

**DEVIANCE AND SOCIAL CONTROL: SOC 115**  
**Fall 2014**

Department of Sociology – College of Letters and Sciences  
Class location; 166 Barrows  
Exam Group 11 Wednesday, May 14, 2014 3-6PM  
Time MWF 12

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Reader: Trinh Tran

**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:**

The schedule front loads the readings, so that by the last week there is actually no reading assigned.

Wk	Dates	Topics	Readings & Assignments
1	W Jan 22 F Jan 24	Introduction & Functionalism	1. Durkheim, Emile: "The normal and the pathological" (Rules of Sociological Method), pp. 64-75. 2. Davis, Kingsley: The sociology of prostitution 3. Erikson, Kai: On the sociology of deviance, <i>Wayward Puritans</i> , 3-29. 4. Tumin, Melvin: The functionalist approach to social problems
2	M Jan 27 W Jan 29 F Jan 31	Social disorganization and Differential Association	M: 5. Thomas, WI and Znaniecki, Florian: The concept of social disorganization 6. Park, Robert. Social change and social disorganization 7. Mills, The professional ideology of social pathologists. <u>Bspace</u> : Edwin H. Sutherland and Donald R. Cressey. The theory of differential association. <i>Criminology</i> . Pp 77-83. NRLF HV6025 .S8 1970 W: 8. Donald R. Cressey. Other people's money 9. Gresham M. Sykes and David Matza. Techniques of neutralization: A theory of delinquency 10. Ross L. Matsueda. The current state of differential association F: Listen to this and be prepared to discuss in class: "Remorse: the 14 Stories of Eric Morse" <a href="http://soundportraits.org/on-air/remorse/">http://soundportraits.org/on-air/remorse/</a>
3	M Feb 3 W Feb 5 F Feb 7	Anomie & Strain Theory	<b>M: First writing assignment due - homelessness</b> MWF: 11. Emile Durkheim: Anomic suicide, pp 246-258. 12. Robert K. Merton. Social structure and anomie 13. Richard A. Cloward. Illegitimate means, anomie and deviant behavior 14. Albert K. Cohen. The sociology of the deviant act: anomie theory and beyond. <i>ASR</i> 30: 5-15. F: <b>Inactive students will be dropped by 9AM</b>
4	M Feb 10 W Feb 12 F Feb 14	Labeling & Social Control	M: CONTROL THEORY. 15. Walter C. Reckless. A Non-causal explanation: containment theory. 16. Travis Hirschi. A control theory of delinquency WF: LABELING AND DEVIANCE. 17. Frank Tannenbaum. The dramatization of evil. 18. Howard S. Becker. Career deviance. Chapter 2. <i>Outsiders</i> . 19. Thomas J. Scheff. The role of the mentally ill and the dynamics of mental disorder: A research framework 20. Bledsoe, Back to Africa.
5	M Feb 17 W Feb 19 F Feb 21	Conflict Theory	<b>M: PRESIDENTS DAY</b> W: 21. Joseph R. Gusfield. Symbolic crusade 22. Erickson <i>Wayward Puritans</i> : Chapter 1 (see week 1!) F: 23. Naomi Oreskes & Conway, Erik M. <i>Merchants of Doubt</i> . New York: Bloomsbury Press pp. 1-35.
6	M Feb 24 W Feb 26 F Feb 28	Alternative perspectives on deviance theory	M: 24. Alexander Liazos. The poverty of the sociology of deviance: Nuts, sluts and 'preverts'. W: 22. Demography & Deviance: South & Messner: "Crime and Demography". <a href="http://www.jstor.org/stable/223438">http://www.jstor.org/stable/223438</a> F: 26. Steven Spitzer. Toward a Marxian theory of deviance
7	M Mar 3 W Mar 5 F Mar 7	Elite Deviance begins White Collar Dev.	<b>M: First midterm - theory</b> WF: 27 & 28 Simon, David. "Understanding elite deviance." Chap 8, pp. 282-313 and "The nature of elite deviance." Chap. 1, pp. 1-46.
8	M Mar 10 W Mar 12 F Mar 14	Corporate & Organizational Deviance	M: 29. Nikos Passas. Anomie and corporate deviance. W: 30. Mark Dowie "Pinto Madness" F: Kirby pp. 1-106

