

Online readings (PAC) are found at this CASE SENSITIVE web address:
<http://homepage.mac.com/jtimleck/FileSharing22.html>

Office Hours

In order to maximize your and my time I set “office hours” by appointment. This permits me to be sure I’ve enough time to address your concerns thoroughly in any meeting we have and to save gas when commuting to and from Baltimore. This does not mean you cannot meet with me spontaneously either – just ask (usually at the end of class is a good time). Feel free to ask or email me to arrange meetings.

The Study of Deviance and Social Control, An Overview

In our daily lives social norms operate that prescribe what will be considered as “appropriate” behaviors and those that will be considered “inappropriate” ones. The quotations about the previous words are intentional, meant to underline the volatility and fluidity of the boundaries between what is considered “right” and “wrong” and that careful critical reflection is required before jumping to conclusions about the valuing of certain social actions over others. And so the sociological study of deviance is about the study of non-conformity to sets of social norms. Non-conformity can range from jaywalking to murder, corporate welfare to multi-national exploitation of workers abroad.

In sociology, psychology, business, engineering and a myriad of professions we are presented with a need to assess the actions of people and organizations and how they interact, for better and, more often than not, for worse. Understanding the reasons for some of the more questionable actions of others can help in any professional environment to mitigate those problems and to apply sensitized diplomacy when investigating the social worlds through the acts of others.

But difficulties lay in the definitions and identification of just what is a deviant act and just who are those people or groups that commit them? From positivists who claim deviance is “real” with “deviants” to be studied to the social constructionists, who define deviance as a label applied to acts by persons and groups at a given historical place and time, there is broad room for disagreement, controversy and fruitful investigation.

Goals and Relevancy of the Course

The goal of this course is to present the key theorists and their theories of deviance. It follows – somewhat – the chronological order of their theories as they developed from the most classical functionalist interpretations of deviance and the socialized city to more recent critiques in feminist and post-modern studies. We begin by looking at what *is* “deviance”? What are norms and how and why do they come into being and persist? Course readings then look at how the groups studied shape theory definitions and the methods used in those analyses. And we see that the methods used to study groups also matter. Using recent journal articles, news of the day and videos, we flesh out different theories and seek to problematize the term “Deviance”. We will learn that, looking at *why* deviance exists, as a social studies realm, is important as know *that* it exists and indeed may explain its existence itself.

In the latter half of the course we turn to ‘stigma’ and the politics of social control and how the development of these controls (through media and state driven “moral panics”) shows how power differences can determine who gets labeled and just how. We will look at how these social controls are deployed in our daily lives and rituals, and become embedded as accepted knowledge customs, as “common sense”. Recent news events (the continuing conflict in Iraq – and the pro-and anti- war protesting that goes with that, treatment of detainees, a Conservative Vice Presidential daughter who now has an unwed mother-daughter, Businesses “cooking” their books and maximizing profits at others expense perhaps, allegations of impropriety by senior political officials (the Mayors of Detroit and Baltimore, for example) and the plethora of allegations aimed at a Whitehouse under constant siege, Olympics with child-gymnasts passing as adults, men with baggy pants showing their butts going to jail for it, and so on and so on) continues to attract our attentions – a bright spotlight is constantly being focused on the “misdeeds” and other minor deviances in our cultures. Finally we will look at the resistance of being labeled deviant and what types of options are there for those who reject their stigmas, and what it all means for the future of deviance studies. Who is pointing the finger at who is a question to ask – and then to what purpose? Is it for “society” or is it for some more powerful group? We look at some of these controversies – how does race, class and gender figure in who is being made to look like the deviant? Is it even being done *on purpose* sometimes? What about life in the late modern age – how does surveillance and terrorism affects how we see a world of deviance and conformity?

We will see that bad acts happen everywhere, and are done by everyone – with far-reaching, often global, effects – and that it’s not just “bad” or “different” people that are deviants. We will spend considerable time looking at how our own biases and positions affect what we consider to be “different” and how “different” is often interpreted, incorrectly, as “wrong”, “bad” or even “immoral”. Finally we close by looking at the subtle ways we can resist being labeled deviant and what types of options are there for those who reject their stigmas, and just what it all means for the future of deviance studies, particularly in sociology.

