

Instructor: Pepper Glass  
Email: pepperglass@weber.edu  
Phone: (801) 626-6914  
Website: <https://canvas.weber.edu/>  
Office: SS 133  
Office hours: Mondays, Wednesdays, Fridays 1:30-2:30 pm and by appointment

**Sociology 3250: Deviance and Social Control (32741)  
Spring 2016**

**Monday, Wednesday, Friday 12:30 – 1:20 pm  
SS 113**

**Course overview**

What is bad? The word “bad” is fitting to describe deviance, as being bad involves being disreputable, disruptive, evil or wrong. Yet, in slang usage bad can also mean being tough, respectable, and good. While some people work to avoid being bad, others want to be seen as bad, if not actually do bad.

This class will consider being “deviant,” “delinquent,” “criminal,” and “bad” through “social constructionist” and “interactionist” perspectives of sociology. We will ask and attempt to answer questions like: “What is bad?” “How do we see what is bad?” “How do people become seen as bad people, while others do not?” “How do people do bad?” and “Why do some people want to be bad?” By the end of this course, you should have a greater understanding of the main constructionist theories, such as moral panics, techniques of neutralization, careers of deviance, societal reaction theory, and vocabularies of motive. You should also learn how race, class, and gender relate to deviance, as well as how people form and even embrace a bad identity. Furthermore, you should have refined skills in writing, critical thinking, and comparative analysis, greater skills in public speaking, as well as the ability to apply abstract ideas to “real world” examples.

**Required readings**

Adler, Patricia A. and Adler, Peter (2011) *Constructions of Deviance: Social Power, Context, and Interaction*, Seventh Edition. Belmont, CA: Thomson Wadsworth. ISBN: 978-1111186371

Course handouts available online on the course website.

**Course requirements and grade percentages**

Reaction papers	75%
Mini-assignments	20%
In-class presentations	5%

*Reaction papers* – To help you keep up with and process the class material, as well as develop your skills of analysis and critical thinking, I am asking you to complete **three reaction papers**. These are **typed, double-spaced, five page essays** where you will be asked a series of questions, and you will need to explain as well as compare and contrast the course materials of the preceding weeks. The week before they are due, I will distribute a prompt with complete instructions. The papers are due on the **Fridays of Week Six (February 19<sup>th</sup>), Week Thirteen (April 8<sup>th</sup>), and by Wednesday, April 27<sup>th</sup> at noon**. Late papers will be marked down 4 points, and then 4 points per day late (from 25 to 21, etc.). **(3 papers X 25% each = 75%)**

*Mini-assignments* – In order to connect these abstract concepts to “real world” examples, I am asking you to complete five “Mini-assignments.” These will be due on Thursdays, corresponding to the concepts of (1) “Moral Panics” (January 29<sup>th</sup>), (2) “Techniques of Neutralization” (February 5<sup>th</sup>), (3) “Societal Reaction Theory” (February 26<sup>th</sup>), (4) “Vocabularies of Motive” (April 1<sup>st</sup>), and (5) “White Collar Crime” (April 22<sup>nd</sup>). To do this, you will need to **bring to class a written example of the above from a newspaper, the internet, or another source, and attach that to a brief (one paragraph) explanation of how your example fits the concept**. Mini-assignments will be graded on how well they illustrate the concept. **(5 mini-assignments x 4% each = 20%)**

*In-class presentation* – In order to further discuss and digest the material, you will be asked to present a week’s readings to the class. Your task for these presentations will be to **facilitate a discussion**, asking the class questions regarding the main points of the readings, confusing and/or controversial sections, and integrating “mini-assignment” examples that students bring to class (see above). Presentations will be graded on the quality of your preparation and performance. **(5%)**

*Participation* – I will also be observing your participation by taking roll at the beginning of each class period and monitoring your preparation and involvement while there. A good record of participation – few absences and active contributions – will result in a “bump” in grade if you are close to a higher grade (for example, an 89/100 will receive a grade of A-). A poor participation record = no bump.

## Disclaimers

- Given the topic of this course, we will be discussing issues of a sensitive nature. Be forewarned that the course content may be challenging, disturbing, and/or offensive.
- My preferred method of contact is in person, then by email. Any other form (Canvas message, voicemail, etc.) may result in a delayed response.
- If you miss an assignment, be in touch with me as soon as possible. I am much more sympathetic to those who contact me before missing the assignment.
- Cheating will not be tolerated. Plagiarism – the use of others’ words and/or ideas without clearly acknowledging their source – is also a form of cheating. I will take appropriate disciplinary action against offenders.

- If you are a student with a disability and require classroom accommodations, please meet with me to discuss arrangements (If you have not yet contacted Services for Students with Disabilities, please do so – Student Services Center, Room 181 or call (801) 626-6413).
- This syllabus, including all readings and assignments, is subject to change given the flow of the course and unforeseen circumstances. I may deliver such updates by email, so please regularly check your Weber email address or be sure that it forwards to your regular address.

