

**SOCIAL DEVIANCE AND SOCIAL CONTROL**  
**Lehigh University**  
**CRN 14045 / SOC 141**  
**Spring 2016**

**2:35-3:50 PM T/Th**  
**Room: Coppee Hall 105**

Professor: Danielle Lindemann  
*Danielle.Lindemann@lehigh.edu*  
Office: 223 Williams Hall  
Office Hours: By Appointment

Course Description:

What institutions exert control over human behavior, and what are the incentives for adhering to social norms? Why do some people break those rules? What are the consequences of rule breaking? And what about you? Are you “deviant” or “normal”? How do you know? This course is divided into two segments: theories of deviance/social control, and types of deviance/social control. After examining theoretical scholarship on non-normative behavior, we will apply those theories to real-world examples— for example, criminal activities and policing, drug use, sexuality, body modification, mental illness, and atypical behavior at school and work. We will largely focus on contemporary U.S. society, but students are welcome and encouraged draw cross-cultural comparisons during class discussion and in their writing. Grading will be based on two exams, in-class participation, a final project, and two “rule-breaking” exercises, in which students will breach minor social norms and reflect on their experiences.... Are you ready? Let’s get weird.

Grading & Policies:

*Your grade will consist of the following components:*

**Two Exams (50% [25% each])** – Exam #1, which will be given in class on Thursday, March 10<sup>th</sup>, will cover material from the first half of the course. Exam #2, which will be given in class on Thursday, April 28<sup>th</sup>, will cover material from the course’s second half. We will do a review for each exam in the preceding class session. Please come to the reviews prepared with any lingering questions you have about the course material. See the “exam format” sheet on Coursesite for more details.

**Rule-Breaking Exercises (20% [10% each])** – Students will do two exercises in which they violate a minor social norm or rule and then write a short paper (2-3 pages) reflecting on the experience. I must personally approve each rule-breaking exercise before you conduct it. If you do not get prior written approval from me for your rule-breaking project, you will receive a zero on the assignment. See the assignment sheet on Coursesite for more details.

**Class Participation (15%)** – “Class participation” means not only attending class but also doing the readings and engaging actively and constructively in discussion. Students who miss no more than two lectures and participate regularly in discussion will receive full credit for participation.

**Final Project (15%)** – In the final week of class, each student will give a PowerPoint presentation, linking one of our course readings to a cultural artifact (*e.g.* movie, TV show, song, news article, *etc.*) of his or her choice. The artifact should illuminate an instance of deviance and/or social control in contemporary society. I will give a sample presentation, and we will discuss potential project topics in class on Thursday, March 24<sup>th</sup>. Regardless of when you are presenting, your PowerPoint is due to Coursesite no later than 2:35 pm on Tuesday, May 3<sup>rd</sup>. See the “final project guidelines” sheet on Coursesite for more details.

*Grading Scale:*

93%-100% = A  
90%-92% = A-  
87%-89% = B+  
83%-86% = B  
80%-82% = B-  
77%-79% = C+  
73%-76% = C  
70%-72% = C-  
67%-69% = D+  
63%-66% = D  
60%-62% = D-  
0%-59% = F

*Grading Policies:*

**Papers:**

Rule-breaking exercises are due to Coursesite prior to the beginning of class (2:35 pm, EST) on Thursday, February 18<sup>th</sup> and Thursday, April 7<sup>th</sup>. You will see “submit paper” links at Week 4 and Week 11. These links will only remain active until the paper deadlines (*i.e.* submit your papers on time! ☺). If you experience a technical issue, you may email me your paper at [Danielle.lindemann@lehigh.edu](mailto:Danielle.lindemann@lehigh.edu) *before the due date*. Any time after 2:35 p.m. will be considered “late.” You are still responsible for turning in your paper by the deadline if the course site is down.

I will deduct half a grade from your paper for each day it is late. I will not accept work that is more than three days late.

**Exams:**

Students must take the exams in class on the days they are given. Barring extreme circumstances (e.g. incapacitating illness with a doctor's note), students who miss exams will NOT be allowed to make them up.

