

# SOC 222 W: SOCIAL DEVIANCE

## Spring 2017

**INSTRUCTOR: David Newman**

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### **COURSE DESCRIPTION**

This course is a journey into the large and often misunderstood world of deviant behavior. It will focus on the changing nature of what is considered deviant. "Changing nature" implies that deviance is not some objective reality that exists, in the same form, across time and cultures, but is instead a social construction that, in fact, fluctuates with some frequency.

Because people in different societies and in different historical eras define deviance differently, it is difficult to isolate behaviors that all would agree deserve the "deviant" label. However, every society has had individuals or groups of individuals that it has, for whatever reason, decided to consider deviant and thus justifiable targets of social control (e.g., treatment, correction, punishment, execution).

This course will examine the questions: "What is deviance?" "Why do certain people become deviant?" and "What should be done to control deviance?" from a socio/historical perspective. In other words, we will look at how these questions have been answered at various points in time by various types of "experts" (priests, philosophers, physicians, lawyers, psychologists, sociologists, etc.). This will involve an examination of many diverse ideas—from those of the medieval clergy to those of modern criminologists, psychiatrists, and neurologists.

The socio/historical approach of this course will be somewhat unique. I feel that explanations of deviance, no matter how valid or far-fetched we believe them to be, can only be understood if one has knowledge of the historical, political, cultural, and social context from which they emerge. To that end, we will trace the development of the study of deviance. What we will discover is that while certain explanations of deviance may seem outdated or even ridiculous, they never disappear completely. We will find that ideas developed hundreds of years ago still persist in some form today.

Throughout the course of the semester we will pause to discuss and argue some of the more controversial issues related to deviance. I not only encourage but expect everyone to contribute and participate in these discussions. This course is intended to be a dialogue not a monologue. Remember, I'm just as interested in what you have to say as I hope you are in what I have to say.

## COURSE REQUIREMENTS

Course grades will be based on three in-class exams, one extensive term paper and class participation. I use a non-competitive grade scale. This means the grade you receive will depend entirely on your mastery of the course material, not on how well you do compared to others in the class.

### EXAMS

- Dates for the three exams are listed below.
- The exams will consist of several short definitions/explanations and essay questions based on readings and lectures.
- "Study guides" will be handed out about 1 week prior to the exam date. The definitional terms and essay questions that make up the exam will be chosen directly from these "study guides."

### TERM PAPER

- The term paper is a 15-page research report on a deviance-related topic that is of interest to you.
- A one-page proposal briefly describing your paper topic and providing a sample introductory paragraph is required by **Monday, February 20**.
- The paper will actually be handed in twice. The first time will be a rough draft (due **Monday, April 17**) on which you will receive comments and suggestions from one other student (peer critique) as well as myself. The first draft and peer critique *will not* be graded. However they *must* be turned in to receive credit for this assignment. The final draft of the term paper, which *will* be graded, is due on **Monday, May 8**.

**\*\*LATE PAPERS—WHETHER PROPOSALS, FIRST DRAFTS, OR FINAL DRAFTS--ARE SUBJECT TO AUTOMATIC PENALTIES. ABSOLUTELY NO EXCEPTIONS!!!\*\***

- Further instructions about the paper and a list of possible paper topics will be handed out and discussed early in the semester.

### W CREDIT

This is a W course, so the quality of your written work throughout the semester will be the primary activity upon which you will be evaluated. In particular, W credit will be awarded to those students who:

1. are able to express themselves clearly and persuasively on exams and who are able to effectively incorporate material from course readings and discussions into their responses.
2. show satisfactory progress in the development of their term paper, through a clearly articulated proposal, a thoroughly researched first draft, and a well-organized final paper that is responsive to revision suggestions made on the earlier draft.

### ATTENDANCE POLICY AND CLASS PARTICIPATION

I believe that learning is an interactive process. Much of the material for this course will be covered in class and will rely heavily on in-class discussion and debate. The success or failure of any class always hinges, to a large extent, on the combination of the people involved. Therefore, **regular class attendance is mandatory** and active participation is not only encouraged but expected. If you are going to miss class, it is your responsibility to let me know **in advance** and your responsibility to get the information we covered. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions and are typically documented. According to DePauw's *Academic Handbook*, "There are no 'allowed cuts' or 'free' absences from class sessions. Faculty members may drop students from their classes or other appropriate action may be taken if absences are too frequent." **Hence, if you have more than four absences during the semester, you may not be eligible to continue in the course whether these absences are excused or unexcused.**

## GRADING

Points will be assigned as follows:

Exam 1	60 points
Exam 2	60 points
Exam 3	60 points
Term Paper	100 points
Class	
Participation	20 points
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Total	300 points

Your final grade will be determined by the percentage of points you've earned out of the total.

