

**DEVIANCE AND SOCIAL CONTROL: SOC 152**  
**Spring 2012**

Department of Sociology – College of Letters and Sciences  
Class location; 102 WURSTER  
Exam Group 20 Friday 7-10 PM.  
Time TuTh 3:30-5:00 PM

Dr. Leora Lawton, Lecturer

Class website: bspace

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Reader: TBD

**I. COURSE BACKGROUND**

Courses in Deviance and Social Control are popular because of the nature of the subject matter: crime, drugs, sex, rock and roll. The focus in such courses is traditionally on the low-life: those who for whatever reasons have opted out of, or have been prevented entry into, the normatively accepted paths of social integration and development.

During the last decade, however, it has become clear that it is more important to focus on the *social control* aspect of this course more than on the *deviance* per se. First, crimes by the elite, the Enron and Madoff scandals come to mind, make it obvious that examining crime of the relatively powerless to the exclusion of the crime of the powerful is at best incomplete. Second, government policies themselves may be at odds with the spirit and letter of its own law, beckoning careful inspection. Third, we live in an era of global economies, communications and migrations, so interactions with other cultures require a careful second look at who and what is actually deviant. In the United States in particular, our multi-ethnic society frequently struggles to sort out the diverse cultural norms and values to determine morality, legality, and fairness.

In response, this course will first present the development of theory about deviance and social control. We will then develop a framework to understand the elite deviance and its impact on our society. Students will become versed in the theories of deviance – functionalism, differential association, social disorganization, anomie, conflict theory, labeling, control and others – and apply these theories to understanding past and current events in US society and elsewhere. The first part of the course will cover the core theories and forms of deviance largely in terms of delinquency, individual criminality and normative variations. Then, we turn to understanding how those with economic and political power define deviance and use it to control society and further their own advantage at the expense of others. The deviance of these elites shall be discussed in the context of both individual and organizational corporate deviance, and then individual and organizational governmental deviance. To do so we will begin by discussing medical deviance. We continue with an examination into the world of corporate, organizational, governmental, and political deviance. Then we move to an example that illustrates possibly every form of deviance, the War on (some) Drugs, specifically, the sociological processes and structures that facilitate the identification and existence of drug wars. We conclude with a section on the trend toward Mass Imprisonment, an outcome of the War on Drugs.

*“Steal a little and they’ll throw you in jail. Steal a lot and they’ll make you king.”*