Accommodations for Students with Disabilities:

If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, Williams Hall, Suite 301 ([610-758-4152](tel:610-758-4152)) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

The Principles of Our Equitable Community:

Lehigh University endorses The Principles of Our Equitable Community [[http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity\\_Sheet\\_v2\\_032212.pdf](http://www.lehigh.edu/~inprv/initiatives/PrinciplesEquity_Sheet_v2_032212.pdf)]. We expect each member of this class to acknowledge and practice these Principles. Respect for each other and for differing viewpoints is a vital component of the learning environment inside and outside the classroom.

Student Senate Statement on Academic Integrity:

“We, the Lehigh University Student Senate, as the standing representative body of all undergraduates, reaffirm the duty and obligation of students to meet and uphold the highest principles and values of personal, moral and ethical conduct. As partners in our educational community, both students and faculty share the responsibility for promoting and helping to ensure an environment of academic integrity. As such, each student is expected to complete all academic course work in accordance to the standards set forth by the faculty and in compliance with the University's Code of Conduct.”

## Readings:

All course readings are available as PDFs through Coursesite (<https://coursesite.lehigh.edu>).

## Syllabus:

### SEGMENT 1: THEORIES OF DEVIANCE AND SOCIAL CONTROL

#### **Week 1:**

##### Tuesday January 26<sup>th</sup>: Introduction

Course introduction and administration

*There are no assigned readings for this class session.*

##### Thursday January 28<sup>th</sup>: What Is Deviance?

*Read for this class session:*

- Adler, Patricia A. and Peter Adler, Eds. 2002. "Introduction," in *Constructions of Deviance: Social Power, Context, and Interaction*. Belmont, CA: Wadsworth Thomson Learning: 1-9.
- Erikson, Kai T. 1962. "Notes on the Sociology of Deviance." *Social Problems* 9(4): 307-314.

#### **Week 2:**

##### Tuesday February 2<sup>nd</sup>: How Do We Decide Who Is Deviant?

*Read for this class session:*

- Becker, Howard. 1963. "Moral Entrepreneurs: The Creation and Enforcement of Deviant Categories," in Wright, Bradley R.E. and Ralph B. McNeal, Eds. *Boundaries: Readings in Deviance, Crime and Criminal Justice*. Boston, MA: Pearson: 1-14.
- Durkheim, Emile "The Normal and the Pathological" in Adler and Adler, pp. 55-59.
- Fish, Stanley. June 1, 2008. "Norms and Deviations: Who's to Say?" *The New York Times*. Opinion.

##### Thursday February 4<sup>th</sup>: Where Does Deviance Fit into the Discipline of Sociology?

- Liazos, Alexander. 1972. "The Poverty of the Sociology of Deviance: Nuts, Sluts, and 'Preverts.'" *Social Problems*. 20(1): 103-120.
- Lindemann, Danielle J. 2012. "Introduction," in *Dominatrix: Gender, Eroticism, and Control in the Dungeon*. Chicago: University of Chicago Press: 1-23.

#### **Week 3:**

##### Tuesday February 9<sup>th</sup>: Sociological Theories of Deviance: An Overview

*Read for this class session:*

- Conley, Dalton. 2008. "Social Control and Deviance," in *You May Ask Yourself: An Introduction to Thinking Like a Sociologist*. New York: W.W. Norton: 185-207.

#### Thursday February 11<sup>th</sup>: Functionalism

*Read for this class session:*

- Tumin, Melvin (“The Functionalist Approach to Social Problems”) and Keith F. Durkin and Clifton D. Bryant (“‘Log on to Sex’: Some Notes on the Carnal Computer and Erotic Cyberspace as an Emerging Research Frontier”) in Traub, Stuart H. and Craig B. Little. 1999. *Theories of Deviance, Fifth Edition*. Itasca, IL: F.E. Peacock Publishers: 30-62.

