

SOCIOLOGY 4111 – DEVIANT BEHAVIOR



Spring 2004 12:20-1:10 MWF; 150 Blegen



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Logic of the Course

This course examines how particular attributes or behavior are defined as deviant, the social consequences of formal and informal deviant designations, and the construction and imposition of norms, values, and rules. The subject matter is classified into four units. In the first unit, we take up some basic concepts that cut across theories and research on deviance, including social control, subcultures, and careers. The second unit is devoted to theories of deviant behavior and societal reaction. We then discuss methodology and how the “social facts” of deviance are determined and disseminated. Case studies in substantive areas are the fourth focus, addressing crime, organizational and occupational deviance, substance use, sexuality, suicide, disability, and mental illness. The final unit revisits the career concept with a focus on desistance, or leaving deviance. Course objectives include the following:

Objectives of the Course

- To *understand* how deviance is defined and produced.
- To gain a *working knowledge* of the key sociological theories of deviance.
- To *apply* the conceptual tools of these theories to selected case studies.
- To *critically evaluate* institutional responses to deviance and control.

Required Texts (available at bookstore, amazon.com, barnesandnoble.com, etc.)

There are two basic texts for the course and supplemental readings available online in Adobe pdf format. The **Clinard and Meier** text is an old-school introduction to deviance that provides some up-to-date information on the empirical research and “social facts” relating to each of the topical substantive areas we cover. The **Adler and Adler** reader is a collection of excerpts from classic and contemporary writings on deviance, with a much heavier emphasis on the social construction of deviance. Many of the **supplementary** readings will come from my original work on topics such as political deviance, sexual harassment, and workplace deviance.

- Adler, Patricia A., and Peter Adler. 2003. *Constructions of Deviance: Social Power, Context, and Interaction, 4th Edition*. Belmont, CA: Wadsworth.

- Clinard, Marshall B., and Robert F. Meier. 2004. *Sociology of Deviant Behavior*, 12th Edition. Belmont, CA: Wadsworth.
- Supplemental readings available at www.soc.umn.edu/~uggen/4111

Course Requirements

- 10% Active class participation. Come to lecture prepared to discuss the day's readings.
- 10% Short Exercises. Group discussion write-ups and short individual assignments.
- 25% Midterm examination. The extent and distribution of delinquency, sociological theories of delinquency, and their application to particular scenarios.
- 25% Working Paper. Uggen's paper assignment or an article-length research paper or grant proposal on a topic negotiated with the professor and teaching assistant.
- 30% Final examination. This exam is cumulative, but focuses heavily on the substantive areas of deviance discussed after the midterm exam.

Course Policies and Friendly Reminders

- Late Assignments/Missed Exams. Assignments, exams, and readings should be completed by the beginning of class on their due date. Late work will be penalized 10% per day. Please document any family or medical emergency and notify the professor or TA before class (email preferred).
- Class Notes. If you must miss class, copy the notes from one of your classmates. Then see the TA or professor to clarify anything you do not understand. We will also make PowerPoint outlines available online at www.soc.umn.edu/~uggen/4111
- Grading. At the end of the semester, I compute a total score for each student (for example, 83.5 out of 100 possible points). I then make cut-points for the grades based on the class distribution of scores. I try to ensure that students who do all the reading, attend the lectures, and participate actively can *generally* earn grades of B or better in my classes. Blowing off readings or lectures is almost certain to hurt your grade.
- Attendance. We will not be taking attendance in class, but missing lecture more than once or twice is likely to compromise your participation grade.
- Reading. This is a *reading-intensive* upper-division course. You should read and understand about 100 pages weekly (*before* the appropriate lecture). The readings are not typically repeated in lecture and the lectures are not duplicated in the readings.
- Offensive Material. The sociology of deviance encompasses behaviors ranging from minor deviance to severe crime. In learning about deviance in this course, healthy, well-adjusted students may encounter language, depictions, or attitudes that they find disturbing or offensive. The teaching assistant and professor will be available to discuss any concerns you have with course materials.
- Plagiarism/Academic Misconduct. You do not need to cheat. You do not want to cheat. Bad things will happen if you cheat. Do not cheat.
- Teaching Philosophy and Department Policies (attached).

TENTATIVE CLASS DISCUSSIONS AND ASSIGNMENTS

Readings listed below lecture topics should be completed prior to lecture

PART I: BASIC CONCEPTS -- DEVIANCE, CONTROL, AND CAREERS

Week 1 **Welcome! Defining Deviance**

1/21 W – **Lecture:** *Welcome! Social Facts and Social Constructions*

1/23 F - **Lecture:** *Defining Deviance (readings on next page)*

Read Clinard and Meier: 1. The Nature and Meaning of Deviance? pp. 1-27

Read Adler & Adler: I. Introduction, pp. 1-10

Read Adler & Adler: 1. Erikson, On the Sociology of Deviance pp. 11-18

Week 2 **Social Controls/Careers**

1/26 M – **Lecture:** *What's the Difference between Criminology and Deviance?*

Read Adler & Adler: 2. Tittle and Paternoster, A Typology of Deviance pp. 19-29

Read Adler & Adler: 3. Heckert, Positive Deviance pp. 30-42

Read Uggen. Criminology and the Sociology of Deviance. *The Criminologist* 28:1-5.

