

**SOC 152AC Deviance and Social Control**  
**Fall 2023, Tuesday & Thursday 11 a.m.-12:30 p.m.**  
**Social Sciences 126**

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**Office Hours: Tuesday & Thursday, 9:30-10:30 a.m. or by appointment**

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**COURSE DESCRIPTION & OBJECTIVES:**

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 categorized 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 September16 <sup>th</sup> )	<b>100 points</b>
Midterm Exam (Scheduled for October 5 <sup>th</sup> )	<b>150 points</b>
Two out of three Analytic Journal (150 points each due various dates)	<b>300 points</b>
Final Exam (including a 6-8 pp. take home component worth 200 points)	<b>350 points</b>
Class Attendance/Participation	<b>100 points</b>
<b>TOTAL:</b>	<b>1000 points</b>

**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](mailto: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 before Thursday of the week they are assigned.)**

### **Week/Date                      Topic, Readings, and Assignments**

#### **Week 1   August 24**

##### **Introducing Images of Deviance and Social Control**

*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.*

##### **Readings:**

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

Stephen Pfohl -- excerpts (Chapter 1) from *Images of Deviance and Social Control*, 2<sup>nd</sup> edition. Waveland Press, 2009.

Melissa F. Lavin & Christine Zozula – “Introduction to Deviance, The Undead: Contemporary Deviancy and Social Movements.” *Deviant Behavior* 41(7): 825-827, 2020.

#### **Week 2   August 29 & 31**

##### **Critical (Race) Perspectives on Deviance and Social Control: The Role of Theory**

*This week discusses the importance of theory in understanding the relationship between deviance and social control. The Pfohl reading introduces the central concepts of a critical approach, which frames the remainder of the course. The other two reading lay out the foundations of critical race theory as it relates to the topics of crime and deviance.*

##### **Readings:**

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

Marjorie S. Zatz and Nancy Rodriguez “Conceptualizing Race and Ethnicity in Studies of Crime and Criminal Justice.” in *The Many Colors of Crime: Inequalities of Race, Ethnicity, and Crime in America*. Edited by: Ruth D. Peterson , Lauren J. Krivo and John Hagan. New York University Press, 2006.

Joshua D. Behl and Leonard A. Steverson -- “Chapter 11 Race and Crime: Du Bois, Work, Bell & Delgado.” *Criminal Theory Profiles: Inside the Minds of Theorists of Crime and Deviance*, New York, Routledge, 2021

### **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:**

Alfredo Mirandé – “Chapter 1 Introduction.” In *Gringo Injustice : Insider Perspectives on Police, Gangs, and Law*. Edited by Alfredo Mirandé. New York, Routledge, Taylor & Francis Group, 2020.

Deena Isom Scott -- “The New Juan Crow? Unpacking the Links Between Discrimination and Crime for Latinxs.” *Race and justice* 10:1, 20–42, 2020.

### **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 17<sup>th</sup> century colonial New England, and how these effects remain present today.*

#### **Readings:**

Timothy McMillan – Black Magic: Witchcraft, Race, and Resistance in Colonial New England.” *Journal of Black Studies*, 25:1, 99-117, 1994

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>)

Mary deYoung -- “The Devil Goes to Day Care: McMartin and the Making of a Moral Panic.” *Journal of American Culture* 20(1):19-25, 1997.

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

**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:**

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

Peter Nicolaisen -- "Thomas Jefferson, Sally Hemings, and the Question of Race: An Ongoing Debate." *Journal of American Studies*, Vol. 37:1, pp. 99-118. 2003.

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.

### **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 19<sup>th</sup> and early 20<sup>th</sup> 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:**

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.

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.

W.E.B. DuBois – "Race Traits and Tendencies of the American Negro." By Frederick L. Hoffman, F.S.S." [Review]. *Annals of the American Academy of Political and Social Science* 9:127-133, 1897.

## **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:**

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

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>)

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.

María 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:**

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

Kai T. Erikson -- "Notes on the Sociology of Deviance." *Social Problems* 9(4):307-314, 1962.

Jeffery Adler -- "A Low Caste White Man with Lust in His Heart': Race, Deviance, and Criminal Justice in Jim Crow New Orleans." *The Journal of Southern History* 84:2 pp. 245–276, 20



**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.

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

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:**

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.

Jessica Sierk -- "White Girls and the 'Other' in the New Latino Diaspora: The Conflation of Deviance and Immigration and the Role of Language." *Theory in Action*, 12:2, pp. pp. 46-70, 2019.

## **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.

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.

Victor Rios – "Stealing a Bag of Potato Chips and Other Crimes of Resistance." *Context* 11(1):48-53, 2012.

## **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 Chicana/o youth have under the current regimes of social control in the United States.*

### **Readings:**

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 21<sup>st</sup> Century." *The Howard Journal of Crime and Justice* 60(3): 283–289, 2021.

José S. Plascencia-Castillo -- Chapter 7 "'Captives while Free' Surveillance of Chicana/o Youth in a San Diego Barrio" In *Gringo Injustice: Insider Perspectives on Police, Gangs, and Law*. Edited by Alfredo Mirandé. New York, Routledge, Taylor & Francis Group, 2020.

## **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:**

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

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.

### **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:**

Stewart D'Alessio & Lisa Stolzenberg -- “Race and the Probability of Arrest.” *Social Forces*. 81. 1381-1397. 2003

Katheryn Russell-Brown – Chapter 1 “‘Petit Apartheid’ in the Justice System” in *Underground Codes: Race, Crime, and Related Fires*. New York: New York University Press, 2004.

Lily Hu – “Race, Policing, and the Limits of Social Science.” *Boston Review*. May 6, 2021.  
(Retrieved at <https://bostonreview.net/articles/race-policing-and-the-limits-of-social-science/>)

Chapter 11 on “An Unjust Legal System” in *The California Reparations Task Force Report*, pp. 398-433, 2023. <https://oag.ca.gov/ab3121/report>

#### **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.