#### **Week 4:**

#### Tuesday February 16<sup>th</sup>: Strain Theory and Anomie

*Read for this class session:*

- Merton, Robert K. 1938. “Social Structure and Anomie.” *American Sociological Review* 3(5): 672-682.
- Durkheim, Emile “Anomic Suicide” in Traub and Little: 131-141.
- Cloward, Richard A. “Illegitimate Means, Anomie, and Deviant Behavior” in Traub and Little: 174-194.

#### Thursday February 18<sup>th</sup>: Conflict Theories: Marxism and Feminism

*Read for this class session:*

- Spitzer, Steven. 1975. “Toward a Marxian Theory of Deviance.” *Social Problems* 22(5): 638-651.
- Chesney-Lind, Meda. 1989. “Girls’ Crime and Woman’s Place: Toward a Feminist Model of Female Delinquency.” *Crime & Delinquency* 35(1): 5-29.

**Rule-breaking assignment #1 due to CourseSite by 2:35 pm today**

#### **Week 5:**

#### Tuesday February 23<sup>rd</sup>: Learning and Labeling

*Read for this class session:*

- Sutherland and Cressey, “Differential Association” in Adler and Adler: 67-69.
- Tannenbaum, Frank “The Dramatization of Evil” and Lemert, Edwin M. “Primary and Secondary Deviation” in Traub and Little: 380-390.
- McLorg, Penelope A. and Diane E. Taub, “Contemporary Application: Anorexia Nervosa and Bulimia: The Development of Deviant Identities” in Traub and Little: 434-449.

#### Thursday February 25<sup>th</sup>: Labeling Theory, Continued

*Read for this class session:*

- Becker, Howard. 1963. “Labelling Theory Reconsidered,” in *Outsiders: Studies in the Sociology of Deviance*. New York: Free Press: pp. 177-208.

## **Week 6:**

### Tuesday March 1<sup>st</sup>: Social Control: Symbolic Crusades

*Read for this class session:*

- Gusfield, Joseph R. "Symbolic Crusade" in Traub and Little: 454-462.
- Deyoung, Mary. "Moral Panics: The Case of Satanic Day Care Centers" in Adler and Adler: 160-168.
- Sherkat, Darren E., and Christopher G. Ellison. 1997. "The Cognitive Structure of a Moral Crusade: Conservative Protestantism and Opposition to Pornography." *Social Forces* 75(3): 957-980.

### Thursday March 3<sup>rd</sup>: How Do Deviants Respond to Stigmatization?

*Read for this class session:*

- Goffman, Erving. Selections from *Stigma: Notes on the Management of Spoiled Identity* (1963, Simon & Schuster): 1-19 and 41-51.

## **Week 7:**

### Tuesday March 8<sup>th</sup>: Summary Discussion and Exam #1 Review

*There are no assigned readings for this class session. Please come to class prepared with any lingering questions you have about the course material.*

### Thursday March 10<sup>th</sup>: Exam

#### **IN-CLASS EXAM #1**

*There are no assigned readings for this class session.*

## **Week 8:**

### Tuesday March 15<sup>th</sup> / Thursday March 17<sup>th</sup>

**NO CLASS – SPRING BREAK**

## SEGMENT 2: TYPES OF DEVIANCE

## **Week 9:**

### Tuesday March 22<sup>nd</sup>: Street Harassment:

*Read for this class session:*

- Duneier, Mitchell. 1999. "Talking to Women," in *Sidewalk*. Farrar, Straus and Giroux: 188-216.

### Thursday March 24<sup>th</sup>: Mental Illness and Medicalization/Final Project Discussion

*Read for this class session:*

- Phelan, Jo C. 2005. "Geneticization of Deviant Behavior and Consequences for Stigma: The Case of Mental Illness." *Journal of Health and Social Behavior* 46(4): 307-322.
- Rosenhan, David L. 1973. "On Being Sane in Insane Places." *Science* 179: 250-258.

*Come to this class prepared to discuss your ideas for your final project.*

## **Week 10:**

### Tuesday March 29<sup>th</sup>: Crime and Policing

*Read for this class session:*

- Chambliss, William J. 1973. "The Saints and the Roughnecks." *Society* 11(1): 24-31.
- Miller, Jody "Gender and Victimization among Young Women in Gangs" in Adler and Adler: 353-366.