### **Reading and lecture schedule**

#### **Part One: Introduction to bad**

#### **WEEK ONE** – Introduction (January 11-15)

- Functionalism: The Normal and the Pathological (Emile Durkheim, 6, pp. 73-77)

#### **WEEK TWO** – What is bad? (January 20, 22)

#### **No class on Monday, January 18<sup>th</sup>**

- On the Sociology of Deviance (Kai Erikson, 1, pp. 17-24)
- Deciding to Commit a Burglary (Richard T. Wright and Scott H. Decker, 43, pp. 526-534)

#### **WEEK THREE** – Perceptions of bad (January 25-29)

- The Social Construction of Drug Scares (Craig Reinerman, 15, pp. 159-70)
- Failure to Launch: Why Do Some Social Issues Fail to Detonate Moral Panics (Philip Jenkins, 17, pp. 181-188)

*Film: Capturing the Friedmans*

#### **Mini-assignment #1 due on Friday, January 29<sup>th</sup>.**

#### **WEEK FOUR** – Bad identities (February 1-5)

- The Devil Made Me Do It: Use of Neutralization by Shoplifters (Paul Cromwell and Quint Thurman, 27, pp. 308-316)
- The Adoption and Management of a “Fat” Identity (Douglas Degher and Gerald Hughes, 23, pp. 257-267)

#### **Mini-assignment #2 due on Friday, February 5<sup>th</sup>.**

**WEEK FIVE – Resisting identities***(February 8-12)*

- Negotiating White Power Activist Stigma (Pete Simi and Robert Futrell, 29, pp. 331-344)
- Fitting In and Fighting Back: Homeless Kids' Stigma Management Strategies (Anne R. Roschelle and Peter Kaufman, 30, pp. 345-360)

*Film: After Tiller***Reaction paper #1 prompt distributed.****Part Two: Structures of bad****WEEK SIX – The foundations of bad***(February 17, 19)***No class on Monday, February 15<sup>th</sup>**

- Nothing Unusual is Happening (Joan P. Emerson, ONLINE)
- From Normal Conflict to Normative Deviance (Robert M. Emerson, ONLINE)

**Reaction paper #1 due in class on Friday, February 19<sup>th</sup>.****WEEK SEVEN – Labeling bad***(February 22-26)*

- Relativism: Labeling Theory (Howard S. Becker, 3, pp. 41-45)
- Blowing Smoke: Status Politics and the Smoking Ban (Justin L. Tuggle and Malcolm D. Holmes, 16, pp. 171-180)

**Mini-assignment #3 due on Friday, February 26<sup>th</sup>.****WEEK EIGHT – Social class and bad***(February 29 - March 4)*

- The Saints and the Roughnecks (William J. Chambliss, 21, pp. 223-236)
- Doctors' Autonomy and Power (John Liederbach, 22, pp. 237-246)

**WEEK NINE – Spring Break***(March 7-11)***No classes****WEEK TEN – Race and bad***(March 14-18)*

- The Mark of a Criminal Record (Devah Pager, 20, pp. 211-222)
- Gender, Race, and Urban Policing (Rod K. Brunson and Jody Miller, 18, pp. 189-199)

**WEEK ELEVEN – Gender and bad***(March 21-25)*

- Sexual Assault on Campus (Elizabeth A. Armstrong, Laura Hamilton, and Brian Sweeney, 41, pp. 494-511)
- Pimp-Controlled Prostitution (Celia Williamson and Terry Cluse-Tolar, 45, pp. 550-561)

*Film: The Hunting Ground***WEEK TWELVE – Bad sex***(March 28 - April 1)*

- Convicted Rapists' Vocabulary of Motive (Diana Scully and Joseph Marolla, 26, pp. 291-307)
- Becoming Bisexual (Martin S. Weinberg, Colin J. Williams, and Douglas W. Pryor, 24, pp. 268-278)
- Trading Sex for Crack: Gender and Power (Paul L. Draus and Robert G. Carlson, 39, pp. 475-484)

**Mini-assignment #4 due on Friday, April 1<sup>st</sup>.****Reaction paper #2 prompt distributed.****Part Three: Embracing bad****WEEK THIRTEEN – Solitary bad***(April 4-8)*

- Cyber Communities of Self-Injury (Patricia A. Adler and Peter Adler, 33, pp. 401-408)
- Anorexia Nervosa and Bulimia (Penelope A. McLorg and Diane E. Taub, 25, pp. 279-290)
- Autoerotic Sexual Asphyxia (Brent Turvey, 38, pp. 463-474)

**Reaction paper #2 due in class on Friday, April 8<sup>th</sup>.****WEEK FOURTEEN – Bad drugs***(April 11-15)*

- Drug Use and Disordered Eating Among College Women (Katherine Ann Sirles, 32, pp. 389-400)
- Cooks Are Like Gods: Hierarchies in Methamphetamine-Producing Groups (Robert Jenkot, 34, pp. 409-418)

**WEEK FIFTEEN – Bad business**

*(April 18-22)*

- War Profiteering: Iraq and Halliburton (Dawn Rothe, 37, pp. 446-458)
- International Organized Crime (Roy Godson and William J. Olson, 36, pp. 433-445)

**Mini Assignment #5 due on Friday, April 22<sup>nd</sup>.**

**Reaction paper #3 prompt distributed.**

**Reaction paper #3 due in my mailbox on Wednesday, April 27<sup>th</sup> at noon.**