At the end of the course students should have a broad understanding of the different theories of social deviance and control. Using these theories they will be able to assess and evaluate their social interactions and professional practices accordingly – to be able to use the class materials and theories for research, programmatic implementations and to generally gain a better understanding of the social aspects of “difference” and how it functions in society. Students should find these skills valuable in workplace and organizational settings as part of management, and team leading, or more practically in day-to-day interactions with peers, friends and family. While some theories presented will challenge that deviance and difference is natural and even serves a social purpose in moving society “forward” understanding how, and who, is socially controlling whom through creations and attributions of difference and power, can help illuminate the divisions and inequalities in the social world and show that much of what we experience we are not just “born into” or “genetically predisposed” but is (perhaps) “socially constructed” – meanings that gain “truth” and “legs” only when absorbed and accepted by the social world as “fact”.

Required Texts

Traub & Little - written as “T&L” in reading schedule - *Theories of Deviance, 5th Edition, Peacock Press. ISBN #0-87581-419-0*

Available at the campus bookstore (NOTE: You must purchase the 5th edition of the text) I chose the following text because of its broad-based presentation of classical theories. Its received positive feedback from students in the past. It’s best practice to take note *while* reading since there is no summary or “point form” information sections.

Course Pack Readings - written as “eCP” in reading schedule

These are found online - Note that the file name is NOT exactly the same as written in the syllabus but author and date are the main sorting mechanism - are found at this CASE SENSITIVE web address:

<http://homepage.mac.com/jtimleck/FileSharing22.html>

Optional/Recommended

Liska & Messner – written as “REC, L&M” in reading schedule

Perspectives on Crime and Deviance, 3rd Edition, Allen E. Liska and Steven F. Messner, ISBN #0-13-235771-2

Richlin-Klonsky, J., Strenski, E., & Giarrusso, R. (2006). *A guide to writing sociology papers*. Princeton, N.J. (ISBN – 10-7167-7626-X)

Additional Materials – I may also use relevant films, handouts etc. as chosen throughout the term. *Students are encouraged to share relevant information or events for quick presentation at the beginning of class each week as part of an attentive view to course subject material as it relates to your everyday lives.*

Summary and Dates of Graded Assignments and Requirements

FIELD ASSIGNMENT	SEPT 22 nd	10%
MIDTERM EXAM – WEEKS 1-7	OCT 22 nd	25%
PAPER TOPIC & LIBRARY ASSGNMT	NOV 10 th	02% (2 points of 25 to final paper)
DRAFT PAPER/PEER EXCHANGE	NOV. 19 & 22	05% (5 points of 25 to final paper)
FINAL PAPER DUE	DEC. 8 th	18% (18 points of 25 to final paper)
FINAL EXAM – WEEKS 8-15	DEC. 18 th	25%
Reflections – Choose 8 (graded as ✓+, ✓, ✓-, or ‘0’)	10%	R in the reading schedule. Due <u>NEXT</u> class.
PARTICIPATION		05%
TOTAL:		100%

Get a “✓+” on all your reflections! See the “Writing Help” folder online, or visit the Writing Center!

Grading

This comment is from Jerry Williams of Austin State U. I found it particularly “on point” and something you should keep in mind for all your classes, not just this one:

“Many misconceptions exist about grades in the university. Perhaps the most common is that grades are given based upon student effort... (G)rades are meant as evaluations of student performance not as rewards for effort. Some students can earn good grades with little or no effort. Other students work very hard and receive poor grades. A second common misconception about grades is that a “C” is a “bad” grade. To the contrary a ‘C’ is given to work that meets the criteria of “satisfactory” college work.”

FINAL GRADES: 89.6-100 = A- to A+; 79.6 to 89.5 = B- to B+; 69.6 to 79.5 = C- to C+; 59.6 to 69.5 = D; <59.6 = F

A – Excellent Scholarship - Exemplary engagement and investigation of perspectives – there is a clear implementation of theory discussed in/from class tied to the subject being looked into. Writing assignments are clear, succinct, to the point. *Argumentation is reflective of multiple sides of possibilities*. Student shows imagination and insight and a willingness to challenge their own perspectives. ALL course requirements met (including participation). A+ is given to students exhibiting only the most outstanding scholarship.

