

Professor Deborah K. King  
Office: 107 Silsby Hall

Office Hours: Wed. 3:30 - 5:00 pm,  
Wed. 4:00 - 5:00 pm, & by appointment

**Sociology 30**  
**DEVIANCE AND SOCIAL CONTROL**  
Winter '16 ~ 2 Hour  
2 Rockefeller

Observers of human societies are always fascinated with explaining why some members violate commonly accepted standards of conduct. Why are some people evil, mad, dangerous, immoral or just plain odd? What should we (those who are supposedly normal) do to stop, fix or punish them? This course, however, begins by treating social order -- not deviance -- as the social phenomenon that needs explanation. We will first seek to understand social control, that is the social processes involved in establishing and maintaining rules and conformity. Only then, will we consider the issue of what constitutes deviant behavior, how and why it occurs, and what is done about it. Social control is what gives a social order its power. When effective, social control reduces, expels, or constrains what is "other" to the dominant organization of power within a specific historical period. In framing deviance and social control as a contestation, this course invites you to engage analytically in a story at the core of sociology itself. How do various societies construct boundaries between what is normatively acceptable and what is condemned as deviant? What are the material and imaginary effects of constructing boundaries in certain ways but not others? In what ways are such boundaries both resisted and changed?

This course considers several major theoretical explanations of deviant behavior: functionalist, differential association, anomic, control and constructionist or labeling. These theories emphasize different aspects of the organization and dynamics of deviance as a social production: how and under what conditions do certain behaviors come to be defined as deviance; how do individuals or groups become deviant, how is a deviant identity managed?. We will also examine various informal as well as institutional strategies for controlling deviants and transforming deviant behavior. Of course, we'll explore various substantive instances of deviant conduct including witchcraft, gangs, corporate crime, sexuality, drugs, etc.

**Important Note:**

*As a general caution, course reading materials include profanity, sexuality, violence, drug use and other graphic descriptions, that will involve open, frank, and sometimes explicit discussion of these topics during our class sessions. Please note that we may examine topics and perspectives that conflict with your personal morality or values. If, for whatever reasons, you believe you cannot or choose not to examine this kind of material in an academic manner, then please reconsider your enrollment in the course.*

**Required Books Available for Purchase at the Dartmouth Bookstore & Wheelock Books**

Barak, Gregg. *Theft of a Nation: Wall Street Looting and Federal Regulatory Colluding*. Rowman & Littlefield Publishers, 2012  
ISBN: 9781442207790 Formats: paperback, Kindle

Bourgois, Philippe and Schonberg, Jeffrey. *Righteous Dopefiend*. University of California Press, 2009  
ISBN-13: 978-0520254985 Formats: paperback, Kindle

Erikson, Kai T. *Wayward Puritans*, Prentice Hall; Revised edition, 2004. ISBN-13: 978-0205424030 Format: paperback

Rios, Victor. *Punished: Policing the Lives of Black and Latino Boys*. New York University Press, 2011  
ISBN-13: 978-0814776384 Formats: paperback, Kindle

Wilkins, Amy C. *Wannabes, Goths, & Christians: The Boundaries of Sex, Style, and Status*, University of Chicago Press, 2008  
ISBN: 9780226898438 Formats: paperback, Kindle

**Optional:**

Goffman, Erving. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. Anchor Books /Doubleday; 1st Edition, 1961. ISBN-13: 978-0385000161 Format: paperback (we'll read approximately 1/3 of book)

**Other required Articles & Course Materials are in "Assigned Readings" or "Pages" folders on Canvas. Documentaries and other videos are streamed in Jones Media Center (JMC). Selected deviance-related Online Resources are posted in the "Links" folder on Canvas**

## COURSE REQUIREMENTS

Class members are expected to demonstrate their mastery of course materials through several formats. **These will constitute the following requirements, and their percentage of the final course grade:**

### 10% *Participation*

Much of the work of this course will involve our collective examination and discussion of secondary as well as primary sources -- print, visual and recorded. Students are expected to attend all class sessions as well as any mandatory co-curricular activities. Please come to class having completed assigned reading and viewing in a timely fashion, and be prepared to engage actively and meaningfully in discussions. I welcome questions and informed, insightful comments. You are encouraged to bring to class written observations, questions and criticisms of the assigned work plus relevant illustrations and examples from current events (i. e. follow the news) and popular discourse are welcome. Individual opinions, when offered, should be grounded in solid evidence; while personal experiences, when discussed, should be reflective and self-critical.

