SOCIOLOGY OF CRIME AND DEVIANCE  
SOCY S141

June 29th – July 31st (Session B)  
Tuesdays and Thursdays 1:00PM – 4:15PM

Instructor: Tony Cheng (tony.cheng@yale.edu)  
Office Hours: Tuesdays and Thursdays by appointment

Course Goals

Welcome to the Sociology of Crime and Deviance! This course introduces key theories and concepts in the sociological study of crime and deviance. We will examine how attributes or behaviors are defined as deviant, the social responses and consequences of doing so, and the role of inequality, institutions, lifestyles, culture, and identities in these processes. Rather than providing you with hard facts about crime and deviance, we will develop analytic tools that will equip us to dissect, understand, and explain crime-related issues from a sociological perspective.

This course is divided into three parts. In Part I, we will read foundational texts in establishing criminology. In Part II, we will explore theories aiming to explain deviance, as well as more modern-day applications and case studies of those theories. Finally, in Part III, we will cover various ways to control deviance. As we progress through each part, we will unpack various methodological approaches, institutional contexts, and case studies that will help us explain why people engage in deviance and how it is dealt with. Because this is a Summer Session course, materials that would typically be covered in two classes are now condensed and covered in one.

The class format will feature a mixture of lectures, discussions, and activities. We will typically start each class with a short lecture about the main theories, arguments, and findings from the readings assigned. We will then collectively engage the texts by discussing your reactions and critiques, putting the readings into conversation with one another, and relating them to the general themes of the course. Along the way, we will unpack core concepts through various activities, such as debates and presentations. This will help you process, understand, and apply the readings to the questions of the course and to your own broader intellectual interests beyond.

Requirements

1. Attendance, Participation, Preparation: 20%
2. Discussion Questions: 20%
3. Midterm Exam: 25%
4. Final Exam OR Final Paper: 35%

1. Attendance, Participation, Preparation (20%): Students are required to attend every class session. This is particularly important for Summer Session, as semester-long courses are condensed into one month. For class to be successful, students are expected to read and reflect upon the readings in
advance; arrive prepared to discuss the readings; and contribute to discussions by asking questions, answering questions, and constructively commenting on the ideas of others. Activities conducted in class will count towards this final score.

2. Discussion Questions (20%): Please prepare at least three discussion questions/comments based on the readings and post them to Canvas by midnight before each class. These questions are opportunities for you to engage the readings by identifying aspects that puzzle you, you disagree with, you do not understand, or that you find interesting. Feel free to engage any aspect of the day’s reading, but the question should discuss and reflect knowledge of the reading’s argument and evidence. You can also respond to comments/questions written by your fellow students. While we will not discuss every student’s discussion questions in class, this exercise will facilitate more dynamic conversations overall.

3. Midterm Exam (25%): The midterm exam will cover all the materials discussed in class before that date. It will be a mixture of identification questions, short answers, and one long answer. It will be administered in class on July 14.

4. Final Exam or Paper (35%): You will be given a choice of whether to take a final exam or write a final paper.

   (a) Final exams will draw on materials from the entire class, be of similar format to the midterm, and will be administered on the last day of class on July 30.

   OR

   (b) Final papers (10-12 double-spaced pages) should broadly engage the course material. In the paper, you are expected to go beyond demonstrating comprehension of the material and to develop your own arguments about the readings, the ideas they present, and the themes that link them together. You must develop your own topic and argument for the paper, which requires approval by July 21. You are not expected to use outside sources, but if you do, they must be cited. Remember that you will be primarily evaluated based on your analysis of course material. The final paper is due on July 30.

**STATEMENTS AND POLICIES**

*Academic Integrity:* This course applies strict standards of academic integrity and anyone suspected of breaking them will be reported to the executive committee of Yale College.

- For more information about Yale Summer Session’s policy on academic integrity, see: [https://summer.yale.edu/sites/default/files/files/2019SSStudentHandbook012519.pdf](https://summer.yale.edu/sites/default/files/files/2019SSStudentHandbook012519.pdf)
- For further guidance on what constitutes plagiarism, please refer to the Yale College Writing Center: [http://ctl.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism/what-plagiarism](http://ctl.yale.edu/writing/using-sources/understanding-and-avoiding-plagiarism/what-plagiarism).