B – Very Good Scholarship. Student prepares for class regularly and engages materials through discussions and papers, assignments. Writing is clear and well composed. May be missing some course requirement (i.e. participation, assignment). While thorough, student may be lacking in critical reflection – long on words but doesn’t always make correct connections. Needs more attention to theoretical details. Papers and assignments show grammar, spelling and writing, composition and exhibition are above average.

C – Satisfactory Scholarship. Student meets bare minimum of course requirements. Fails to engage fellow students with their ideas, makes incorrect or unconvincing arguments (verbal or written). Fails to use perspectives correctly, errors in concepts. Papers and assignments maybe sloppy in places, in structures or thought. Grammar, spelling and writing acceptable.

D/F – Fail/Unsatisfactory Scholarship. Fails to meet stated course objectives (learning goals, length of assignments, ignores or fails to follow instructions, uses opinion presented as “fact” etc.). Grammar, spelling and writing not acceptable.

Failure to complete ANY course materials and assignments may result in an ‘F’ grade - regardless of the weighting of that assignment in your overall grade. You are not permitted to complete “some” of the course requirements and not the others and achieve a passing grade. Chronic absenteeism in particular is grounds for an failing grade as it violates the participation requirements of the class.

Course and Class Format

Course Format – *Deviance and Social Control* will be presented in a lecture discussion format two times per week. Each week begins with the presentation of different key theorists and their thoughts, and we work to integrate, compare and contrast them, while showing constructive critiques of strengths and weaknesses and the rudimentary application of those theories. Some topics may span two periods of class. The end of week readings are generally “application” examples of “real world” use of the theories and are particularly meant to challenge your ability to use them accordingly while sparking discussion.

Class Participation & Attendance – I do not take specific attendance and you are not expected to necessarily speak up at every class to be considered as “participating”. Participating means: Being “in the moment”, arriving in class on time, being in class with your attention and focus on the materials at hand and the comments and contributions by your peers. **Participating out also means making informed comments – relating the ideas of readings and lecture to the question at hand, not simply offering “your opinion”.** Connect the materials to your thoughts *before* you speak – make them *relevant* to others – not just yourself. “Talk is cheap” is a good adage to keep in mind here.

Class Decorum - I employ a zero tolerance policy in my classrooms for any sexist, racist, classist, homophobic or any other kind of hurtful or disparaging remark or behavior made about or to another person, group, behavior. You will be asked to leave the class. I expect mature and sensitive commentary. Inappropriate language and behaviors (whether racist, sexist, homophobic etc.) will not be tolerated. This classroom is an open place for all to explore ideas so I seek to foster that environment. Basically “sandbox rules” – treat each other with respect!

Exams & Assignments – LATE ASSIGNMENTS WILL BE GRADED ‘ZERO’ – NO EXCEPTIONS!

Reflection Exercises – 20% of final grade - As part of your participation grade, reflection exercises require you to use a social psychological lens to analyze particular issues about the Self-based on a reading or class material. The purpose of these exercises is to aid your learning, which in turn prepares you for discussions, assignments, and exams. 8 times during the semester, you will be required to complete a written reflection, **DUE THE FOLLOWING CLASS after the week listed**. This requirement is graded as high pass (√+), pass (√), low pass (√-) or fail (0). See the online folder “Writing Help” online and specifically the articles on Textual Analysis and on Writing an Article Summary for help. **Summarize the article AND provide your *informed* reflection – relating it back to that week’s (or other) pertinent readings.** The goal is to show *the reader* you comprehend the article, its purpose and argument, and that you can contextualize the article in the larger constellation of readings, theories and so forth.

Exams – The course will have two, regularly spaced, exams, each covering only that previous portion of the term’s lectures and readings. Exams will be drawn mainly from the readings but also from lectures, thus attendance in class is paramount. **Exams are NOT CUMULATIVE.**

Field Assignment – This will be a brief survey of friends and family about what they consider to be deviant activities or group participation. A four-page paper (three-paged, double-spaced, summary plus a one page chart) of the results and your thoughts about what you observed will be required. More details will be announced in class.

Final Paper - The goal of your final paper is to synthesize the theories you have learned about deviance and social control and analyze/investigate a “deviant behavior” of your choice. It represents a substantial portion of course work and its length will run 12-15 pages. Core courses in the social sciences include the following objectives that highlight...