Brief, task assignments will be announced throughout the term. These are designed to facilitate your class participation, and will count toward this portion of your final grade. Tasks will related to concepts and topics that we examine and will vary from collecting information, reviewing a co-curricular event, and , You should complete two (2) tasks. These assignments will be posted on Canvas (several are listed on the syllabus). *An attendance sign-in sheet will also be circulated periodically throughout the term.*

I assume that as adults you will be responsible for your own education. Students who are absent (due to illness, inter-collegiate athletics, religious observances, employment interviews, etc.) should secure the lecture notes, handouts, etc. from other class members. As a practice in professional courtesy, please notify me in advance, when possible, of any absences.

### 15% *Short Exercise*

Each student will complete one exercise in the use of the sociological imagination in analyzing some aspect of construction of deviant behavior and/or social control. Descriptions of and guidelines for completing this assignment, with the respective due dates will be posted on Canvas under "Course Assignments." The short exercise should be completed no later than February 5<sup>th</sup>.

### 35% *Midterm Exam*

The in-class midterm examination will consist of an essay question plus multiple-choice, identification or short answer items. It will cover readings, lectures, discussions, videos and required special events.

### 40% *Final Project*

The final project for the course will consist of either: 1) a take-home essay examination will consist of essay questions, which emphasize but not limited to information and materials covered after the midterm or 2) a research paper in lieu of the take-home examination.

## COURSE POLICIES

**Honor Principle** Academic work is simultaneously a collaborative and an independent enterprise. Consulting others and using their ideas, findings, and interpretations are integral parts of intellectual inquiry. The laborious, critical and creative work of developing one's own understandings is equally important. In this course, you will have opportunities to engage in both endeavors. Therefore it is essential that you maintain the integrity of each. Class members are encouraged to discuss readings, lectures and other course matters with one another. There may be an opportunity for a team or group project that will require cooperation and a collective product. However required examinations, written assignments and presentations must reflect your own independent effort and ideas, (unless otherwise instructed) and in which you appropriately cite the intellectual property of others.

You should familiarize yourself with Dartmouth College's *Academic Honor Principle* regarding honesty in completing all course examinations, research papers, and exercises (see online "Academic Honor" under the Registrar Regulations, plus the Standards of Conduct regulations on computing resources and library privileges). This Principle commits each of us to individual responsibility and fairness in all course work; and prohibits cheating on exams, fabricating research, plagiarizing papers, submitting the same paper for credit in two courses without authorization, purchasing papers, submitting fraudulent documents, engaging in computing abuses and forging signatures. By putting your name on an assignment that you submit, you are indicating to me that the work is your own original work.

## COURSE POLICIES, cont.

**Acknowledgements & Citations** Learning when and how to acknowledge appropriately the ideas, words and work of others is a critical skill for academic as well as other professional fields. Pay close attention to your citations of the intellectual and creative ideas, writings, images and products of others (including other class members, readings, films, government reports, art work, lectures, websites, etc.). Always consult *Sources: Their Use and Acknowledgment*, use links to various citation references posted on Canvas' "External Links." You might consider purchasing a comprehensive reference book on acknowledging sources. Several useful style guides include *The Chicago Manual of Style*, *APA Style Guide*, and Diana Hacker's *Research and Documentation Online*. You should also feel free to consult me before submitting work that you think might be improperly cited.

**Missed Classes** As responsible adults, class members should notify the instructor in writing of any anticipated absences. In the event that you miss a class for any reason, you are responsible for getting the seminar discussion notes for that class from another student. I will not make my lecture/discussion notes available. I trust that members of the class will be cooperative in sharing their notes, realizing that you also may be in a similar position one day. Repeated absences, without documented evidence of illness or family emergency, will adversely affect your course grade.

**Religious Observances** Class members may wish to take part in one or more of the religious observances that occur during this academic term. However, some activities may conflict with your participation in this course. Before the end of the second week of the term, please send me an email detailing the occasion, date and the specific course responsibility that may be affected. I will use this information to determine any appropriate accommodations

**Submission and Return of Assignments** The submission of response memos, assignments and papers is expected on the indicated due date and time. Requests for extensions beyond the submission deadline should be made *at least 24 hours prior* to the due date and time. Please note that grades on non-approved, late submissions may be penalized. Graded work will be returned in the sealed envelopes. Course assignments, examinations and papers *may not be submitted by email, postal mail or fax* (unless otherwise instructed and with prior approval).