Available at www.soc.umn.edu/~uggen/4111 [pdf file]

1/28 W – **Lecture:** *Social Controls and the Hobbesian Problem of Order (5 min. video: Bowling for Columbine)*

Read Clinard and Meier: 2. Deviant Events and Social Control pp. 28-50

Read Adler & Adler: 18. Anderson, The Police and the Black Male pp. 183-194

Read Adler & Adler: 10. Best, The Constructionist Stance pp. 90-94

1/30 F – **Lecture:** *Introduction to Deviant Careers (of people, firms, nations...)*

Read Clinard and Meier: 3. Becoming Deviant pp. 51-67

Read Adler & Adler: X. Phases of the Deviant Career pp. 441-443

Week 3 **Subcultures and Power**

2/2 M - **Lecture:** *Subcultures, Power, and "Unconventional Sentimentality" (5 min. video: The Wall)*

Read Adler & Adler: 17. Chambliss, Saints and Roughnecks pp. 169-182

Read Adler & Adler: 37. Sanchez Jankowski, Joining a Gang pp. 445-466

Read Adler and Adler: 29. Fox, Real Punks and Pretenders pp. 337-352

PART II: THEORIES OF DEVIANCE AND SOCIETAL REACTION

2/4 W – **Lecture:** *Individualistic versus Sociological Theories (4 min. video: Matrix)*

Read Clinard and Meier: 3. Becoming Deviant pp. 67-83

Read Adler & Adler: 28. Lowery and Wetu, Sexual Asphyxia pp. 327-336

Read Adler & Adler: VIII. Social Organization of Deviance pp. 325-326

2/6 F – **Lecture:** *Functionalism*

Read Adler & Adler: II. Theories of Deviance, pp. 43-54

Read Adler & Adler: 4. Durkheim, The Normal and the Pathological pp. 55-59

Week 4 **Structural Theories of Deviance**

2/9 M **Lecture:** *Anomie (5 min. video: Bullworth)*

Read Clinard and Meier: 4. Structural Perspectives pp. 84-92

Read Adler & Adler: 5. Merton, Social Structure and Anomie pp. 60-66

2/11 W **Lecture:** *Conflict and Threat Theories*

Read Clinard and Meier: 4. Structural Perspectives pp. 92-102

Read Adler & Adler: 9. Quinney, Conflict Theory of Crime pp. 84-89

2/13 F **Lecture:** *Basic Concepts of Labeling Theory (4 min. video: Gattaca)*

Read Clinard and Meier: 5. Labeling, Control, and Learning Theories pp. 103-112

Read Adler & Adler: 7. Becker, Labeling Theory pp. 70-74

Read Adler & Adler: V. Deviant Identity pp. 207-209

Week 5 **Labeling, Learning, and Control Theories of Deviance**

2/16 M **Lecture:** *Labeling + Conflict; Rule-making and Moral Entrepreneurs*

Read Adler & Adler: IV. Constructing Deviance pp. 133-136

Read Adler & Adler: 15. Tuggle and Holmes, Blowing Smoke pp. 149-159

Read Angela Behrens, Christopher Uggen, and Jeff Manza. 2003. "Ballot Manipulation and the 'Menace of Negro Domination': Racial Threat and Felon Disenfranchisement in the United States, 1850-2002." *American Journal of*

Sociology 109:559-605. [**Note:** Don't worry if you do not understand all the fancy statistics] Available at www.soc.umn.edu/~uggen/4111 [pdf file]

2/18 W **Lecture:** *Social Control Theory*

Read Clinard and Meier: 5. Labeling, Control, and Learning Theories pp. 112-119

Read Adler & Adler: 8. Hirschi, Control Theory pp. 75-83

2/20 F **Lecture:** *Differential Association and Learning*

Read Clinard and Meier: 5. Labeling, Control, and Learning Theories pp. 119-127

Read Adler & Adler: 6. Sutherland and Cressey, Differential Association pp. 67-69

PART III: LEARNING THE "SOCIAL FACTS" OF DEVIANCE

Week 6 **Methodology – How We Learn the "Social Facts" of Deviance**

2/23 M **Lecture:** *Government/Official Statistics (example: EEOC and sexual harassment)*

Read Adler & Adler: III. Studying Deviance pp. 95-98

Read Adler & Adler: 11. Besharov and Laumann, Child Abuse Reporting pp. 99-105

Check <http://www.eeoc.gov/stats/harass.html>

2/25 W **Lecture:** *Surveys (example: Monitoring the Future and substance use)*

Read Adler & Adler: 12. Laumann et al., Survey of Sexual Behavior pp. 106-115

Check <http://monitoringthefuture.org/purpose.html>

2/27 F **Lecture:** *Participant Observation, Interviews and other Qualitative Approaches (example: intensive interviews on sexual harassment and crime)*