- The distinctive perspective the discipline being studied has for viewing society, social phenomena, and individual behavior;
- The ways in which cultural and historical contexts influence social science inquiry;
- How the discipline being studied constructs and tests theories and collects data, and
- Intellectual, cultural, social and political changes over time.

As a CORE course then your final writing assignment will reflect these objectives. The goal will be to look at that behavior you choose through the lens of a *sociological* theory/theories of deviance and see how it fits within that framework. What are its deficiencies? Who is labeled? Who benefits? Who “pays” (socially, politically, economically?) How has it stayed the same or changed? How might methods of research affect our perceptions of this behavior or its labeling?

These are some sample questions and a complete outline of expectations and grading methods will be given in class. Previous papers have covered a range of topics from graffiti, tattooing, Goth culture, and blond hair.

The paper will require some research and you will be required to include no less than four journaled sources (popular press media (magazines and newspapers) and internet pages don’t count – *nor does Wikipedia* or any encyclopedia or dictionary, I want *refereed* journals – I’ll explain) and include copies of the front page of each with your final paper. You should make a point to discuss your paper with me well before its deadline so I can help steer you, help you, or just plain compliment your great work!

Extra Credit – THERE ARE NO “EXTRA CREDIT OPPORTUNITIES” IN THIS COURSE. After a few years of teaching I have seen students increasingly rely on what they hope to be, the goodwill of the professor to bail them out of work not done well during the term. Perpetuating that mistake is only doing you a disservice. You can come to speak to me about improving your grade after any exam or assignment – I guarantee it will help – but otherwise grades stand as given (I don’t “bell” grades either).

Miscellanea

Email – Email shall be the preferred method of contact during the course for changes to materials, times, sickness, school closing and cancellation of classes. **PLEASE - Turn off any spam filters for mail coming from jtimpleck@socy.umd.edu or jtimpleck@mac.com. I will accept ONLY UMD WAM email accounts as valid.** If you wish to use another account instructions on how to forward email from your WAM account to that other account can be found here:

<https://www.oit.umd.edu/email/gettingstarted/webmailtutorial-manage.htm>

Missed Exams, Religious Observances, Extracurricular Activities, Inclement Weather

Missed exams/Assignments – Can only be made up in the most extreme cases (Death of family member or severe illness) and only when a doctor’s note is provided at the next class, or an obituary/funeral notice. A “cold” is not a severe illness. “Flu” requires a doctor’s note. And because of continued abuse such notes must come from a doctor that is not the student’s direct relative.

For excused absences – including religious observances – you must submit a typed sheet to me of those dates in the first two weeks of class. Otherwise, absences after that time without prior notification will be considered “absent without excuse”.

Religious holidays – Are respected and every attempt will be made to accommodate all faiths and beliefs of all persons. If you expect that observances of religious beliefs will require you to miss any class meetings or course deadlines, you need to submit these dates within the first two weeks of class so I can plan accordingly. After two weeks I will consider the matter closed. **Religious observances do not exempt students from completing class work so please plan accordingly.** Prepare to have someone get and share notes with you for any missed classes.

Students Involved in Extracurricular Activities – Students must furnish “away” schedules, in accordance with University policies, within the first two weeks of class. Exemptions are granted only for the days listed on that sheet and must be from an authorized campus group. My experience suggests that my course’s “in class participation” requirement negatively impacts many students’ ability to stay on top of course materials, perform well on exams if they participate in functions that cause them to miss more than three to five classes. If you expect to miss more than this amount of classes please consider your priorities before choosing my class this term.

Inclement weather – From time to time the University has closed due to inclement weather. Please check the below link to verify closure (The “SNOW” phone doesn’t work I’ve found)

<http://www.umd.edu/umnews/alert.html>

Disability Accommodations

If you need disability accommodations, please see me by the end of the second week so that arrangements can be made regarding test taking, study sessions etc as needed. Information regarding any disability is confidential. **PLEASE NOTE: Disability of students does NOT exempt them from meeting course requirements, including deadlines for assignments.** Please help me help you stay abreast of things.

