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**Deviance (C107)**  
**Spring 2009**  
**Tue: 7-9:50 p.m.**  
**ELH 100**  
**Office hrs: T:3:30-5 p.m.**  
**or by appointment.**

## *DEVIANCIE*



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**Course Topic:** Deviance is both a social process and a social product that demarcates “normative” from “non-normative.” The subject of this course implicates one of the most basic social processes: the creation, maintenance, and alteration of social boundaries that distinguish between kinds of people and forms of social activity. It is a process we all observe and participate in regularly; a principle activity of institutions like the State, the church, the family, the media, and the social and natural sciences; and a basic feature of social structure, culture, and social interaction. This process—the making and unmaking of social boundaries—produces deviance, which, in turn, is consequential for our experiences and life chances in both trivial and not-so-trivial ways. Indeed, deviance can evoke everything from a smirk to an execution.

**Course Objectives:** Envisioning the study of deviance as a process whereby social difference is made, managed, and rendered consequential for life chances, the purpose of this course is to provide you with a general understanding of the following: 1) the historical development of the study of deviance; 2) the main theoretical perspectives and empirical findings in the study of deviance; and 3) some of the substantive concerns in the study of deviance. Because no single conceptual perspective or theoretical position can adequately account for the complexity of the production, maintenance and control of deviance, the major goal of this course is to understand the strengths and limitations of numerous approaches to understanding the place of deviance in society and in our lives.

**Course Content:** This course will examine changing conceptualizations and definitions of deviance, the construction of deviant categories and actors, the institutional production of deviance, accommodations to deviance, the social control and formal regulation of deviance, deviant subcultures, the emergence and management of deviant identities, and deviant careers. To accomplish this, we will draw upon an array of classical and contemporary theoretical approaches, empirical research, case studies, and current events to make sense of what one scholar, Liazos, refers to as “nuts, sluts, and perverts,” *as well as* what another scholar, Goffman, refers to as “normals.”

**Course Organization:** To cover the territory described above, this course is organized around five central questions:

1. How is deviance conceptualized, observed, measured, and documented?
2. What is the relationship between conformity and deviance?
3. How is deviance understood by adopting an individualistic approach to human behavior with a focus on understanding deviance as a determined characteristic/behavior?
4. How is deviance understood by adopting an approach to social conduct with a focus on social structure, culture, and interaction?
5. Where has the study of deviance been and where it is going?

**Course Requirements:** Along with participating in class and reading the required material, the following constitute course requirements:

1. Online quizzes (five best scores, worth 10% of your grade (combined)).
2. In-class participation via I-Clickers (5%).
3. Two short papers (each worth 15% of your grade). Each student is required to complete two short papers, each of which is described in detail on the final pages of the syllabus.
4. A midterm examination (25% of your grade) on May 5, 2009.
5. A comprehensive final exam (30% of your grade) on June 9, 2009.
6. This is a University of California class and, as with all UC classes, students are expected to abide by the student code of conduct and as well as the most basic rules of etiquette, including: getting to class on time and coming prepared to engage; turning off all electronic devices other than a laptop computer; not talking during lectures; and remaining respectful of diverse views when engaging in classroom debate. All views are allowed and welcome; however, expressing them in a respectful way is required. Reasonable people can disagree, but disagreement needs to be expressed in ways that are conducive to the free exchange of ideas, productive dialogue, and meaningful learning.
7. All students will be required to write and sign an honor code, stating, “I promise not to plagiarize or cheat in any way in this course, C107. On my honor, I will uphold the highest standards of honesty and integrity.” A violation of this code will result in failing the course.
8. If you decide to drop this course, you must do so by the end of the third week.