-Bob Dylan

## II. COURSE SCHEDULE:

Wk	Date	Topics	Reading
1	January 17, 2012	Introduction & Functionalism	Th: Traub & Little Ch. 1: sections 1-4
2	Jan 24	Social Disorganization; Differential Association	Tu: Traub & Little Chapter 2, sections 6-9. Th: Traub & Little, Chapter 4. 16-18 Listen to this and be prepared to discuss in class <a href="http://soundportraits.org/on-air/remorse/">http://soundportraits.org/on-air/remorse/</a> "Remorse: the 14 Stories of Eric Morse" Check out the website in general.
3	Jan 31	Anomie & Strain theory	<b>First writing assignment due</b> (homelessness assignment, below) Tu: Traub & Little Ch. 4 (see last week) Th: Traub & Little Ch. 3: 11-13, 15
4	Feb 7	Social Control & Labeling	Tu: Control Theory – Traub & Little Ch. 5: sections 21-24 Th: Labelling: Traub & Little, Ch. 6: sections 26-29.
5	Feb 14	Conflict Theory  Symbolic Crusades	Tu: Demography & Deviance: RDR: South & Messner: "Crime and Demography".also on <a href="http://www.jstor.org/stable/223438">http://www.jstor.org/stable/223438</a> (r) RDR: Bledsoe article "Back to Africa..." Th: Traub & Little Ch. 7: sections 32, 34, 35
6	Feb 21	Symbolic Crusades	Tu: (1) RDR: Wayward Puritans : Chapter 1-3 (2)Recap before midterm <b>Feb 23 - Thursday: MIDTERM (Midterm may be moved to Feb 28).</b>
7	Feb 28	Elite Deviance begins	Tu: Simon, David. "Understanding elite deviance." In <i>Elite Deviance</i> , 8 <sup>th</sup> edition. Chapter 8, pp. 282-313 RDR Ch.1 in <i>Acid Dreams</i> Th: Simon, David. "The nature of elite deviance." In <i>Elite Deviance</i> , 8 <sup>th</sup> edition. Chapter 1, pp. 1-46.
8	Mar 6 Th: Purim	Corporate & Organizational Deviance	Simon chapter 2-4 <i>for next two weeks.</i> From Traub & Little, Passas essay, chapter 15, pg 210-232. RDR: "Pinto Madness"
9	Mar 13	Medical Deviance	<b>Second writing assignment due</b> (News source comparison assignment) Tu: Traub & Little Ch. 8. Section 38 (Conrad & Schneider) and Reader: "At Any Cost..." Th: RDR: Pahнке et al. "The experimental use of the psychedelic (LSD) psychotherapy."
10	Mar 20	Political Deviance	<i>Simon: Chapters 5-7 for the next 2 weeks.</i> Tu: RDR: Black-balled by Bush Th "9/11 Symposium" (on website)
<b>11</b>	<b>Mar 26-30</b>	<b>SPRING BREAK!!</b>	<b>No Class!!</b>
12	Apr 3	Governmental deviance Disasters	Tu: RDR: Subprime Mortgage Crisis. RDR: Senate release. Th: RDR: "Introduction" by Kai Erikson, in <i>Sociology of Katrina</i> Film: "The Water's Edge"
13	Apr 10	History of War on Some Drugs Social Forces & the Drug War	<b>Third writing assignment due</b> Tu: RDR Readings in Walker: essay by McWilliams, Essay by Courtwright. Th: RDR The other readings in Walker: Essay by Meyer.

13	Apr 17	Mass Incarceration	Tu: RDR: Karim Ismaeli article. Th: RDR: Western & Pettit article
15	Apr 24	Mass Incarceration Dealing with Deviance.	Tu: TBD. Either (1) Movie or (2) Special guest Th: Socially changing deviance. Assignment: Take walk in the Wetlands Park on the Berkeley marina. Visit <a href="http://www.savethebay.org/history">www.savethebay.org/history</a> . Come to class prepared to talk about how the topic of deviance you are studying for your final paper is amenable to some form of amelioration.
16	May 1	Reading Week	Tu: Pulling together your final paper (optional class – reading week).
	May 11	Friday 7-10pm	<b>FINAL EXAM: Exam Group 20 Final paper due by 10 pm</b>

### III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

#### A. Description of Course Requirements and Assessment Methods

##### Evaluation Criteria

- |  |     |
|--|-----|
| 1. First essay (2 pages):                        | 5%  |
| 2. Midterm                                       | 30% |
| Specifically on understanding of theories        |     |
| 3. Second essay:                                 | 15% |
| 4. Third essay (4 pages): Waters Edge            | 10% |
| 5. Final paper                                   | 35% |
| 6. Class participation                           | 5%  |
| Includes one newspaper article + 1 paragraph     |     |
| Includes the various in-class ad hoc assignments |     |

#### B.. Detail on assignments

**ALL WRITTEN ASSIGNMENTS MUST BE TYPED. INCLUDE YOUR NAME, DATE, ASSIGNMENT NAME, TITLE. SPELL CHECK.**

#### **SHORT WRITING ASSIGNMENTS**

Double-spaced, typed, with your name, date, writing assignment number on it.