**Make-up Exam/Assignments** Students with legitimate reasons may be permitted to make-up the midterm examination or other assignments. However, such arrangements are only available for students who inform me at least 48 hours *prior* to the original exam/due date.

**Note for Students who Speak English as a Second Language** Students who speak English as a second language are encouraged to meet with the professor during the first week of the term to discuss any academic accommodations that may be of assistance to you.

**Note for Students with Disabilities and Special Concerns** Students with learning or other disabilities as well as chronic health conditions that may disrupt your studies are encouraged to meet with the professor during the first two weeks of the term to discuss any academic accommodations that may be of assistance to you. *All discussions will remain confidential, although the Student Accessibility Coordinator, Dick's House staff or other college officials may be consulted.*

**Electronic Devices** Cell and smart phones, iPods, MP3s, Bluetooth, tablets, etc. must be turned-off and put away during our class sessions. Laptop computers and notepads should only be used for note taking or researching information pertinent to a class discussion. Web browsing, texting, tweeting, instagramming, handling email, updating Facebook, or working on non-course related matters are especially distracting for others and not conducive to your own learning. The repeated disregard of this policy will lead to a reduction in your course participation grade.

**Communications Policy** Throughout the term, course information and announcements will be posted on Canvas or sent by email. Students are responsible for monitoring both for updates and changes. The most reliable means of contacting me is via email. Please note that I typically read and answer my email occasionally each day during the workweek (i. e. Mon. – Fri.), but not necessarily according to a specific schedule. As a rule, I am not accessible via email during the weekends. Course assignments, examinations and research papers *may not be submitted by email, snail mail or fax.*

**Classroom Etiquette** We will consider many sensitive and controversial subjects, and will encounter explicit violence and sexual descriptions as well as profane language. Understandably, some may be discomforted by these examinations. However, the integrity of our intellectual inquiry necessitates an honest and sober interrogation of these matters. Our disagreements and debates will be integral parts of the learning process and are welcomed. Please extend respect to all members of the class in terms of your verbal and nonverbal communications, listen attentively to their questions and comments as you would the lectures, and offer your informed observations and criticisms in a constructive manner.

DEVIANCE & SOCIAL CONTROL  
Schedule of Course Readings, Assignments & Activities

PART I CONSTRUCTING DEVIANCE AS ESSENTIAL FOR SOCIAL ORDER

- Mon. Jan. 4**      **Weird, Evil, Crazy, and Greedy**  
A Course Overview
- Wed. Jan. 6**      **A Functionalist View of Social Deviance**  
Erikson, Kai. *Wayward Puritans: A Study in the Sociology of Deviance*, Prentice-Hall, Chaps. 1 - 3  
  
View: *The Amish* 120 min. (on reserve JMC 14253)
- Fri. Jan. 8**      **The Shapes the Devil May Assume: Moral Crusades and the Creation of Deviance**  
Erikson, *Wayward Puritans*, Chaps. 4 & 5
- Mon. Jan. 11**      **Contemporary Moral Crusade: The Haunting Spectacle of the Islamic Terrorism**  
Noble, Greg. 2012, 'Where's the moral in moral panic? Islam, evil and moral turbulence', in *Global Islamophobia: Muslims and moral panic in the West* edited by George Morgan & Scott Poynting. Farnham, Surrey: Ashgate, pp. 215-31 (on Canvas)  
  
Krauss, Lawrence M. 2016. "Thinking Rationally About Terror," *The New Yorker*, January 2. Retrieved from: <http://www.newyorker.com/news/news-desk/thinking-rationally-about-terror>  
  
Task #1: Locate & read a news account, blog, editorial cartoon from your hometown or national. Submit via Canvas an one (1) page critically discussion of this artifact in terms of such concepts as "deviance as functional" and "moral panics" Attached a copy or link and appropriate citation.
- Wed. Jan. 13**      **Contemporary Moral Crusade: The Haunting Spectacle of Drugs, PCP, Cocaine, Crack, Heroin Epidemic**  
Becker, Howard. 1963. "Moral Entrepreneurs," *Outsiders: Studies in the Sociology of Deviance*. New York: The Free Press, pp. 147-163 (on Canvas)  
  
"The Numbers Behind the American Heroin Epidemic." Interactive *New York Times*, October 30, 2015  
  
"Heroin in the Heartland." CBS 60 Minutes, aired Sunday, November 1, 2015  
  
"Today's Heroin Epidemic." *Vital/Signs*, Centers for Disease Control and Prevention. July 7, 2015.  
  