**Suggestions:** Although it is not required, you are encouraged to:

1. Raise your hand in class, question the professor, engage with the material via discussion, and otherwise ignore that this is a large class with over 300 students enrolled!
2. Get acquainted with one another. Exchange e-mail addresses and phone numbers. Form study groups. Engage in collaborative learning. Studies show that students who engage in collaborative learning tend to do better in college and beyond.
3. See the instructor and/or the TAs as often as is necessary to do well in this course. Do not wait until problems are irreparable or concerns are outdated to seek assistance. Try to make it to our office hours, but if that is not possible make an appointment. If you extend the effort, we will be available and willing to help you do well in this class.
4. Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss his/her specific needs. Also, contact the Disability Services Center at 949-824-7494 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Course Materials:** The course outline below lists required readings. Some of the articles can be found in the required book for the course, *Investigating Deviance: An Anthology*, by Bruce Jacobs. The readings from this book are indicated by “(BAJ)” on the outline below. For your convenience, copies of required readings and handouts not found in this book have been made available in the C107 Dropbox, which registered students can access by signing in under their UCI NetID at <http://eee.uci.edu>. These readings and handouts are indicated by “(EEE)” in the outline below. At various points in the course, students will need to read news articles found in the *Los Angeles Times* and listen to podcasts available from I-Tunes or on the web. Therefore, the following constitutes required materials for this course:

1. Jacobs, Bruce. 2002. *Investigating Deviance: An Anthology*. Los Angeles, California. Roxbury Publishing Company (and thereafter Oxford University Press).
2. Articles and handouts made available in the course web page on eee
3. *The Los Angeles Times*
4. Podcasts

In addition, you will need to an I-Clicker for in-class participation.

**Course Outline and Assigned Readings:** The outline below indicates what we will be doing and when we will be doing it. Due dates and topics are not chiseled in stone; all topics and dates are tentative and subject to change. If changes are made, they will be announced in class. It is your responsibility to be in class.

## REQUIRED PRELIMINARY READING:

1. *On Classroom Etiquette: Stretching Toward the Future: A View of Laptop Computers From Both Sides of the Screen*, Catherine Ross Dunham (EEE)
2. *On the Professor: Personality Highlight*, Valerie Jenness (EEE)
3. *On Success: Some Protect the Ego by Working on Their Excuses Early*, Benedict Carey (EEE)
4. *On Successful Writing: Candidate for a Pullet Surprise*, Jerrold H. Zar (EEE)
5. *On Managing Stress: Stress is a Many-Splendored Thing* (EEE)
6. *On Grades: Student Expectations Seen as Causing Grade Disputes*, Max Roosevelt (EEE)

## I. INTRODUCTION: CONCEPTUALIZING AND STUDYING DEVIANCE

### A. Thinking About Deviance (Week 1)

1. Norms and Deviations: Who's to Say?, Stanely Fish  
(<http://fish.blogs.nytimes.com/2008/06/01/norms-and-deviations-whos-to-say/>)
2. Historical Explanations of Crime: From Demons to Politics, C. Ronald Huff (EEE)
3. Deviance, Valerie Jenness and Philip Goodman (EEE)
4. Defining Deviancy Down, Daniel Patrick Moynihan (BAJ)
5. Trivializing the Lunatic Crime Rate, Henry Pontell (EEE)
6. On the Sociology of Deviance, Kai T. Erikson (BAJ)

### B. Studying and Measuring Deviance (Week 1)

1. Studying Sex: An American Survey, Laumann et al. (BAJ)
2. Researching Crack Dealers, Bruce A. Jacobs (BAJ)
3. Gender and Research with the Police, Jennifer Hunt (BAJ)
4. Getting to Know "The Girls" in an "Alpha-Male" Community: Notes on Fieldwork on Transgender Inmates in California Prisons, Valerie Jenness (EEE)
5. Covert Participant Observation: Reconsidering the Least Used Method, J. Mitchell Miller (EEE)

## II. INDIVIDUALISTIC APPROACHES: THE DEVIANT AS DETERMINED

### A. The Demonic Perspective (Week 2)

1. Review: Historical Explanations of Crime: From Demons to Politics, C. Ronald Huff (EEE)
2. On Being Sane in Insane Places, David L. Rosenhan (BAJ)
3. Women's Madness: Misogyny or Mental Illness, Jane M. Ussher (BAJ)

