

SOC 152 Deviance and Social Control
Spring 2022, MWF 3-4 p.m.
Etcheverry 3106

Instructor: Charles Sarno

E-mail: Sarno@berkeley.edu

Office Hours: Monday & Friday, 2-2:45 p.m. or by appointment

Office: TBD

Zoom Link for Course:

COURSE DESCRIPTION & OBJECTIVES:

This course will employ a critical sociological perspective in order to examine the various ways in which social control has attempted to imagine its deviant others throughout the history of the modern West. Throughout this history the theoretical imagination of social control has been formally articulated by a variety of agents, including religious authorities, legal experts, medical therapists, social scientists, philosophers, politicians and activists. This course will investigate these formal theoretical articulations/imaginations, exploring their social location and historical context, and the linkages between social power and the knowledge it produces. This critical or “power-reflexive” sociological perspective imagines the story of deviance and social control to be a continuous battle between the power of a given social order to normalize the boundaries of certain forms of social being and to expel, reduce, or constrain other ways of being in this process, even as those “deviant” others attempt to resist, subvert and transform those boundaries. How do various societies construct boundaries between what is normatively acceptable and what is condemned as deviant? In what ways are such boundaries both resisted and changed? What are the material and symbolic effects of constructing boundaries in certain ways but not others? How is the production of normative boundaries related to the reproduction and/or deconstruction of various forms of hierarchy, particularly to the sex/gender, race/ethnic, and class/economic hierarchies so prevalent in the contemporary society in which we live and study? In addition to exploring these questions the course will look at some of the ways in which the mass media have translated the more formal theoretical perspectives being considered into the common sense of a lay imagination, and how “deviant” realities are represented in and through contemporary popular culture.

LEARNING OUTCOMES:

By the end of the course students should be able to do the following:

- 1) Identify and describe the main concepts behind the ten different theoretical perspectives on deviance and social control that we have covered in class;
- 2) Be able to apply relevant perspectives to real life experiences involving deviance and social control;
- 3) Be able to synthesize perspectives in order to understand and explain a case study involving deviance and social control.

COURSE STRUCTURE AND PROCESS:

There is no single text for this class. Instead there are a series of weekly readings (around 3 per week and typically between 30-50 pp. total) which present different theoretical perspectives related to deviance and social control. Generally, for the first half of the week (Monday and most of Wednesday), I will be presenting via PowerPoint an overview of the theoretical perspective(s) we are covering for that week. This will serve as the “spine” for the course. For the second half of the week the time will be used to work through the assigned readings, primarily through class discussions and exercises. Ideally then, you will have completed the readings before class by Friday of the week they are assigned in so you can ask questions and participate in discussions around them. Occasionally, I’ll be using in some videos and other materials that help illustrate or exemplify perspectives in action. Moreover I may mix things a bit with different analytical exercises to keep things interesting and students engaged.

REQUIRED READINGS:

Every week there will be several readings, videos or listening assignments. These can be found on your bcourse under the appropriate weekly module and are listed on the syllabus. A full list of the readings, in order of appearance, can be found at the end of the syllabus.

REQUIREMENTS, ASSIGNMENTS & GRADES:

(Dis)Autobiographical Essay(4-6 pp. due in on February 7)	100 points
In-class Midterm Exam (Scheduled for February 23)	100 points
Two out of three Analytic Journal (150 points each due various dates)	300 points
Critical review on <i>The Rich Get Richer...</i> (4-6 pp. Due on May 1)	150 points
Final Exam (including a 6-8 pp. take home component worth 200 points)	300 points
Class Attendance/Participation	50 points
TOTAL:	1000 points

Grading Scale in Terms of 1000 Points

A = Above 929	C+ = 799-770	D+ 699-670
A- = 929-900	C = 769-730	D = 669-630
B+ = 899-870	C- = 729-700	F = Below 630
B = 869-830		
B- = 829-800		

Attendance Policy:

Regular attendance at classes is not only expected but considered essential for successful academic work. If you anticipate missing a class and can let me know ahead of time, please do so via email. Note that class participation is a portion of your final grade. There are ways you may participate even if you are shy and introverted. Let me know privately if you have any concerns in this area. If you have a disability that requires accommodation, please let me know even if you don’t yet have the letter from DSP.

Students with Disabilities

Phone: (510) 642-0518 | Email: dsp@berkeley.edu

The Disabled Students' Program (DSP) supports students with disabilities in achieving academic success. DSP staff includes disability specialists, professional development counselors, and accessibility experts that work with students with disabilities throughout their educational career. DSP serves currently enrolled UC Berkeley students with documented disabilities seeking undergraduate and graduate degrees. For more information on applying for DSP services go to: <https://dsp.berkeley.edu/students/new-students>

Statement on Classroom Climate:

We are all responsible for creating a learning environment that is welcoming, inclusive, equitable, and respectful. The expectation in this class is that we all live up to this responsibility, even during vigorous debate or disagreement, and that we will intervene if exclusionary or harassing behavior occurs. If you feel that these expectations are not being met, you can consult your instructors or seek assistance from campus resources.

