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.
Please review the RISO information for students in the Faculty of Social Sciences about how to request accommodation.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.