## DISABILITY ACCOMODATIONS

“DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Director of Student Disability Services and ADA Compliance for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building ([765-658-6267](tel:765-658-6267)). It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”

## REQUIRED READINGS *(all available at Eli's Bookstore)*

- \* Kai Erikson, *Wayward Puritans*, Boston: Allyn & Bacon , 2005
- \* Stuart Traub & Craig Little (Eds.), *Theories of Deviance*, **5<sup>th</sup> Edition**, Itasca, IL: Peacock, 1999
- \*Conrad, Peter, *The Medicalization of Society*, Baltimore: Johns Hopkins University Press, 2007
- \* Jeffrey Reiman & Paul Leighton, *The Rich Get Richer and the Poor Get Prison*, **10th Edition**, New York: Prentice Hall, 2013
- \* Clifford Shaw, *The Jack-Roller*, Chicago: University of Chicago Press, 1966
- \* Patricia Adler & Peter Adler (Eds.), *Constructions of Deviance: Social Power, Context, and Interaction*, **7<sup>th</sup> Edition**, Belmont, CA: Wadsworth, 2012

## TENTATIVE SCHEDULE OF WEEKLY TOPICS AND READING ASSIGNMENTS

[NOTE: (T&L) = Traub & Little; (A&A) = Adler & Adler]

### Weeks 1 and 2: Introduction to study of deviance; problems of definition and research

- C. Reinerman, "The social construction of drug scares," pp. 159-170 (A&A)
- J.L. Tuggle & M.D. Holmes, "Blowing smoke: Status politics and the smoking ban," pp. 171-180 (A&A)
- A. Heckert & D.M. Heckert, "An integrated typology of deviance applied to ten middle-class norms," pp. 25-40 (A&A)
- A. Liazos, "The poverty of the sociology of deviance: Nuts, sluts, and perverts," pp. 472-494 (T&L)
- P.A. Adler, "Researching dealers and smugglers," pp. 132-147 (A&A)
  
- E.O. Laumann, J.H. Gagnon, R.T. Michael & S. Michaels, "Survey of sexual behavior of Americans," pp. 122-131 (A&A)
- D.J. Besharov & L.A. Laumann, "Child abuse reporting," pp. 115-121 (A&A)
  
- K. Erikson, *Wayward Puritans*, pp. 3-29
- A. Hendershott, "The morality of deviance" pp. 46-50 (A&A)

\*\*\*Film: "*Twitch and Shout*," Friday, February 10\*\*\*

### Week 3: The Demonic Perspective

- Erikson, *Wayward Puritans*, pp. 30-159
- P. Jenkins, "Failure to launch: Why do some social issues fail to detonate moral panics?" pp. 181-188 (A&A)

\*\*\*Film: "*A Modern Exorcism*," Friday, February 17\*\*\*

### Week 4: The Classical Perspective

- Erikson, pp. 160-205
- Reiman & Leighton, *The Rich Get Richer and the Poor Get Prison*, (Introduction, "Criminal Justice Through the Looking Glass or Winning by Losing," and chapter 1, "Crime control in America: Nothing Succeeds Like Failure")

\*\*\*TERM PAPER PROPOSALS DUE MONDAY, FEBRUARY 20\*\*\*

\*\*\*Film: "*The 16-year old killer: Cyntoia's story*," Friday, February 24\*\*\*

### Weeks 5 and 6: The Pathological Perspective

- P. Conrad, *The Medicalization of Society*, chapters 1 (pp. 3-19), 3 (pp. 46-69), 6, 7, 8 (pp. 117-164)
  
- C. Shaw, *The Jack Roller*, introduction (v – xviii) and pp. 1-78 (in preparation for next week)

\*\*\*EXAM 1: WEDNESDAY, MARCH 1\*\*\*

\*\*\*Film: "*Selling Sickness*," Wednesday, March 8\*\*\*

### **Week 7: The Social Disorganization Perspective**

- R.E. Park, "Social change and social disorganization," pp. 71-74 (T&L)
- R.E.L. Faris & H. W. Dunham, "Natural areas of the city," pp. 74-82 (T&L)
- Shaw, *The Jack-Roller*, pp. 79-205
- T. Hirschi, "A control theory of delinquency," pp. 312-329 (T&L)