**Plus any 1 of the following 2 articles:**  
Linnemann, Travis; Hanson, Travis and Williams, L. Susan. 2013. "'With Scenes of Blood and Pain': Crime Control and the Punitive Imagination of The Meth Project," *British Journal of Criminology*, v53 n4: 605-623 (on Canvas)  
  
Linnemann, Travis. 2013. "Governing through meth: Local politics, drug control and the drift toward securitization," *Crime, Media, Culture*, v9 April: 39-61 (on Canvas)  
  
Optional screening: *The Meth Epidemic* (streaming JMC #4261)

PART II DIFFERENTIAL ASSOCIATION, CULTURE AND IDENTITY: EXPLANATIONS OF DEVIANCE

- Fri. Jan. 15**      **Looking to Belong: Socialization and the Deviant Identity**  
Wilkins, Amy C. *Wannabes, Goths, and Christians: The Boundaries of Sex, Style, and Status*, Chaps. 1 - 4

MLK Public Lecture  
WORDS & THEIR CONSEQUENCES: CIVIL DISCOURSE IN 21<sup>ST</sup> CENTURY  
REV. LEAH DAUGHTRY '84  
CEO of 2016 Democratic National Convention Committee  
Friday, January 15<sup>th</sup>  
4:00 pm ~ 3 Rockefeller

MLK Celebration Films  
**SPOTLIGHT** – film about the Catholic Church child abuse scandal  
 Sunday, January 17<sup>th</sup>  
 4:00 and 7:00 pm  
 Loew Auditorium Black Family Visual Arts Center

**Mon. Jan. 18**      **MLK Observance - no class meeting**

**ROHINA MALIK**  
 Playwright/Performer  
**One Woman Show: 5 Muslim Women in the U. S.**  
 Keynote for the MLK Observance  
 Monday, January 18, 2016  
 700 pm ~ Moore Theater

**Wed. Jan. 20**      **Escaping the Middle Class: Youth, Peers and Deviance**

Wilkins, *Wannabes, Goths, and Christians*, Chaps. 5 - 8

**Task Option #2:** Submit a 1-2 page critical commentary on any one of the above MLK events. Details on Canvas.

**Thurs. Jan. 21**  
 x-hour at 1:00

**Differential Association and Learning to be Deviant: Becoming a Druggie**

Becker, Howard. 1953. "Becoming a Marijuana User," *American Journal of Sociology*, v59 November: 234-242 (on Canvas)

Adler, Patricia and Adler, Peter. 1978. "Tinydopers: A Case Study of Deviant Socialization," *Symbolic Interaction*, v1 n2 May: 90-105 (on Canvas)

Neighbors, Clayton; Geisner, Irene M. and Lee, Christine M. 2008 "Perceived Marijuana Norms and Social Expectancies among Entering College Student Marijuana Users," *Psychology of Addictive Behaviors*, v22 n3 September: 433-438 (on Canvas)

Capece, M., and Lanza-Kaduce, L. 2013. "Binge Drinking Among College Students: A Partial Test of Akers' Social Structure-Social Learning Theory." *American Journal of Criminal Justice*, v38 n4: 1-17 (on Canvas)

**RIISING FENCES: MIGRANTS, BORDERS & A NEW FRONTIER FOR ETHICS**  
**JOEL ROSENTHAL**  
 President of the Carnegie Council for Ethics in International Affairs  
 Thursday, January 21  
 4:30 pm ~ Filene Auditorium in Moore

**Fri. Jan. 22**

**Portraits of the OGs: Outlaws on the Road**

Watson, J. Mark. 1980. "Outlaw Motorcyclists: An Outgrowth of Lower Class Cultural Concerns," *Deviant Behavior*, v2 n1: 31-48 (on Canvas)

Quinn, James F., and Craig J. Forsyth. 2011. "The Tools, Tactics, and Mentality of Outlaw Biker Wars." *American Journal of Criminal Justice*, v36 n3: 216-230 (on Canvas)

**Plus any 1 of the following 2 articles:**

Thompson, William. 2009. "Pseudo-Deviance and The "New Biker" Subculture: Hogs, Blogs, Leathers, and Lattes," *Deviant Behavior*, v30 n1 January: 89-114 (on Canvas)