4. The Compulsion to Amputate One's Own Limbs: Apotemnophilia and Mental Disorder, Carl Elliott (BAJ)
  5. The Epidemic of Mental Illness: Clinical Fact or Survey Artifact?, Allan Horwitz and Jerome C. Wakefield (EEE)
- B. The Classical Perspective (Week 2)
1. The Criminal Man, Cesare Lombroso (EEE)
  2. Evolutionary Psychology: New Science or the Same Old Storytelling?, Jeremy Freese (EEE)
  3. Suffering Souls, John Seabrook (EEE)
- C. Modern Individualistic Approaches (Week 2)
1. Personality and Crime: Are Some People Crime Prone?, Avshalom Caspi et al. (EEE)
  2. Deviance and Low Self-Control, Michael Gottfredson and Travis Hirschi (BAJ)
  3. Twin Studies: What Can They Tell Us About Nature and Nurture?, Guang Guo (EEE)

### III. MACRO-LEVEL APPROACHES: SOCIAL STRUCTURE AND BOUNDARY MAINTENANCE

- A. Anomie and Strain (Week 3)
1. The Suicidal Mind: Why Do we Kill Ourselves?, Edwin S. Shneidman (BAJ)
  2. The Ties that Bind are Fraying, Miller McPherson et al. (EEE)
  3. Connecting Communities: On and Offline, Barry Wellman (EEE)
  4. Erotic Cyberspace: The Internet and 'Logging On' to Sex, Keith F. Durkin and Clifton Bryant (BAJ)
  5. The Motivation to Commit Property Crime, Kenneth D. Tunnell (EEE)
  6. Deviance, The American Dream, and Social Institutions, Steven F. Messner and Richard Rosenfeld (BAJ)
  7. Foundation for a General Strain Theory of Crime and Delinquency, Robert Agnew (BAJ)
  8. Becoming a Shoplifter: The Seductions of Deviance, Jack Katz (BAJ)
- B. Social (Dis)Organization: Group and Culture Conflict (Week 3)
1. Deviance and Oppositional Culture: The Code of the Streets, Elijah Anderson (BAJ)
  2. Hip Hop Culture and America's Most Taboo World, Geoff Harkness (EEE)
  3. Fraternities and Rape on Campus, Patricia Yancey Martin and Robert A. Hummer (BAJ)

4. Doctor-Assisted Suicide, Bonnie Steinbock (BAJ)
5. Radical Conception of Crime and Deviance, Michael J. Lynch and W. Byron Groves (BAJ)
6. Organized Deviance, David R. Simon and Frank Hagan (BAJ)

#### IV. POLITICAL AND DEFINITIONAL PROCESSES: THE PRODUCTION AND CONTROL OF DEVIANCE

- A. Social Constructions and the Making of Deviance: Key Players and Processes (Week 4)
  1. Outsiders, Howard Becker (BAJ)
  2. Fear, the Media, and the Construction of Deviance, Barry Glassner (BAJ)
  3. The Art of Reframing Political Debates, Charlotte Ryan and William Gamson (EEE)
  4. Explaining Criminalization: From Demography and Status Politics to Globalization and Modernization, Valerie Jenness (EEE)
  
- B. Social Constructions and the Making of Deviance: Case Studies (Weeks 4 & 5)
  1. The Social Construction of Drugs and Drug Use, Robert Meier and Gilbert Geis (BAJ)
  2. Legalize It? A Bulletin From the War on Drugs, Erich Goode (EEE)
  3. The Emergence, Content, and Institutionalization of Hate Crime Law: How a Diverse Policy Community Produced a Modern Legal Fact, Valerie Jenness (EEE)
  4. Do Video Games Kill?, Karen Sternheimer (EEE)
  5. Abortion Talks in Germany and the United States: Why Rights Explanations are Wrong, Myra Marx Ferree (EEE)
  6. From the Polls: Abortion (EEE)
  7. From Sex as Sin to Sex as Work: COYOTE and the Reorganization of Prostitution as a Social Problem, Valerie Jenness (EEE)
  