### **Week 8: The Functionalist Perspective**

- E. Durkheim, "The normal and the pathological," pp. 4-9 (T&L)
- K. Davis, "The sociology of prostitution," pp. 9-22 (T&L)
- P.A. Adler & P. Adler, "Cyber communities of self-injury," pp. 401-408 (A&A)

**NOTE: *Week 9 (Monday, March 27 to Friday, March 31) is Spring Break – No classes all week!***



### **Week 10: The Anomie Perspective**

- E. Durkheim, "Anomic suicide," pp. 131-141 (T&L)
- R.K. Merton, "Social structure and anomie," pp. 142-174 (T&L)
- N. Passas, "Anomie and corporate deviance," pp. 210-232 (T&L)
- R. Godson & W.J. Olson, "International organized crime," pp. 433-445 (A&A)

### **Week 11: The Learning Perspective**

- E. H. Sutherland & D. R. Cressey, "The theory of differential association," pp. 237-244 (T&L)
- G. M. Sykes & D. Matza, "Techniques of neutralization: A theory of delinquency," pp. 251-260 (T&L)
- D.L. McCabe, "The influence of situational ethics on cheating among college students," pp. 292-302 (T&L)
- D. Scully & J. Marolla, "Convicted rapists' vocabulary of motive," pp. 291-307 (A&A)
- P. Cromwell & Q. Thurman, "The devil made me do it: Use of neutralizations by shoplifters," pp. 308-316 (A&A)

**\*\*\*EXAM 2: WEDNESDAY, APRIL 12\*\*\***

**\*\*\*FIRST DRAFT OF TERM PAPER DUE MONDAY, APRIL 17\*\*\***

### **Weeks 12 and 13: The Societal Reaction Perspective**

- H.S. Becker, "Labeling theory," pp. 41-45(A&A)
- F. Tannenbaum, "The dramatization of evil," pp. 380-384 (T&L)
- W.J. Chambliss, "The saints and the roughnecks," pp. 223-236 (A&A)
- D. Degher & G. Hughes, "The adoption and management of a 'fat' identity," pp. 257-267 (A&A)
- M.S. Weinberg, C.J. Williams, & D.W. Pryor, "Becoming bisexual," pp. 268-278 (A&A)
- M. Bemiller, "Men who cheer," pp. 317-330 (A&A)
- A.R. Roschelle & P. Kaufman, "Fitting in and fighting back: Homeless kids' stigma management strategies," pp. 345-360 (A&A)
- T.J. Scheff, "The role of the mentally ill and the dynamics of mental disorder: A research framework," pp. 397-415 (T&L)
- P.A. McLorg & D.E. Taub, "Anorexia nervosa and bulimia: The development of deviant identities," pp. 434-448 (T&L)
- J. Howard, "Obstacles to exiting emotional disorder identities," pp. 575-585 (A&A)
- D.D. Martin, "Collective stigma management and shame: Avowal, management, and contestation," pp.361-379 (A&A)

**\*\*\*Film, "Kidnapped by UFOs" Friday, April 21\*\*\***

### **Week 14: The Critical Perspective**

- R. Quinney, "The social reality of crime," pp. 462-472 (T&L)
- Reiman & Leighton, *The Rich Get Richer and the Poor Get Prison*, (chapter 2, "A Crime By Any Other Name...")
- R.K. Brunson & J. Miller, "Gender, race, and urban policing," pp. 189-199 (A&A)
- D. Pager, "The mark of a criminal record," pp. 211-222 (A&A)
- Reiman & Leighton, (chapter 3, "...and the Poor Get Prison,")
- J. Liederbach, "Doctors' autonomy and power," pp. 237-246 (A&A)
- D. Rothe, "War profiteering: Iraq and Halliburton," pp. 446-458 (A&A)
- E.A. Armstrong, L. Hamilton, & B. Sweeney, "Sexual assault on campus," pp. 494-511 (A&A)

### **Week 15: Wrapping Things Up**

- Reiman & Leighton, *The Rich Get Richer and the Poor Get Prison* (chapter 4, "To the Vanquished Belong the Spoils" and conclusion, "*Criminal Justice or Criminal Justice*")

**\*\*\*Film: "The Bombing of West Philly," Monday, May 8\*\*\***

**\*\*\*FINAL DRAFT OF TERM PAPER DUE MONDAY, MAY 8\*\*\***

**\*\*\*EXAM 3: TUESDAY, MAY 16 @ 9:30am\*\*\***