- Homelessness.** First, write down how you feel about homeless people...your understanding of causes and issues. Second, take a walk by People's park, and down Telegraph Avenue. Maybe check out the area on Shattuck near the Downtown BART station. Or walk near Market Street in San Francisco. Third, buy a Streetwise Newspaper (\$1) from a vendor. Fourth: read the Newspaper. In what ways does the Newspaper reinforce and/or dispel your initial understanding of homelessness. How and why is homelessness deviant? *Be sure to provide a functionalist explanation to this form of deviance.* This is a short 2-3 page essay.
- Media Comparison.** Subscribe for one month to a daily newspaper, either San Francisco Chronicle (sfgate.com), West County Times, ([www.hotcoco.com](http://www.hotcoco.com)), Wall Street Journal ([www.wsj.com](http://www.wsj.com)), or the New York Times ([www.nytimes.com](http://www.nytimes.com)).
  - Spend 10-30 minutes each day (at least 3-4 times/week).
    - Each day, read the print version of the paper. The next day, read the online version.

- b. Keep a simple time diary. Note how many articles and how much time you spent reading, and how much detail you thought existed in the articles.
- c. Then, you will address these questions, using your experience and perception as data. Throughout use theory to frame your discussion.
  - i. What differences did you experience between online and offline news? What did you like and not like about each?
  - ii. What do these differences imply for public awareness of deviant behavior?
  - iii. And finally, what do these changes imply for social control, especially concerning elite deviance?
  - iv. How did reading the paper affect how you feel about the world you live in and what your response to it should be? (Any honest answer is a correct answer to this question.)

5 pages.

3. **Third Paper: Audiovisual assignment:** We'll be watching a movie, *The Water's Edge*. You'll then take the lessons of this movie and apply them to understanding the Occupy versus the Tea Party movements. In other words, what in the story of the *Water's Edge* can help explain what's going on in these two movements? Examine the kinds of deviance seen, the social control mechanisms, and how people are defined and how they behave in terms of their role in the situation. What role does the media play? What social control forces are cited in the program? How effective are they and why? 2-3 pages.

#### FINAL PAPER:

In order to make this class as meaningful as possible, I am offering four choices for your final paper.

- 1. The first is to read one of the two book options and write a paper on it (see details below). Order is asap so you'll have it by the time you need to write the paper. It's a very readable and timely book.
- 2. The second is to select a book of your own choice. I've provided some ideas. Journalism works well, actually, because you can consider it your data to analyze, but other sociological books are acceptable. Your choice must be approved by me. I've included a list of possible books for you. Keep in mind that if you plan on checking it out of the library books go fast. Follow the same assignment as for *Smoke & Mirrors*, except an A paper will often draw from other sources to be better grounded in facts and social context..
- 3. The third choice is a service learning project. See the details below.
- 4. Write a graphic novel, fiction or non-fiction.

**For all papers, Some students may want to include other perspectives or supporting material, but unless otherwise specified, a thoughtful, well-written and developed paper will earn an A without additional material. This paper will take between 8-12 pages, double-spaced, 11 point font, 1 inch margins. Include a title page with your name, class, date; add page numbers. Staple it. Use APA style citations.**

**Book 1: At Home on the Street:** Wasserman and Clair offer a readable, deep and engaging story of a homeless men in Birmingham, Alabama. Homelessness in itself is The outline of your paper is:

- A. Introduce the focus or question of your discussion in a way that sets up the reader's expectation of where you will end up in your paper. There is a good deal to discuss, and why the authors do address deviance, the book is not about deviance per se. Use their stories and explanations to write your own explain from a theory of deviance perspective.

- B. Briefly summarize the book's main points that relate to your focus.
- C. Define the deviance found in this book. There are many cases. Choose at least 2 and discuss why they fit the criteria for deviance. Homelessness is a deviance, but it's a 'master status'; deconstruct 'homeless' and 'homelessness'.
- D. Apply two or more theories of deviance to your cases. Don't assume the reader knows them.
- E. Be sure to include at least one form and theory of elite deviance in your essay.
- F. Consider what kind of social solutions might exist for this kind of deviance?

**Book 1: Dishwasher, by Pete Jordan; and Nickeled and Dimed, by Barbara Ehrenreich:** Each one of these authors gives a perspective on minimum wage jobs in America. Compare and contrast, using low status as a form of deviance. This paper is geared toward someone who has or will this semester read Nickeled and Dimed. The outline of your paper is:

Discuss the deviance inherent in wage laborers.