Mental Health and Wellness:

All students — regardless of background or identity — may experience a range of issues that can become barriers to learning. These issues include, but are not limited to, strained relationships, anxiety, depression, alcohol and other drug problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. Such mental health concerns can diminish both academic performance and the capacity to participate in daily activities. In the event that you need mental health support, or are concerned about a friend, UC Berkeley offers many services, such as free short-term counseling at University Health Services.

An excellent campus website having links to many resources is: <http://recalibrate.berkeley.edu/>
Another campus website addressing mental health services in specific reference to this time of the coronavirus pandemic is: <https://uhs.berkeley.edu/coronavirus/student-mental-health>

Remember that seeking help is a good and courageous thing to do — both for yourself and for those who care about you.

Academic Integrity Statement (retrieved from <https://teaching.berkeley.edu/statements-course-policies>):

“You are a member of an academic community at one of the world’s leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don’t use one another’s research without permission; scholars and students always use

proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi--any class materials) from their classes without the written permission of the instructor.

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.”

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 and here: <https://conduct.berkeley.edu/integrity/> While I recognize this is not a problem for most students, most times, to encourage these standards I will be using Turnitin.com as a means of detecting any unoriginal work. Note it is better to NOT do an assignment than to turn on one that is plagiarized. If you do NOT turn in a written assignment, you will receive half the available points. If you turn in a plagiarized assignment, you will receive 0 points and will likely fail the course.

Please be sure to check your bcourse (Canvas) on a regular basis for any updates to the syllabus and further course announcements. You are responsible for course material even when you've missed class.

COURSE OUTLINE and READINGS:

(Students are expected to have completed the weekly readings by Wednesday of the week they are assigned.)

Week/Date

Topic, Readings, and Assignments

Week 1

Jan. 19 & 21

Introducing Images of Deviance and Social Control

Readings:

Mark Twain -- "The War Prayer." (Retrieved at <https://warprayer.org/>)

Stephen Pfohl -- excerpts (Chapter 1) from *Images Of Deviance and Social Control*, 2nd edition. Waveland Press, 2009.

Week 2

Jan. 24-28

Readings:

A Critical Model of Deviance and Social Control: The Practice of Power-Reflexivity

Stephen Pfohl--excerpts (pp. 401-417) from *Images Of Deviance and Social Control, 2nd edition*. Waveland Press, 2009.

Paul R.D. Lawrie -- "Mortality as the Life Story of a People: Frederick L. Hoffman and Actuarial Narratives of African American Extinction, 1896–1915." *Canadian Review of American Studies*, 43(3):352-387, 2013.

Week 3

Jan. 31-Feb. 4

Readings:

Supernatural Control and Tempting Transgressions: The Demonic Perspective

The Bible---The Book of Genesis, Chapter 19 and Ezekiel 16:49-50 (Retrieved at Biblegateway.com)

Outhistory—"The Age of Sodomitical Sin." (Retrieved at <https://outhistory.org/exhibits/show/the-age-of-sodomitical-sin>)

Jack Chick – "Sin City" tract. (Retrieved at <https://www.chick.com/products/tract?stk=5003>)

Aja Romano—"Why Satanic Panic never really ended." *Vox*, March 21, 2021.

Sean Illing—"Why are we so worried about Satan?" *Vox*, May 25, 2012.

Week 4

Feb. 7-11

Readings:

Cool Man Calculating: The Classical Perspective

Cesare Beccaria -- Excerpts from *An Essay on Crimes and Punishments*. (Retrieved at <http://la.utexas.edu/users/hcleaver/368/368BeccariaExcerptstable.pdf>)

Scot Wortley *et. al.* -- "Rational Choice and Routine Activities Theory" (pp.41-52) in *The Root Cause of Youth Violence, Volume 5: A Review of Major Theoretical Perspectives*. Ontario Ministry of Children, Community, and Social Services, 2008.

Kelli Tomlinson -- "An Examination of Deterrence Theory: Where Do We Stand?"
Federal Probation, 80(3):33-37, 2016.

Assignment: (Dis)Autobiographical Essay due on February 11

Week 5

Feb. 14-18

Deviance as Sickness : The Pathological Perspective

Readings:

Scot Wortley *et. al.* -- "Biosocial Theory" (pp.7-24) in *The Root Cause of Youth Violence, Volume 5: A Review of Major Theoretical Perspectives*. Ontario Ministry of Children, Community, and Social Services, 2008.

