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 rested and changed?

This course considers several major theoretical explanations of deviant behavior: functionalist, differential association, anomie, 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


Optional:

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 5th.

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.
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, instgramming, 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.
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

View: *The Amish* 120 min. (on reserve JMC 14253)

Fri. Jan. 8
The Shapes the Devil May Assume: Morality and the Creation of Deviance
Erikson, *Wayward Puritans*, Chaps. 4 & 5

Mon. Jan. 11
Contemporary Moral Crusades: The Haunting Spectacles of the Islamic Terrorism


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 Crusades: The Haunting Spectacles of Dope, PCP, Cocaine, Crack, Heroin Epidemic


“Heroin in the Heartland.” CBS 60 Minutes, aired Sunday, November 1, 2015


Plus any 3 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)


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 21ST CENTURY
REV. LEAH DAUGHTY ’84
CEO of 2016 Democratic National Convention Committee
Friday, January 15th
4:00 pm - 3 Rockefeller
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
7:00 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  Differential Association and Learning to be Deviant: Becoming a Druggie


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)


Fri. Jan. 22  Portraits of the OGs: Outlaws on the Road


Plus any 1 of the following 2 articles:


Reading assignment continues on next page.
Jan. 25, cont. Portraits of Today's Gangsters: Outlaws on the Streets


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)


Wed. Jan. 27 Policing, Race and Hypercriminalization

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.


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
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

Plus one (1) of the following:


View: "Middle Sexes" (JMC 10375)

Mon. Feb. 8  Negotiating Deviant Exchanges: Anonymity & Thrill-Seeking


Wed. Feb. 10  Consent, Coercion and the Rationalization of Sexual Harms

Plus one (1) of the following:

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)


Task Option #4

Fri. Feb. 12  No new readings

Mon. Feb. 15  Theorizing Abuse, Theorizing Pleasure
Bourgois, 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
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:

Plus one (1) of the following on drug distribution:

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)

Reading on sex trafficking – TBA

Optional screenings:
Dreamworlds 3 (Abridged): Desire, Sex & Power in Music Video
Portland: How the Porn Industry has Hijacked Our Sexuality
Trafficking

Wed. Feb. 24
"Money, Money, Money" ... and Crime in the Suites

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
PART V  THE MORAL CAREER OF DEVIANTS & THE DILEMMAS OF SOCIAL CONTROL

Mon. Feb. 29  Total Institutions: Re-socialization and the Transformation of Deviants


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 Dopefends. Chaps. 8, 9 and Conclusion


Fri. Mar. 4  Normalizing Deviance, Resisting Deviant Labeling
Readings - TBA

View: "Stonewalling Uprising" (streamed JMC 12639)

Mon. Mar. 7  Last Day of Classes

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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.