Thompson, William. 2012. "Don't Call Me 'Biker Chick': Women Motorcyclists Redefining Deviant Identity," *Deviant Behavior*, v33 n1 January: 58-71 (on Canvas)

**Mon. Jan. 25**

**Portraits of Today's Gangstas: Outlaws on the Streets**

Garot, Robert. 2007. "Where You From!: Gang Identity as Performance," *Journal of Contemporary Ethnography*, v36 n1 February: 50-84 (on Canvas)

*Reading assignment continues on next page.*

**Jan. 25, cont. Portraits of Today's Gangstas: Outlaws on the Streets**  
 Peterson, Dana. 2012. "Girlfriends, Gun-Holders, and Ghetto-Rats?: Moving Beyond Narrow Views of Girls in Gangs," in *Delinquent Girls: Contexts, Relationships and Adaptations* edited by Shari Miller, Leslie D. Leve, and Patricia K. Kerig. New York: Springer, pp. 71-84 (on Canvas)

Decker, Scott H., Katz, Charles M. and Webb, Vincent J. 2008. "Understanding the Black Box of Gang Organization Implications for Involvement in Violent Crime, Drug Sales, and Violent Victimization," *Crime & Delinquency*, v54 n1 January: 153-172 (on Canvas)

View: "Crips and Bloods: Made in America." 99 min. (JMC 8497)

View: "The Interrupters" 127 min. (JMC 14261)

*Optional supplemental readings:*

"Highlights of the 2012 National Youth Gang Survey" (on Canvas)

Zahn, Margaret A., Brumbaugh, Susan, Steffensmeier, Darrell; Feld, Barry C.; Morash, Merry; Chesney-Lind, Meda; Miller, Jody; Payne, Allison Ann; Gottfredson, Denise C.; and Kruttschnitt, Candace. "Violence by Teenage Girls: Trends and Context." National Institute of Justice: May 2008 (on Canvas)

Sanchez-Jankowski, Martin. 1991. "Gang Involvement," in *Islands in the Street: Gangs and American Urban Society*. Berkeley, CA: University of California Press, pp. 37-62 (on Canvas and Google Books)

<p>Faculty Panel: WHY BLACK LIVES MATTER          Tuesday, January 26          4:30 pm ~ Filene Auditorium in Moore</p>
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**Wed. Jan. 27 Policing, Race and Hypercriminalization**  
 Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York University Press, 2011 Preface plus Part I – Hypercriminalization, Chaps. 1-4 and Appendix

**Fri. Jan. 29 Managing A Criminalized Identity**  
 Rios, *Punished*, Part II – Consequences, Chaps. 5-7 plus Conclusion

*Browse:*

"The Counted: People Killed by the Police in the US." *The Guardian* (on Canvas)

<http://www.theguardian.com/us-news/ng-interactive/2015/jun/01/the-counted-police-killings-us-database#>

U. S. Department of Justice, Civil Rights Division. Investigation of the Ferguson Department of Police. March 4, 2015. (on Canvas)

U. S. Department of Justice, Civil Rights Division. Investigation of the Cleveland Department of Police. December 4, 2014. (on Canvas)

**Mon. Feb. 1 Symposium on Guns, Violence in the U. S.**  
 Hoskin, Anthony. 2011. "Household Gun Prevalence and Rates of Violent Crime: A Test of Competing Gun Theories," *Criminal Justice Studies* v24, n1, March: 125-136 (on Canvas)

Carlson, Jennifer. 2015. "Mourning Mayberry: Guns, Masculinity, and Socioeconomic Decline," *Gender & Society*, v29 n3 June: 386-409 (on Canvas)

Other readings: TBA

**Task Option #3:** Submit a 1-2 page critical commentary on recent proposed or enacted gun policies in your home state or nation. Details on Canvas.