Discuss the other forms of deviance that these folks encounter. Who defines the deviance and how do each of the authors respond to their own deviance? How do the authors' reactions to their minimum wage lifestyle compare? How do you explain the differences? Given the deviance inherent in these stories, how would you suggest controlling it, or, can you justify the lack of control?

**Or, see the service learning option (b) below.**

### **3. Service-Learning Project option.**

- a. Volunteer or become an intern with a social service non-profit or government agency. You must give at least 15 hours over the course of the semester. Purely administrative/clerical/menial tasks are not acceptable: rather your contribution must be fundamental to the organization's mission. Keep a journal for each time you perform your service. Then, write a 8-10-page paper about some aspect of this service experience, *putting it in the context of the theory and processes we've learned in the course*. You will need to do some additional reading to do well on this paper, but you could draw on another class reading list as long as you write your paper in terms of deviance theory and social control. You could even volunteer at a homeless shelter and use the first book as your reading. Visit <http://calcorps.volunteermatch.org/> as a starting place to learn about opportunities. It's your job to find a suitable opportunity. Every paper must be turned in with a letter from the director or other supervisor, on letterhead, attesting to your service. You would do well to speak to me during office hours about your project.

**CLASS PARTICIPATION PROJECTS**

1. The daily newspaper will provide constant examples of deviance, don't forget to check the business and sports sections. During the semester, submit a copy of an article (stapled or taped to a 8.5"x11" piece of paper), with a 1-2 paragraph explanation of the deviance or social control in the story. The idea is to use these in class as examples of how to analyze contemporary events.
2. I am going to have attendance incentive points. We will frequently have unannounced in-class exercises. The total of these points will be utilized in the grade average. Each assignment will have up to 3 points for quality. I'll sum up all possible points, and the strict percentage of total earned/total possible will be the grade in these assignments.

**EXTRA CREDIT ASSIGNMENTS:**

1. **Be a DJ.** Before class I'll play a song that will relate somehow to the lecture material. Each student has one song to select; worth 2 points. Songs must be less than 5 minutes long. May be without lyrics if there's good reason. Provide a link to, say, a youtube of the performance. Student must submit a paragraph explaining sociologically why this song was selected. No illegal downloads, please! You may suggest a song for any lecture. Bring on CD and copy of lyrics saved as an MS Word or .pdf file. If I don't play the song in class you'll still get credit.
2. **Sociology through photography.** Each student is to enter one photo whose subject is distinctly sociological and an example of deviance. Explain why this is so, what motivated you to take this picture, how you understand the subject's place in society as reflective of deviance. If you don't have a camera you can partner with another student where two photos are submitted, each has a lead author, and a secondary author. Alternatively, you may select an existing photo, making sure you give proper credit!! and discuss that one.
  - a. That's part one: those who feel particularly proud of their photo can enter this into an undergraduate sociology photography contest.
    - The Dorothy Lange Photography Contest.. <http://www.berkeley.edu/lange/fellowship.shtml>. (open to seniors who are accepted to Cal for grad school)
    - Rachel Tanur Memorial *Prize* in Visual *Sociology*, <http://racheltanurmemorialprize.com/>
    - The Lyon Prize will be awarded to recognize outstanding undergraduate work in photography, including but not limited to fine art photography and documentary work. The prize is administered by the College of Environmental Design. <http://berkeley.edu/lyon/requirements.html> Deadline is March 31, 2012.

**III. COURSE READINGS AND MATERIALS:****Required texts:**

- *Theories of Deviance* (5th edition). (1999). Traub, S. and Little, C. F.E. Peacock Publishers
- *Elite Deviance*, 8<sup>th</sup> Edition. (2006), Simon, David. Allyn & Bacon. ISBN: 0-205-32176-3 (any old edition will do, it doesn't change that much.)

