Welcome to Deviance and Social Control! This course will employ a critical sociological perspective in order to examine the various ways in which social control has attempted to imagine and police its “deviant” others. As an American Cultures course, we will pay particular attention to how and why various agents of social control throughout the history of the United States have constructed and privileged whiteness, as well institutionalized it as the norm, at that the expense of people of color, and what this means for different communities today. 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 in the United States, and the linkages between social power and the knowledge it produces. While other variables of power will be taken into account, race, culture and ethnicity will be foregrounded in the analysis. In particular, we will be examining the experiences and interactions between African American, Chicano/Latino and European American communities over time, how members of those communities—especially communities of color-- have been arbitrarily and invidiously catagorized as deviant, the historical and sociological processes by which this has occurred, as well as social movements of resistance that have arisen to challenge these labels.

The critical or “power-reflexive” sociological perspective employed throughout the course 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 race/ethnic, sex/gender, and class/economic hierarchies that remain 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 and racialized 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 throughout the course;
2) Explain the socio-historical context within which a perspectives arose and how the racial formation existing at the time informed the perspective
3) Describe the ways past perspectives may inform people today, as either ideology or theory
4) Apply relevant perspectives to real life experiences involving deviance and social control;
5) Synthesize perspectives in order to understand and explain them to 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 3-4 per week and typically between 40-60 pp. total) which present different theoretical perspectives related to deviance and social control. Generally, for the first class of the week (Tuesday) 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 class 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 before Thursday of the week they are assigned in so you can ask questions and participate in discussions around them. Student Engagement Exercises (SEEs) will help keep you on track. Occasionally, I’ll be using some videos and other materials that help illustrate or exemplify perspectives in action.

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 under the course Outline later on in this syllabus.

REQUIREMENTS, ASSIGNMENTS & GRADES:
(Dis)Autobiographical Essay(4-6 pp. due in on September 16th) 100 points
Midterm Exam (Scheduled for October 5th) 150 points
Two out of three Analytic Journal (150 points each due various dates) 300 points
Final Exam (including a 6-8 pp. take home component worth 200 points) 350 points
Class Attendance/Participation 100 points
TOTAL: 1000 points

Grading Scale in Terms of 1000 Points
A+=Above 950 B+ = 899-870 C+ = 799-770 D+ = 699-670
A = 930-950 B = 869-830 C = 769-730 D = 669-630
A- = 929-900 B- = 829-800 C- = 729-700 D- = 630-600
F = Below 600
**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](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/](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](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 in 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 before Thursday of the week they are assigned.)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic, Readings, and Assignments</th>
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<tr>
<td><strong>Week 1</strong> August 24</td>
<td><strong>Introducing Images of Deviance and Social Control</strong>&lt;br&gt;<strong>This week reviews the syllabus and introduces the course, providing a broad overview of the main course themes, including the American Cultures focus. This week’s readings emphasize the point that deviance and social control are two sides of the same theoretical coin, that neither deviance nor social control exist independently from one another, but rather represents a type of social struggle.</strong>&lt;br&gt;&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;Mark Twain -- &quot;The War Prayer.” (Retrieved at <a href="https://warprayer.org/">https://warprayer.org/</a>)&lt;br&gt;Stephen Pfohl -- excerpts (Chapter 1) from <em>Images of Deviance and Social Control, 2nd edition.</em> Waveland Press, 2009.&lt;br&gt;Melissa F. Lavin &amp; Christine Zozula – “Introduction to Deviance, The Undead: Contemporary Deviancy and Social Movements.” <em>Deviant Behavior</em> 41(7): 825-827, 2020.</td>
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Week 3  September 5 & 7

Critical (Race) Perspectives on Deviance and Social Control: Power-Reflexive Methods
Week 3 extends and deepens the critical approach developed in Week 2 by looking at how it can be used to understand the historical experiences of Chicanos in the United States in relationship to various institutions of social control. The first reading, beginning with the Treaty of Guadalupe Hildago, shows how a shifting racial formation has influenced the legal and civil status of Chicanos in the United States. The current discriminatory effects of this history are described and discussed in more quantitative detail in the second reading.

Readings:


Week 4  September 12 & 14

Supernatural Control and Tempting Transgressions: The Demonic Perspective
This week covers the demonic perspective, which is generally considered the oldest one used to explain deviant behavior. Religious perspectives on the subject can vary greatly according to time and place. The Week 4 readings explore how religious controls manifested themselves over race and sexuality in 17th century colonial New England, and how these effects remain present today.

Readings:

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

Outhistory—“The Age of Sodomatical Sin.” (Retrieved at https://outhistory.org/exhibits/show/the-age-of-sodomitical-sin)


Assignment: (Dis)Autobiographical Essay due on September 15
Week 5  September 19 & 21
Cool Man Calculating: The Classical Perspective
Arising in reaction to the demonic perspective, the classical perspective reviewed this week is based on Enlightenment principles and serves as a basis of the U.S. criminal justice system today. The first reading by Beccaria succinctly lays out these principles, and the Worley reading discusses their application today. But the middle reading about Thomas Jefferson and Sally Hemings suggests a shadow side to Enlightenment rationality that also remains present.