- C. The Medicalization of Deviance (Week 5)
  1. Medicalization and Social Control, Peter Conrad (EEE)
  2. Ritalin Ascendant, Lawrence H. Diller (BAJ)
  3. The Sorcerer's Apprentice: Why We Can't Stop Circumcising Boys, Robert Darby (EEE)

#### **WEEK SIX: MIDERM EXAMINATON**

- V. INTERACTIONAL PROCESSES: SOCIAL LEARNING, SOCIETAL REACTION, AND DEVIANT IDENTITIES AND CAREERS
- A. Learning Deviance (Week 7)
1. The Theory of Differential Association, Edwin H. Sutherland (BAJ)
  2. A Social Learning Theory of Crime, Ronald Akers (EEE)
  3. Techniques of Neutralization, Gresham M. Sykes and David Matza (BAJ)
  4. Why do People Get Tattoos?, Milliann Kang and Katherine Jones (EEE)
  5. Gang Violence, Scott Decker and Barrik Van Winkle (BAJ)
  6. Denying the Guilty Mind, Michael Benson (EEE)
  7. Men Who Have Sex with Other Men, Barry D. Adam et al. (BAJ)
  8. Accounts of Professional Misdeeds: The Sexual Exploitation of Clients by Psychotherapists, Mark R. Pogregin et al. (BAJ)
  9. Marijuana and Lifestyle: Exploring Tolerable Deviance, Andrew Hathaway (BAJ)
- B. Societal Reaction and Deviance (Week 8)
1. Review: Outsiders, Howard S. Becker (BAJ)
  2. Driving While Black, Elijah Anderson (BAJ)
  3. Drug Use, Drug Possession Arrests, and the Question of Race: Lessons from Seattle, Katherine Beckett, Kris Nyrop, Lori Pflingst, and Melissa Bowen (EEE)
  4. Deviance, Labeling, and Reintegrative Shaming, John Braithwaite (BAJ)
  5. Managing 'Crazy' Friends and Relatives: Accommodation Practices and Vernacular Treatments of Madness, Michael J. Lynch (BAJ)
  6. 'I Take Care of My Kids': Mothering Practices of Substance-Abusing Women, Phyllis L. Baker and Amy Carson (BAJ)
- C. Deviance, Stigma, and Everyday Life (Week 9)
1. Stigma Management Through Participation in Sport and Physical Activity: Experiences of Male College Students with Physical Disabilities, Diane E. Taub et al. (BAJ)
  2. Turn-Ons for Money: Interactional Strategies for the Table Dancer, Carol Ronai and Carolyn Ellis (BAJ)
  3. Women Athletes as Falsely Accused Deviants: Managing the Lesbian Stigma, Elaine Blinde and Diane E. Taub (BAJ)
  4. Gay and Greek: The Identity Paradox of Gay Fraternities, King-To Yeung and Mindy Stompler (BAJ)
  5. Return to Sender: Reintegrative Stigma-Management Strategies of Ex-Psychiatric Patients, Nancy J. Herman (BAJ)

## VI. REVIEW, CRITIQUE, AND RECONSIDERATION

- A. Where Have We Been? (Week 10)
  - 1. Review all the above readings
  - 2. Think about the material
  
- B. Where are we going? (Week 10)
  - 1. Everyday Surveillance: Vigilance and Visibility in Postmodern Life, William G. Staples (BAJ)
  - 2. Don't Ever Give Up (EEE)
  - 3. School in 1895 (EEE)

## DEVIANCE: ASSIGNMENT #1

**Overview:** The purpose of this assignment is to provide you with an opportunity to think about what is meant by the terms “deviance” and “deviant.”