**Wed. Feb. 3**

WOMEN'S EMPOWERMENT

## PART III THE BODY AS A SITE OF DEVIANT PLAY AND CONTROL

**Fri. Feb. 5** **Things We Embody When No One . . . of Few are Looking**  
Weinberg, Martin S. and Williams, Colin J. 2005. "Fecal Matters: Habitus, Embodiments and Deviance," *Social Problems*, v52 n3: 315-336 (on Canvas)

Plus one (1) of the following:

Forsyth, Craig and Simpson, Jessica. 2008. "Everything Changes Once you Hang: Flesh Hook Suspension," *Deviant Behavior*, v29 n4, May: 367-387 (on Canvas)

Adams, Josh. 2009. "Marked Difference: Tattooing and Its Association with Deviance in the United States," *Deviant Behavior*, v30 n3: 266-292 (on Canvas)

Adler, Patricia A. and Adler, Peter. 2005. "Self-Injurers as Loners: The Social Organization of Solitary Deviance," *Deviant Behavior*, v26 n4: 345-378 (on Canvas)

Williams, D. J. 2008. "Contemporary Vampires and (Blood-red) Leisure: Should We be Afraid of the Dark?," *Society & Leisure/Loistr*, v32 n2: 513-539 (on Canvas)

Chananie-Hill, Ruth A., McGrath, Shelly A. and Stoll, Justin. 2012. "Deviant or Normal? Female Bodybuilders' Accounts of Social Reactions," *Deviant Behavior*, v33 n10: 811-830 (on Canvas)

Brent, John J. and Kraska, Peter B. 2013. "Fighting is the Most Real and Honest Thing": Violence and the Civilization/ Barbarism Dialectic," *British Journal of Criminology*, v53 n3: 357-377 (on Canvas)

**View:** "Middle Sexes" (JMC 10375)

**Mon. Feb. 8** **Negotiating Deviant Exchanges: Anonymity & Thrill-Seeking**  
Redmon, David. 2003. "Playful Deviance as an Urban Leisure Activity: Secret Selves, Self-validation, and Entertaining Performances," *Deviant Behavior*, v24 n1: 27-51 (on Canvas)

Hammers, Corie. 2009. "An Examination of Lesbian/Queer Bathhouse Culture and the Social Organization of (Im) Personal Sex," *Journal of Contemporary Ethnography*, v38 June: 308-335 (on Canvas)

**Wed. Feb. 10** **Consent, Coercion and the Rationalization of Sexual Harms**  
Monahan, Brian A., Marolla, Joseph A. and Bromley, David. 2005. "Constructing Coercion: The Organization of Sexual Assault," *Journal of Contemporary Ethnography*, v34 n3 June: 284-316 (on Canvas)

Plus one (1) of the following:

Thomson, James G., Marolla, Joseph A. and Bromley, David. 1998. "Disclaimers and Accounts in Cases of Catholic Priests Accused of Pedophilia," in *Wolves Within the Fold: Religious Leadership and Abuses of Power*, edited by Anson Shupe. New Brunswick, NJ: Rutgers University Press: 175-190 (on Canvas)

Williams, Rebecca; Elliott, Ian A. and Beech, Anthony R. 2013. "Identifying Sexual Grooming Themes Used by Internet Sex Offenders," *Deviant Behavior*, v34, n2: 135-152 (on Canvas)

*Optional:* Scully, Diana and Marolla, Joseph. 1984. "Convicted Rapists' Vocabulary of Motives," *Social Problems*, v31 n5 June: 530-544 (on Canvas)

Task Option #4

**Fri. Feb. 12** **No new readings**

**Mon. Feb. 15** **Theorizing Abuse, Theorizing Pleasure**  
Bourgeois, Philippe and Schonberg, Jeff. 2009. *Righteous Dopefiends*. Introduction, Chaps. 1 - 3

JENNIFER CARLSON  
Professor of Politics, University of Virginia  
POLITICS OF U. S. GUN CULTURES  
"Reitman DeGrange Lecture"  
Tuesday, February 16th  
4:30 pm ~ Location TBA