9	M Mar 17 W Mar 19 F Mar 21	Medical Deviance	<b>Second writing assignment due</b> (News source comparison assignment) M: 31. Conrad, medicalization 32. Morton Mintz "At any cost" W: Kirby 107-232 33. NY Times articles: Not so hidden cause of ADHD; Science of junk food addiction. F: Also, Listen to <i>This American Life</i> episode "Use only as directed" <a href="http://www.thisamericanlife.org/radio-archives/episode/505/use-only-as-directed">http://www.thisamericanlife.org/radio-archives/episode/505/use-only-as-directed</a> and be prepared to discuss.
10	Mar 24-28	<b>SPRING BREAK</b>	
11	M Mar 31 W Apr 2 F Apr 4	Political Deviance	<b>M: Field work proposal due.</b> MW: Kirby pp. 233-392 F: 34. Turk: Sociology of Terrorism <b>F: Deadline to change grading option</b>
12	M Apr 7 W Apr 9 F Apr 11	Governmental deviance	M: 35. Katrina readings by Erickson, Picou & Marshall. 36. Chambliss – State organized crime Optional: Losing the War (on bspace) W: Kirby pp. 393-452 F: Continued
13	M Apr 14 <b>W Apr 16</b> F Apr 18	War on Drugs	M: 37. McWilliams, 38. Courtwright and Meyer 39. Meyer <b>W: Field Work – no class</b> F: Continued from Monday.
14	<b>M Apr 21</b> W Apr 23 F Apr 25	Mass Incarceration	<b>M: Field Work – no class</b> W-F: 40. Karim Ismael 41. Western & Pettit
15	Apr 28 Apr 30 May 2	Social Change <b>PAA May 1-3</b>	M: How to change the world – class exercise and discussion. <b>W: Second Midterm Wednesday - elite deviance.</b> F: Paper Q&A with Trinh Tran
16	May 7	Dead Week	No class. Office hours by appointment.
	<b>May 14</b>	<b>Final Exam</b>	<b>Final paper in lieu of final exam - due 6 PM.</b>

### III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

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

##### Evaluation Criteria

1. First essay (2 pages): Homeless	10%
2. Midterm - theory Specifically on understanding of theories	20%
3. Second essay: Media comparison (5 pages)	10%
4. Midterm – elite deviance Applications of theory to the substantive areas.	20%
5. Final paper	25%
5. Field work component	10%
6. Class participation Includes one newspaper article + 1 paragraph Includes the various in-class ad hoc assignments	5%

#### 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.

1. **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.
2. **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)) or one of its sister papers, e.g., Oakland Tribune; Wall Street Journal ([www.wsj.com](http://www.wsj.com)); or the New York Times ([www.nytimes.com](http://www.nytimes.com)).
  - a. Spend 10-30 minutes each day (at least 3-4 times/week).
    - i. 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. **Field Work Project.** In this assignment, you will take advantage of days where class will not meet and perform one form of data collection that you will integrate into your final paper. Possible data collection sources are as follows and you should draw from other courses:
  - a. Perform an ethnography, that is, observe a public setting, and take notes on how people interact with each other.
  - b. Do a content analysis of how newspapers portray a certain topic or story. Compare newspapers or cover the same newspaper story over time.
  - c. Do a short survey...write a questionnaire and have people fill it out.
  - d. Conduct 3 one-on-one interviews with people who share something in common.

In all cases, you must write a one-page proposal of what you intend to do. It should include (1) your topic area; (2) form of data collection and why; (3) what people are the focus; and (4) how will you actually do the data collection. It is due March 31, right after Spring Break.

#### **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 *High Price* and write a paper on it (see details below). It's a very readable and timely book.
- 2. The second is to select a book of your own choice. 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. Follow the same assignment as for *High Price*, 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 that uses theory to explain the story.

**For all papers, students should include other perspectives or supporting material. A thoughtful, well-written and developed paper will earn an A without additional material. Your field work project will provide data to your paper. This paper will take between 10-12 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.**

**High Price:** Carl Hart offers a readable, deep and engaging story about what it's like for an African-American male to grow up in the US and despite odds against him, manage to escape to a high prestige and well-paying occupation as a college professor. 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 while the Hart does address deviance, the book is not about deviance per se. Use his 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. There are many angles to take..
- 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?

## 2. Another book:

Follow the same assignment as *High Price*.

## 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 10-12 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://publicservice.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. Submit a copy of an article (stapled or taped to a 8.5"x11" piece of paper).
2. Because this class meets Friday afternoon, I am going to have incentive participation 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. We may have them on other days, too.

## 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.

### III. COURSE READINGS AND MATERIALS:

#### Required texts:

- Two readers – one theory and one application - will be available at Copy Central on Bancroft Avenue.
- David Kirby, *Animal Factory*. New York: St. Martin's Griffin. 2010.

#### Additional Required Readings

- On Bspace
- Many of the required readings will also be on Bspace.

#### 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.