Student Honor Pledge, and Academic Integrity

I draw your attention to the University of Maryland’s Honor Pledge, which states:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The following misconduct is subject to disciplinary action: all forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism. In every case in the past that I have discovered any violation of the above the cases have been presented to the school’s respective review authorities. If you are not sure what constitutes violation of the above please review the Student Honor Council webpage at <http://www.studenthonorcouncil.umd.edu/code.html> .

Plagiarism - Plagiarism is the borrowing of information, wording, organization, or ideas without acknowledging the source. You **must** acknowledge the sources that you use in this class (i.e. in your Field Assignment or Written Assignments). Further, when you repeat the exact language of your source, you must put the material in quotation marks. **In this class, the minimum penalty for plagiarism will be a grade of zero for the assignment; more extensive plagiarism or cheating will result in a course grade of “F” and the filing of charges of academic misconduct.** Note: Allowing someone else to copy or obtain aid from your work, even if you do not actively promote that infringement makes you party to plagiarism. Cover your work during exams accordingly.

Classroom Conduct

The instructor may also eject a student from the class for disruptive classroom behavior, which for this purpose is defined by the instructor as:

- Behavior that includes side conversations while others have the floor.
- Allowing cell phones to ring, reading newspapers in class.
- Chronic lateness or chronic early departure without permission of instructor, and/or
- Rudeness to fellow students or the instructor, and/or
- Inappropriate comments directed to anyone inside or outside the class (including racist, sexist, homophobic, looksist, fattist, 'comments', jokes, "snickering", "eye rolling" etc.)

Behavior that is deemed threatening to the safety or comfort of students or the instructor will be reported to the appropriate University authorities for follow-up. Please be aware that by taking this class you are in effect agreeing to abide by these rules!

Mobile phones/Cells/PDAs/Pagers/iPods/Walkmans/Laptops etc. AND Newspapers

- **The University of Maryland deems laptop use in class a *privilege* – NOT A RIGHT.** Inappropriate use of ANY wireless device - including laptops - in class is grounds for dismissal from the class. This includes, but is not limited to texting, 'surfing' or emailing, etc. during lectures. Please abide by the following guidelines so you do not distract your fellow students and their studies (Disrespecting me is one thing, but give them a break, OK).
- If you have a mobile phone etc., **turn the power off** (not just the ringer, vibrator) during class.
- No Walkmans or iPods are permitted in class – PUT THEM AWAY – no "ear phones" hanging over ears!
- **Newspapers ARE NOT PERMITTED in my classroom.** PUT THEM AWAY at the beginning of class, thanks.

Intellectual Property Right of Class Materials and Lectures

MY LECTURES ARE NOT TO BE RECORDED IN ANY ELECTRONIC FASHION WITHOUT MY EXPRESS APPROVAL BEFORE HAND. The lectures and materials of this class are the SOLE property of the instructor and MAY NOT BE SOLD IN ANY FASHION TO NOTETAKING SERVICES OR OTHER FOR PROFIT VENTURES. Violation of these guidelines is considered violation of the ethics of the student honor code and will be dealt with accordingly.

FURTHERMORE, VIOLATION OF THESE GUIDELINES BY NOTETAKING SERVICES (i.e. Bookholders) WILL BE CONSIDERED GROUNDS FOR LITIGATION AS COPYRIGHT VIOLATION OF MY INTELLECTUAL PROPERTY RIGHTS! THIS INCLUDES BUT IS NOT LIMITED TO THE SELLING OR DISTRIBUTING OF MY LECTURES, EXAMS AND/OR STUDENTS' NOTES TAKEN IN MY CLASS, etc.

Starting and Ending on Time!

I endeavor to have you start on time and out on time – help me help you by arriving on time. Please respect my time as I respect yours. If you must be late/leave early please enter/exit quietly.

Finding My Office J - Instructions For the Labyrinthine That is the ART-SOCY Building

- In through the front doors of the Art-Socy Bldg. ...
- Immediately up the half-flight of steps, down the hall....to the end of that corridor.
- Turn right, up the half-flight of steps....
- Through the doors, turn left into corridor (going towards the Art Dept. Electronic Media Lab)
- Just to the left of the Electronic Media Lab, around the corner and to the left, is my office, ARTSOCY 3311B
- Numbers are *above* the doors.

Please come and see me.... (And before a problem becomes too 'big')

My office is not always open but my communication lines are. If you don't hear from me then please check with me in class if I got your email – spam is a problem and I do my best but some things do get lost now and then. Come and talk about class, or anything else that's on your mind – school is not limited to the classroom nor is my desire to see you succeed here!