- Wed. Feb. 17**     **A Community of Addicted Bodies**  
 Bourgois and Schonberg, *Righteous Dopefiends*. Chaps. 4 - 7
- Screen:* "The House I Live In" (2012) (streamed on Canvas, via JMC)
- PART IV**             **DEVIANCE AS INNOVATION, DEVIANCE AS WORK**
- Fri. Feb. 19**     **Anomie Theory & the Drug Industry**
- Read one (1) of the following on drug production:**  
 Jenkot, Robert. 2008. "Cooks are Like Gods": Hierarchies in Methamphetamine-Producing Groups," *Deviant Behavior*, v 29 n8 November: 667-689 (on Canvas)
- Wiecko, Filip M. and Thompson, William E. 2014. "Growin' Grass: Paradise by the Sodium Light," *Deviant Behavior*, v35, n4: 332-345 (on Canvas)
- Plus one (1) of the following on drug distribution:**  
 Mohamed, A. Rafik and Fritsvold, Erik. 2006. "Damn, It Feels Good to be a Gangsta: the Social Organization of the Illicit Drug Trade Servicing a Private College Campus," *Deviant Behavior* v27 n1 January-February: 97-125 (on Canvas)
- Barlow, Angela & Hawdon, James. 2016. "Sex, Drugs, and Deception: Deviance in the Hair Salon Industry," *Deviant Behavior*, v37, n1: 66-80 (on Canvas)
- Screen:* One episode of AMC series: "Breaking Bad" (on Canvas)
- Mon. Feb. 22**     **Selling Sex as Work, Working Hard for the Money**  
 McCandless Stone, Maggie. 2014. "This Could be a Good Avenue for You": Influential Strategies in the Hiring of Exotic Dancers," *Deviant Behavior*, v35 n9: 727-741 (on Canvas)
- Montemurro, Beth, Colleen Bloom, Colleen and Madell, Kelly. 2003. "Ladies Night Out: A Typology of Women Patrons of a Male Strip Club," *Deviant Behavior* v 24, n4 July-August: 333-352 (on Canvas)
- Reading on sex trafficking – TBA
- Optional screenings:**  
*Dreamworlds 3 (Abridged): Desire, Sex & Power in Music Video*  
*Pornland: How the Porn Industry has Hijacked Our Sexuality*  
*Trafficking*
- Wed. Feb. 24**     **"Money, Money, Money" . . . and Crime in the Suites**  
 Barak, Gregg. 2012. *Theft of a Nation: Wall Street Looting and Federal Regulatory Collusion*. New York: Rowman & Littlefield. Introduction, Chaps. 1 - 4
- Optional*  
*View:* "Too Big to Fail," 98 min. (on reserve and streaming JMC #14743, Disc. 1 & 2)  
*View:* "The Enron Scandal" [electronic resource] URL: <http://libcat.dartmouth.edu/record=b5296088~S4>
- Fri. Feb. 26**     **Resistance is Futile: Controlling Deviant Organizations**  
 Barak, *Theft of a Nation*, Chaps. 5- 7, Conclusion and Postscript
- Cavender, Gary; Gray, Kishonna and. Miller, Kenneth W. 2010. "Enron's Perp Walk: Status Degradation Ceremonies as Narrative," *Crime, Media, Culture*, v6 December: 251-266 (on Canvas)



## PART V THE MORAL CAREER OF DEVIANTS &amp; THE DILEMMAS OF SOCIAL CONTROL

- Mon. Feb. 29**     **Total Institutions: Re-socialization and the Transformation of Deviants**  
 Goffman, Erving. 1961. "Characteristics of Total Institutions" and "The Moral Career of the Mental Patient" in *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. New York: Anchor Books, pp. 1-92 and 127-169 (on Baker reserve)
- Winnick, Terri A. and Bodkin, Mark. 2008. "Anticipated Stigma and Stigma Management Among those to be Labeled 'Ex-Con'," *Deviant Behavior*, v29 n 4: 295-333 (on Canvas)
- View:* An episode or clips of A&E series, "Intervention." (copies in JMC, episodes and clips online)
- Task Option #5
- Wed. Mar. 2**     **The Modern Social Controls: Medicalization - Once an Addict, Always an Addict**  
 Bourgois and Schonberg, *Righteous Dopefiends*. Chaps. 8, 9 and Conclusion
- Optional:* Harris, Alexes. 2011. "Constructing Clean Dreams: Accounts, Future Selves, and Social and Structural Support as Desistance Work," *Symbolic Interaction*, v34 n1: 63-85 (on Canvas)
- View clips:* Lisa Ling's Our America: "Pray the Gay Away?" Aired March 2011 on the OWN Network.
- Fri. Mar. 4**     **Normalizing Deviance, Resisting Deviant Labeling**  
 Readings - TBA
- View:* "Stonewalling Uprising" (steamed JMC 12639)
- Mon. Mar. 7**     **Last Day of Classes**

**MONDAY, MARCH 14, 2016**

**Final Research Paper due no later than 5:00 p.m.**

**Please submit a hard copy of your final project in either 111 Silsby or 107 Silsby. Submissions via email, dropbox, Google doc, snail mail or fax will not be accepted or graded.**