Readings:


Assignment: Analytical Journal #1 due on September 21

Week 6  September 26 & 28
Deviance as Sickness : The Pathological Perspective
The pathological perspective on deviance achieved prominence and dominance in the late 19th and early 20th centuries before falling out of favor in the 1960s. It has since made a resurgence and is a popular perspective in criminology today, despite the troubling legacy of “scientific” racism behind it. The first reading by Wortley gives an overview of contemporary examples of the perspective. Readings 2 & 3 serve as a reminder of both the racist legacy of pathological theorizing about African Americans and a warning about its potential limitations today.

Readings:


Week 7  October 3 & 5
Review:  Midterm on October 5
Week 8  October 10 & 12
Social Realism and the Chicago School: The Social Disorganization Perspective
The Chicago school represents one of the earliest sociological approaches to understanding deviance. The first reading by Monroe Work, who was the first African American sociologist to be published in the American Journal of Sociology, plants the seeds of this approach later developed as the Social Disorganization perspective in the 1920s and 30s. A contemporary example of the perspective can be found in the last reading, which looks at different rates of homicide in Latino and Black communities and some possible reasons for them.

Readings:
Maria B. Vélez – “Toward an Understanding of the Lower Rates of Homicide in Latino versus Black Neighborhoods A Look at Chicago.”

Week 9  October 17 & 19
Deviance as Adjustive Feedback: The Functionalist Perspective
The functionalist perspective laid out in Week 9 has a unique take on deviance, seeing it as ultimately contributing to a given social order. The theoretical imagery behind the perspective is provided in the first two readings. The perspective is applied in the final article to describe how a criminal act perpetrated by a white police officer served to uphold white supremacy in the Jim Crow south.

Readings:
Week 10  October 24 & 26
Lost in Desire: The Anomie/Strain Perspective
The first reading for this week is the classic statement of Anomie/Strain Theory by Robert Merton. Agnew is the most prominent contemporary interpreter of Merton’s theory and he reviews the most recent evidence for it. Melvin Thomas examines how the theory can be used to understand the discrimination experienced by middle class African Americans in the United States today.

Readings:
Robert Merton -- “Social Structure and Anomie.” American Sociological Review
3(5): 672-682, 1938.
Melvin Thomas -- “‘It’s Hardly Fair to Bring a Child Into the World With the Way Things Look…’: Anomie, Mistrust, and the Impact of Race, SES, and Gender.” Sociological Inquiry, 88:2, pp. 254–273. 2018

Analytical Journal #2 due on October 26

Week 11  October 31 & November 2
Normalizing Relations: The Learning Perspective
The learning perspective looks at the interactional processes that go into the assuming of a deviant identity. The first three readings this week discuss various components of the theoretical processes at work. The last reading looks at the experience of Latinx immigrant students in a predominantly white high school and demonstrates the effects of these interactional processes in normalizing whiteness as a learned identity vis-a-vis the Latinx students.

Readings:
Week 12  November 7 & 9

Questioning Normalizing Strategies: The Problem of Societal Reaction

Week 12 presents the societal reaction or the labelling perspective. Arising in the 1960s, this perspective was the first to question taken-for-granted notions of deviance and instead shifted attention to the labelling processes used by agents of social control to further their interests. The first reading by Becker is the classic statement of the perspective. The subsequent readings this week examine the how class, gender and particular race are significant variables affecting who gets labelled and what their outcomes are.

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


Week 13  November 14 & 16

Deconstructing Deviance and Difference: Critical Perspectives

The critical perspectives on deviance and social control, which were introduced at the start of the semester, reappear more fully in their historical context this week. The first two readings focus on the intersectional nature of critical perspectives. The last reading exemplifies how critical perspectives can be used to understand the experiences many Chicano/o youth have under the current regimes of social control in the United States.

Readings:


Week 14  November 21
Reimagining Deviance and Social Control: Social Justice and Social Change

Critical perspectives emerged in theoretical service to movements for social justice during the 1960s & 1970s. The first reading examines of how Berkeley during this period was instrumental in both creating theory and movements. The second reading provides a critical assessment of the racial/ethnic disparities which exist in the current criminal justice system and some of the actions needed to change the situation.

Readings:


Week 15 November 28 & 30
Reimagining Deviance and Social Control: Social Justice and Social Change
The concluding week continues to use a critical race perspective to analyze the racial/ethnic disparities which continue in the current criminal justice system. The first three readings consider the role of the social sciences in ratifying and/or challenging these persistent racial/ethnic inequalities. The final reading, from the California Reparations Task Force, suggests the new policies to repair the damage causes by a criminal justice and legal system that has history

Readings:


Analytical Journal #3 due on November 30

The Final is currently scheduled for Wednesday, December 13 from 8:00-11:00 a.m. The final will include a take home essay component and in class multiple choice component.