Good Luck with your term,
Andy P.S. You need not call me "Professor Timleck", or "Sir"!

Week 1 – Sept. 5

Introductions, syllabus, course expectations, assignments

What is deviance? Norms vs. Values, Socialization & Social Control Agents

LECTURE – Definitions of Deviance, Norms, Values - Socialization and Agents of Social Control

REC: L&M, pp 1-6; 14-18: *Introduction*

Week 2 – Sept. 8-10

Structural/Functionalist Perspectives

READ: T&L, pp 1-3: *Introduction* and pp 4-8: *The Normal and the Pathological* – Durkheim – The role of deviance – maintaining social solidarity.

READ: T&L, pp 22-30: *On the Sociology of Deviance* - ERIKSON - How does deviance and punishment rituals serve and “help” society?

R READ: eCP – GRABE - *Television News Magazine Crime Stories: A Functionalist Perspective*

Week 3 – Sept. 15-17

Structural/Functionalist Perspectives Cont’d

READ: T&L, pp 127-130: *Introduction*, and pp 131-141: *Anomic Suicide* – DURKHEIM - Why is social integration so important? What factors affect it?

R READ: eCP - O'DONNELL - *Factors Influencing Suicidality Among African Amer. & Latino Youth*

REC: L&M, pp 40-43: *The Structural/Functional Perspective*

READ: T&L, pp 142-164: *Social Structure and Anomie* - MERTON - What happens when the pressures to achieve goals are served without the means to achieve them?

REC: L&M, pp 33-36: *The Structural/Functional Perspective*

Week 4 – Sept. 22-24

MON. SEPT. 22nd – DEFINING DEVIANCE – INTERVIEW ASSIGNMENT DUE IN CLASS – ZERO LATE PAPERS!

Social Ecological Perspectives – Social Disorganization – Traditional Cultural Norms Under Modern Strains

READ: T&L, pp 65-67: *Introduction*, and pp 67-70: *The Concept of Social Disorganization* - THOMAS & ZNANIECKI

READ: T&L, pp 71-74: *Social Change and Social Disorganization* - PARK

REC: L&M, 55-72: *Ecological Perspectives*

Week 5 – Sept. 29-Oct. 1

Social Ecological Perspectives – Social Learning Theories, and Neutralizations & Rationalizations

READ: T&L, pp 233-237, *Introduction*, and pp 237-243, *The Theory of Differential Association* - SUTHERLAND & CRESSEY - Is deviance learned and taught?

READ: T&L, pp 251-260, *Tech's of Neutralization: A Theory of Delinquency* - SYKES & MATZA – How do deviants overcome the guilt and social expectations they feel to *not be* deviant?

R READ: T&L, pp 292-300, *The Influence of Situational Ethics on Cheating Among College Students* - McCABE

REC: L&M – pp 62-63: *The Structural/Functional Perspective*

Week 6 – Oct. 6-8

Social Constructionism - Labeling Perspectives

READ: T&L, pp 375-380, *Introduction*, and pp 385-390, *Primary and Secondary Deviation* – LEMERT – Is it the deviant or the people that *think* they're deviant that are the real problem?

REC: L&M, pp 114-120, *The Labeling Perspective*

READ: T&L, pp 390-397, *Career Deviance* – BECKER - Getting into, and *staying in*, deviance.

R READ: T&L, pp 434-444, *Anorexia Nervosa and Bulimia: The Development of Deviant Identities* – McLORG & TAUB

Week 7 – Oct. 13-15

Social Constructionism & Medicalization of Deviance

READ: T&L, pp 557-562, *Introduction*, and T&L, pp 563-590, *Medicine as an Institution of Social Control* – CONRAD & SCHNEIDER

R READ: eCP, BECKER - History, Culture and Subjective Experience: An Exploration of the Social Bases of Drug-Induced Experiences

READ: eCP, GOFFMAN, Erving, 1961 - Notes On "Asylums" (2pp)

READ: eCP – *On Being Sane in Insane Places* – ROSENHAN

REC: L&M, pp 147-170, *The Constructionist Perspective*

R READ: eCP - KARP, David, 2006 - *Mental Illness, Psychiatric Drugs, and the Elusive Self* (9pp)

Week 8 – Oct. 20-22

The Social Organization of Deviants – Why Do Organizational Structures Matter?