*Late Submissions:* Without a Dean’s Excuse, late submissions will be penalized one point per day up to forty points for the assignment. If you know you cannot make a deadline ahead of time, speak with me beforehand and we can agree on an alternative submission date and method.
Correcting Grading Errors: Students who believe their exams have been graded incorrectly should request a correction in writing to the course instructor. The request should 1) be made within a week after the graded assignment was returned, 2) clearly and succinctly state the error believed to have occurred, and 3) include resubmission of the entire graded work (paper, exam, or other assignment). If the request arises because different students have seemingly been graded differently, all the affected students must submit their work.

Electronic Devices: Please feel free to use laptops and tablets during class. However, if they become distracting or affect classroom discussions, students may be asked to turn them off.

Accommodations for Students with Disabilities: If you have established accommodations with the Resource Office on Disabilities (ROD), please let me know and provide me with an accommodation notification from the office. In order to preserve your privacy, please do so outside of class.

Diversity Statement: We strive to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation.

Wellness and Health Statement: As your professor, I value your health and wellbeing. In order to succeed in this class, in college, and beyond, you must work hard and balance the work with rest, exercise, and attention to your mental and physical health. This class will be challenging, but take the time to also enjoy your summer.

Course Materials

In an effort to cut student costs, this course does not require any textbook. All course readings will be either posted on Canvas or available online through Yale Library (if you are using a computer connected to the Yale network and searching for them on Google Scholar, you will see links that allow you to download them).
**SCHEDULE**

Note: Readings may be adjusted depending on course progress

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<th>Part I: Origins of Criminology</th>
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<tr>
<td><strong>JUNE 30: Foundational Readings</strong></td>
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<tr>
<td>▪ Understanding <em>Criminological Theory: A Guide for Readers</em></td>
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<tr>
<td>▪ Beccaria, Cesare. 1764. “An Essay on Crimes and Punishments” (Introduction, Chapters 1-8)</td>
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<td>▪ Lombroso, Cesare. 1911. “The Criminal Man” (Chapter 1)</td>
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<th>Part II: Explaining Deviance</th>
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<td><strong>JUNE 30: Rational Choice and Routine Activities Theory</strong></td>
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<tr>
<td>▪ Cornish, Derek and Ronald Clarke. 1986. <em>The Reasoning Criminal: Rational Choice Perspectives on Offending</em> (Chapters 1 and 2).</td>
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<th><strong>JULY 2: Anomie and Strain Theory</strong></th>
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<th><strong>JULY 2: Social Disorganization Theory</strong></th>
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<td>▪ Shaw, Clifford and Henry McKay. 1942. <em>Juvenile Delinquency in Urban Areas</em> (Chapter 3).</td>
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<th><strong>JULY 7: Control Theory</strong></th>
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<tr>
<td>▪ Gottfredson, Michael and Travis Hirschi. <em>A General Theory of Crime</em> (Chapter 5)</td>
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<th><strong>JULY 7: Differential Association Theory/Social Learning/Subcultural</strong></th>
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<tr>
<td>▪ Sutherland, Edwin. “A Theory of Differential Association” in <em>Criminological Theory: Past to Present: Essential Readings</em></td>
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**JULY 9: Labeling Theory**

**JULY 9: Gender and Deviance**

**In Class**: Midterm Review Activity: Select and presentation on one theory
Anonymous Student Feedback on Professor and Course

**JULY 14: Midterm Exam**

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**Part II: Controlling Deviance**

**JULY 16: Moral Panics and Social Control**

**JULY 16: Medicalization and Social Control**
- Foucault, Michel. 1963. *Birth of the Clinic: An Archaeology of Medical Perception* (Introduction)

**JULY 21: Schools and Social Control**

**JULY 21: Guns and Social Control**

**In Class**: Discuss school shootings as combination of previous two class sessions
JULY 23: Surveillance and Social Control

JULY 23: Law and Social Control
- Van Cleve, Nicole Gonzalez. 2016. *Crook County* (Chapters 1 and 2)

JULY 23: Policing and Social Control

JULY 28: Alternatives to Policing

In Class: Final Review Activity: Brief Presentations on “Establishing Social Control Over our Agents of Social Control”
1. Pick a campaign from “Campaign Zero”: [https://www.joincampaignzero.org/#vision](https://www.joincampaignzero.org/#vision)
2. Identify and describe the problematic aspect of policing that the campaign focuses on;
3. Identify and describe the theory of deviance implied by the campaign—if none of the ones we’ve studied apply, explain why and describe the theory of deviance you believe it is;
4. Evaluate the promise and challenges of the campaign in controlling the deviance.

JULY 30: Final Exam