**Requirements:** The goal of this paper is to present a conceptualization of the terms “deviance” and “deviant” such that you can make *meaningful* distinctions between kinds of people and forms of social activity. Considering the ideas and examples presented in readings and in class, your definition should be presented such that the following types of questions can be addressed: what kinds of behavior constitute deviance? What kinds of people constitute deviants? Because a wide variety of seemingly unrelated behaviors and types of people may fall under the rubric of these terms, it is your job to establish criteria by which something is or is not deviance/deviant. Once established, connect your definition to a timely issue, public event, or person in the news. To do so, locate a newspaper article published in the *LA Times* during this quarter or utilize a podcast that allows you to demonstrate the utility of your definition. The key here is to achieve a balance between description (of your example) and analysis (drawing on relevant course material).

**Format:** The paper should be approximately 2-3 pages in length and must be typed and double-spaced. Handwritten papers will not be accepted.

**Due:** In class no later than the 3rd week of class. Please make and retain a copy of your paper prior to submitting it.

**A Final Note:** You are encouraged to contact the instructor and/or the TAs for assistance if any of the above guidelines are unclear, or if you simply want to discuss your ideas. As indicated on your syllabus, 15% of your grade for this course is determined by your performance on this paper.



## DEVIANCE: ASSIGNMENT #2

**Overview:** The purpose of this assignment is to provide you with an opportunity to think about the social construction of deviance with respect to a current event.

**Requirements:** Locate a newspaper article published in the *LA Times* during this quarter or utilize a podcast that speaks to a timely public issue. Identify and discuss the events/behaviors in the report/podcast as an example of the social construction of deviance. Drawing on course materials, offer an analysis of that which is reported in the paper. The key here is to achieve a balance between description (of your example) and analysis (drawing on relevant theoretical ideas). The latter should be informed by material presented in readings and lecture. The point is to demonstrate you can utilize course material to make analytic sense of things going on in the world and making news!

**Format:** The paper should be 2-3 pages in length and must be typed and double-spaced. Handwritten papers will not be accepted. Attach a copy of the newspaper article, but do not assume the reader will necessarily read it (thus you must summarize it in your analysis).

**Due:** In class no later than the 9th week of class. Please make and retain a copy of your paper prior to submitting it.

**A Final Note:** You are encouraged to contact the instructor and/or the TAs for assistance if any of the above guidelines are unclear, or if you simply want to discuss your ideas. As indicated on your syllabus, 15% of your grade for this course is determined by your performance on this paper.



## **DEVIANCE: EXTRA CREDIT ASSIGNMENT** (worth 2 extra points on your final)

**Overview:** The purpose of this assignment is to provide you with an opportunity to assess the study of deviance in general and the substance of this class in particular. As such, it is a fairly open-ended project. Nonetheless, there are a few requirements.

**Requirements:** The central requirement of this paper is that you present a well-organized, well-written, and well-documented essay that reveals your assessment of the study of deviance as it has been presented (in both lecture and readings) throughout this course. How you pursue this task is entirely up to you, but it may be helpful to pose a series of questions, such as:

- 1) how informative are the theoretical frameworks and empirical research efforts that you've been exposed to during this course?
- 2) in what ways are the materials helpful in understanding deviance (i.e., how it is produced, managed, and extinguished)?
- 3) in what ways are the materials deficient in grappling with an array of questions about deviance?
- 4) considering all the literature you've been exposed to (and it has been a lot), what questions about deviance remain unasked and/or unanswered?
- 5) what remains most confusing about the study of deviance?
- 6) what remains most provoking about the study of deviance?

You do not have to respond to all (or any) of these questions. You may want to pose questions that you find more relevant to the spirit of this assignment. Regardless, focus on discussing the study of deviance—as a body of knowledge—in a critical manner. Critical does not necessarily imply negative (although it certainly may), but it does imply reflective and informed judgment.

**Format:** The paper should be no more than one page in length and must be typed and double spaced. No handwritten papers will be accepted.

**Due:** In class no later than the day of the final class. Please make and retain a copy of your paper prior to submitting it.

**A Final Note:** You are encouraged to contact the instructor and/or the TAs for assistance if any of the above guidelines are unclear, or if you simply want to discuss your ideas.