READ: eCP – 11pp: BEST & LUCKENBILL, *The Significance of Relations Among Deviants*

WED. OCT. 22nd - MIDTERM EXAM (25%) - BRING A PENCIL AND ERASER

Week 9 – Oct. 27-29

Stigma - Understanding and Coping With Being “Different”

READ: eCP, GOFFMAN - *Stigma: Notes on a Spoiled Identity*

R READ: eCP, *Redheads as Deviant Types* - HECKERT & BEST

Week 10 – Nov. 3-5

Feminist Perspectives and Deviance - Are Men and Women Different in Deviance?

READ: T&L, pp 673-691, *Feminist Theory, Crime & Justice: "Why Can't a Woman..."* - SIMPSON

R READ: eCP, STEFFENSMEIER - GENDER AND CRIME: Toward a Gendered Theory of Female Offending
READ: eCP - EGAN & FRANK - *A Feminist And Interdisciplinary Conversation About Strip Clubs*

Week 11 – Nov. 10-12

MON. NOV. 10th - PAPER TOPIC – LIBRARY ASSIGNMENT DUE (2/25 points –2%)

Conflict Perspectives - The ‘Production’ of Deviants – How the State May Purposefully Create Deviants to Meet Its Economic and Political Goals.

READ: T&L, pp 495-509, *Toward a Marxian Theory of Deviance* – SPITZER

SKIM - eCP, PEW – *1 in 100*

R READ: eCP, DIGHTON - *Minority overrepresentation in the criminal and juvenile justice systems* **OR**

READ: eCP, WEITZER - *Racial Discrimination in the Criminal Justice System*

REC: L&M, pp 179-187, 199-203 *The Conflict Perspective*

Week 12 – Nov. 17-19

Surveillance and Social Control

READ: eCP, FOUCAULT - Surveillance & Notes on Discipline & Punish, The Carceral Society

READ: eCP, MARX - *The New Surveillance*

R READ: eCP, *To CCTV or not to CCTV? A review of current research...* – NACRO

WED. NOV. 19th - DRAFT PAPER PEER REVIEW SWAP – GET PEER PAPER (5/25 points – 5%)

Week 13 – Nov. 24-26

Whistleblowing and Snitching – When Doing the “Right Thing” Is Wrong

MON. NOV. 24th - DRAFT PAPER PEER REVIEW SWAP - RETURN PEER PAPER (5/25 points – 5%)

READ: eCP, eCP – NEAR & MICELLI – *Whistle-blowing: Myth and Reality*, Journal of Management, 1996, Vol. 22-3, 507-526

READ: eCP, *Damned if you do, Damned if you Don't* (Snitching) – HILL

READ: eCP, Skinny Suge Presents Stop Fucking Snitching Vol. 1

WED. NOV. 26th – NO CLASS – LIBRARY WORK DAY

Week 14 – Dec. 1-3

Moral Panics – Stereotypes: Perpetrators, Prejudice, and Propaganda

READ: eCP – GOODE & BEN-YEHUDA, *Moral Panics: Culture, Politics and Social Construction*

R READ: eCP – *Moral Panic Youth Violence: Wilding And The Manufacture Of Menace In The Media* – WELCH
REC: L&M, pp 147-170, *The Constructionist Perspective*

Week 15 – Dec. 8-10

MON. DEC 8th - FINAL PAPER DUE (18/25 points – 18%)

New Directions in Deviance? Postmodernism, Terrorism, and Vigilantism

READ – eCP - Friedrichs & Friedrichs, *Postmodernist Theory (Its Relevance for the Study of Deviance)*

READ: eCP – LEA - *Criminology and Postmodernism* - What do the influences of the late modern or post-modern world mean about how we look at deviance and difference?

READ: eCP, AUSTIN - *Sociology Of Terrorism* – When is it terrorism vs. patriotism?

READ – TBA - *Vigilantes* – Does it matter when you “take it into our own hands” if they’re breaking the law?

Week 16

1:30PM - THURS. DEC 18th - FINAL EXAM (25%) - BRING A PENCIL AND ERASER