Julie Horney -- "Menstrual Cycles and Criminal Responsibility." *Law and Human Behavior* 2(1):25-36, 1978 *

This American Life Podcast -- "81 Words." (Episode 204) (Retrieved at <https://www.thisamericanlife.org/204/81-words>)

Assignment: Analytical Journal #1 Due on February 18

Week 6

Feb. 23& 25

Catch up and Review: Midterm on February 25

Week 7

Feb. 28-March 4

Social Realism and the Chicago School: The Social Disorganization Perspective

Readings:

Monroe Work -- "Crime among the Negroes of Chicago." *American Journal of Sociology* 6(2):204-223, 1900.

Charis Kubin -- "Social Disorganization Theory: Then, Now and in the Future." Chapter 12 in *Handbook on Crime and Deviance*. M.D. Kronin *et. al.* (eds.). Springer, 2009.

Carlin Wong -- "Clifford R. Shaw and Henry D. McKay: The Social Disorganization Theory." Center for Spatially Integrated Social Science (CSISS). 2002. (Retrieved at <https://escholarship.org/uc/item/47j411pr>)

Robert Sampson and W Byron Groves—"Community Structure and Crime: Testing Social Disorganization Theory." *American Journal of Sociology* 94(4):774-802, 1994.

Week 8

March 7-11

Readings:

Deviance as Adjustive Feedback: The Functionalist Perspective

Emile Durkheim -- Excerpts from *Rules of the Sociological Method* on “The Normality of Crime.” Free Press, 1982.

Kingsley Davis – “The Sociology of Prostitution.” *American Sociological Review* 2(5):744-755, 1937.

Week 9

March 14-18

Readings:

Lost in Desire: The Anomie Perspective

Robert Merton -- “Social Structure and Anomie.” *American Sociological Review* 3(5): 672-682, 1938.

Stjepan Mestrovic and Ronald Lorenzo -- “Durkheim’s Concept of Anomie and the Abuse at Abu Ghraib.” *Journal of Classical Sociology* 8(2):179–207, 2008.

Robert Agnew -- "A Revised Strain Theory of Juvenile Delinquency." *Social Forces* 91(1):33–38, 2012.

Analytical Journal #2 due on March 18

Spring Recess

Week 10

March 28-April 1

Readings:

Normalizing Relations: The Learning Perspective

Ross L. Matsueda – “Sutherland, Edwin H.: Differential Association Theory and Differential Social Organization.” *Encyclopedia of Criminological Theory*. Francis T. Cullen & Pamela Wilcox (eds.) SAGE, 2010.

Gresham Sykes and David Matz -- “Techniques of Neutralization: A Theory of Delinquency.” *American Sociological Review* 22(6):664-670, 1957.

Scot Wortley *et. al.* -- "Social Learning" (pp.99-112) in *The Root Cause of Youth Violence, Volume 5: A Review of Major Theoretical Perspectives*. Ontario Ministry of Children, Community, and Social Services, 2008.

Week 11

April 4-8

Questioning Normalizing Strategies: The Problem of Societal Reaction

Readings:

Howard Becker--excerpt (pp. 1-17) from *The Outsiders*. Free Press, 1966.

William Chambliss -- “The Saints and the Roughnecks.” *Society* 11(1):24–31, 1973.

Edward Morris -- “Tuck in that Shirt: Race, Class, Gender and Discipline in an Urban High School.” *Sociological Perspectives* 48(1):25–48, 2005.

Week 12

April 11-15

Readings:

Deconstructing Deviance and Difference: Critical Perspectives

Michael Long -- “Critical Criminology.” Chapter 10 in *The Encyclopedia of Crime and Punishment*, Wesley Jennings (ed.) Wiley, 2015.

Valeria Vegh Weis -- “Critical Criminology in the 21st Century.” *The Howard Journal of Crime and Justice* 60(3): 283–289, 2021.

Lawrence Bobo and Victor Thompson. “Unfair by Design; The War on Drugs, Race and the Legitimacy of the Criminal Justice System.” *Social Research* 73(2):445–72, 2006.

Analytical Journal #3 Due on April 15

Week 13

April 18-22

Readings:

The Rich Get Richer and the Poor Get Prison

Paul Leighton—selected links from “Paul’s Justice Page” on the book *The Rich Get Richer and the Poor Get Prison*. (Retrieved from <http://www.paulsjusticepage.com/reiman.htm>)

Week 14

April 25-29

Readings:

Reimagining of Deviance and Social Control: Social Justice and Social Change

Johnathan Simon – “A Radical Need for Criminology.” *Social Justice* 40(1-2):10-23, 2013.

Alessandro De Giorgi – “Reform or Revolution: Thoughts on Liberal and Radical Criminologies.” *Social Justice* 40(1-2):24-31, 2013.

Critical Review due on May 1

The Final is scheduled for Wednesday, May 11th from 7-10 p.m. Location TBD. The final will include a take home essay component and in class multiple choice component.