### Thursday March 31<sup>st</sup>: Crime and Policing (continued):

*Read for this class session:*

- Brunson, Rod K., and Jody Miller. 2006. "Gender, Race, and Urban Policing: The Experience of African American Youths." *Gender & Society* 20(4): 531-552.
- Goffman, Alice. 2009. "On the Run: Wanted Men in a Philadelphia Ghetto." *American Sociological Review* 74(3): 339-357.

## **Week 11:**

### Tuesday April 5<sup>th</sup>: Sex, Drugs, and Rock n' Roll

*Read for this class session:*

- Lowery, Shearon A. and Charles V. Wetli. "Sexual Asphyxia" in Adler and Adler: 327-336.
- Vuolo, Mike, Christopher Uggen, and Sarah Lageson. 2014. "Taste Clusters of Music and Drugs: Evidence from Three Analytic Levels." *The British Journal of Sociology* 65(3): 529-554.

### Thursday April 7<sup>th</sup>: Drug Use and Regulation:

*Read for this class session:*

- Becker, Howard S. 1953. "Becoming a Marijuana User." *American Journal of Sociology* 59(3): 235-242.
- Reinerman, Craig. "The Social Construction of Drug Scares" in Adler and Adler, pp. 92-104.

**Rule-breaking assignment #2 due to Coursesite by 2:35 pm today**

## **Week 12:**

### Tuesday April 12<sup>th</sup>: Deviance at School

*Read for this class session:*

- McCabe, Donald L. 1992. "The Influence of Situational Ethics on Cheating Among College Students." *Sociological Inquiry* 62(3): 365-374.
- Herman-Kinney, Nancy J., and David A. Kinney. 2013. "Sober as Deviant: The Stigma of Sobriety and How Some College Students 'Stay Dry' on a 'Wet' Campus." *Journal of Contemporary Ethnography* 42(1): 64-103.

Thursday April 14<sup>th</sup>: Deviance at School (continued):

*Read for this class session:*

- Armstrong, Elizabeth A., Laura Hamilton, and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53(4): 483-499.
- Burns, Ronald, and Charles Crawford. 1999. "School Shootings, the Media, and Public Fear: Ingredients for a Moral Panic." *Crime, Law and Social Change* 32(2): 147-168.

**Week 13:**

Tuesday April 19<sup>th</sup>: Deviance at Work

*Read for this class session:*

- Huiras, Jessica, Christopher Uggen, and Barbara McMorris. 2000. "Career Jobs, Survival Jobs, and Employee Deviance: A Social Investment Model of Workplace Misconduct." *The Sociological Quarterly* 41(2): 245-263.
- Passas, Nikos. "Contemporary Application: Anomie and Corporate Deviance," in Traub and Little: 210-232.

Thursday April 21<sup>st</sup>: Body Modification

*Read for this class session:*

- Vail, D. Angus. 1999. "Tattoos Are Like Potato Chips... You Can't Have Just One: The Process of Becoming and Being a Collector." *Deviant Behavior* 20(3): 253-273.
- Thomas, Morgen L. 2012. "Sick/Beautiful/Freak: Nonmainstream Body Modification and the Social Construction of Deviance." *SAGE Open*. 2(4): 1-12.

**Week 14:**

Tuesday April 26<sup>th</sup>: Summary Discussion and Exam #2 Review

*There are no assigned readings for this class session. Please come to class prepared with any lingering questions you may have about the course material.*

Thursday April 28<sup>th</sup>: Exam

**IN-CLASS EXAM #2**

*There are no assigned readings for this class session.*

**Week 15:**

Tuesday May 3<sup>rd</sup>: Presentations

*Student presentations begin. There are no assigned readings for this class session.*

**All PowerPoint slides are due to Coursesite by 2:35 pm today**

Thursday May 5<sup>th</sup>: Presentations/Wrap-Up

*Presentations continue, course wrap-up, and evaluations. There are no assigned readings for this class session.*

HAVE A WONDERFUL SUMMER! ☺