**Additional Required Readings**

- *Wayward Puritans* (1966, 2004). Erikson, Kai. Macmillan. (this will be in the reader)
- "A Symposium on Morality Battles: Looking back and look forward" in *Contemporary Sociology*, 2006 35(4) pp. 337-354. Essays by Amitai Etzioni, Laura Grindstaff and John Dombrick. Download from class website

- “A Symposium on the 9/11 Commission Report: Organizational or Executive Failures?” In *Contemporary Sociology* (2005), 34(2), pp. 99-120. Essays by Charles Perrow, David Mednicoff, Kathleen Tierney. Download from class website
- “Some reflections on the origins and implications of mass imprisonment in the United States “ by Karim Ismaeli. *Journal of Catholic Legal Studies* 44: 411-419. Reader.
- Other readings for incarceration impacts, and also forms of elite deviance, to be presented in a Reader available at Copy Central on Bancroft.
- *At Home on the Street*. By Jason Wasserman and Jeffrey Clair. Lynne Riemer Publishing, 2009. ISBN-10: 1588267016. ISBN-13: 978-1588267016.
- *Dishwasher! One Man's Quest to Wash Dishes in All Fifty States*, by Pete Jordan. Publisher: Harper Perennial (May 1, 2007). ISBN-10: 0060896426. ASIN: B004IK9EV4.
- *Nickled and Dimes: On (not) Getting By in America*. , by Barbara Ehrenreich. ISBN-10: 0805088385; ISBN-13: 978-0805088380 (there seem to be more than one publisher).

### Optional Readings

- *Bad Blood: The Tuskegee Syphilis Experiment*, Revised Edition (1993), James Jones. Free Press (Simon & Schuster).
- David Garland, editor (2001). *Mass Imprisonment: Social causes and consequences* Sage Publications ISBN: 0-7619-7324-9 (pbk)
- *Corporate Violence: Injury and Death for Profit*. (1987). Stuart Hills (ed). Rowman & Littlefield.
- *Corporate Deviance* (1982).. By M. David Ermann and Richard J. Lundman. New York: Holt, Rinehart and Winston.
- *Drug Control Policy*. (1992). Edited by William O Walker III. Penn State Press.

### Writing is Thinking

Good thinking results from good writing. You will be asked in this class to link together disparate theories and patterns of behaviors into a coherent understanding of current phenomena. Good writing skills will help you. To that end, I strongly recommend this book. It is, of course, quite readable.

Stott, Bill. *Write to the Point*.1991. New York, NY: Columbia University Press

Another good source is a free online publication, or \$10 at ASUC:

Dept of Sociology “*Writing for Sociology*” booklet. Download from:

[http://sociology.berkeley.edu/documents/student\\_services/WritingforSociologyJan2008.pdf](http://sociology.berkeley.edu/documents/student_services/WritingforSociologyJan2008.pdf)

## V. POLICIES AND PROCEDURES:

### ***Behavioral Expectations/Attendance***

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences.
2. Information on Participation/types of participation required by the course. Student input is necessary for full understanding. If you can't ask questions, or answer them, then you aren't prepared, or aren't paying attention. You are not a fool if you ask questions, but you might be if you don't. Be involved. If you have a disability that requires accommodation, please let me know even if you don't yet have the letter from DSP.
3. Instructor Assumptions  
You will get out of this course what you put into it. Please keep up with the readings, take good notes of the lecture. The readings and material builds on each other, so getting behind will jeopardize your success. There will be material in the lectures not available in the books, and some of this material will be on the exam.
4. Responsibility to Keep Copies  
It is good practice to keep copies of ALL major assignments/papers you turn in. Don't even think of emailing me a paper unless you have permission from me to do so.
5. Respectful Speech and Actions  
All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern. As an institution of higher education, the University of California has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. This course covers some controversial issues: please be respectful of all your fellow students and use language appropriate to a public discourse.
6. Academic Code of Conduct and Ethics  
The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.
7. Problem Solving Resources  
If students feel that they need me to modify something in the course (more examples, slower/faster pace, whatever), PLEASE let me know. For example, if you don't know even what question you need to ask, or you aren't making the connection between the theory and the application. I cannot read your minds, and every class is made up of unique individuals. Do not wait until the end of the semester to voice your needs.