Read Adler & Adler: 13. Adler, Researching Dealers and Smugglers pp. 116-131

Read Adler & Adler: 30. Miller, Young Women in Gangs pp. 353-365

PART IV. CASE STUDIES IN SUBSTANTIVE AREAS

Week 7 Violence

3/1 M **Lecture:** *Crimes of Violence (7 min. video: Fight Club)*

Read Clinard and Meier: 6. Crimes of Interpersonal Violence pp. 129-170

Read Adler & Adler: 23. Scully and Marolla, Rapists' Accounts pp. 247-262.

Read Adler & Adler: 35. Yancey Martin and Hummer, Fraternity Rape pp. 416-430.

3/3 W **Lecture:** *Review Session*

3/5 F **MIDTERM EXAMINATION** covering material through 3/1

Week 8 Nonviolent Crime

3/8 M **Lecture:** *Property Offenders and Illegal Earnings*

Read Clinard and Meier: 7. Nonviolent Crime pp. 172-183

3/10 W **Lecture:** *Politics, Power, and Crime*

Read Clinard and Meier: 7. Nonviolent Crime pp. 183-187

Read Adler & Adler: 35. Mathews and Kauzlarich, Crash of ValuJet 592 pp. 380-391

3/12 F **Lecture:** *Organized and Professional Crime*

Read Clinard and Meier: 7. Nonviolent Crime pp. 187-200

Read Adler & Adler: 31. Godson and Olson, Organized Crime, pp. 367-379

[Spring break 3/15-3/19]

Week 9 Organizational and Occupational Deviance

3/22 M **Lecture:** *Corporate Crime*

Read Clinard and Meier: 8. White-Collar and Corporate Crime pp. 202-244

3/24 W **Lecture:** *Occupational Deviance*

Read Adler & Adler: 36. Liederbach, Opportunity and Medical Crime pp. 431-440

Read Jessica Huiras, Christopher Uggen, and Barbara McMorris. 2000. "Career Jobs, Survival Jobs, and Employee Deviance: A Social Investment Model of Workplace Misconduct." *The Sociological Quarterly* 41:245-63. Available at

www.soc.umn.edu/~uggen/4111 [pdf file]

3/26 F **Lecture:** *Publicity, Moral Panics, and Organizational Deviance (6 min. video: Reefer Madness)*

Read Adler & Adler: 16. DeYoung, Moral Panics and Satanic Day Care pp. 160-168

Week 10 Substance Use

3/29 M **Lecture:** *Licit and Illicit Drugs*

Read: Clinard and Meier: 9. Drug Use and Addiction pp. 245-304

3/31 W **Lecture:** *Drug Use, Rulemaking, and other Crime (6 min. video: Traffic)*

Read: Adler & Adler: 14. Reinerman, Construction of Drug Scares pp. 137-149

4/2 F **Lecture:** *Focus on Alcohol Use*

Read: Clinard and Meier: 10. Drunkenness and Alcoholism pp. 305-354

Week 11 **Sexuality and Deviance**

4/5 M **Lecture:** *Heteronormativity and Sexual Norms in the Contemporary U.S.*

Read: Clinard and Meier: 14. Homosexuality and Homophobia pp. 486-542

Read: Adler & Adler: 19. Homophobia and Women's Sport pp. 195-204

Read: Adler & Adler: 38. Yip, Gay Male Christian Couples pp. 467-479

4/7 W **Lecture:** *Sexuality, Identity, and Deviance (5 min. video: Boys Don't Cry)*

Read: Adler & Adler: 21. Weinberg, Williams, & Pryor, Bisexuality pp. 222-232

Read: Adler & Adler: 25. Nack, Identity and Stigma of Women with STDs pp. 277-85

4/9 F **Lecture:** *Sex Work*

Read: Clinard and Meier: 11. Sexual Deviance pp. 355-404

Read: Adler & Adler: 34. Flowers, The Manufacture of Fantasy pp. 408-415

Week 12 **Finish Sexuality/Suicide**

4/12 M **Lecture:** *Sexual Harassment and Sexual Cooperation*

Read: Christopher Uggen and Amy Blackstone. 2004. "Sexual Harassment as a Gendered Expression of Power." Forthcoming in *American Sociological Review*.

Available at www.soc.umn.edu/~uggen/4111 [Again, you are not responsible for understanding the fancy statistics] [\[pdf file\]](#)

Read: Adler & Adler: 33. Tewksbury, Cruising for Sex in Public Places pp. 395-406

4/14 W **Lecture:** *The "Social Facts" and Theories of Suicide*

Read: Clinard and Meier: 12. Suicide, pp. 405-449

4/16 F **Lecture** [tentative]: *The Geography of Deviance* [guest: Rebecca Colwell]

Week 13 **Disability and Stigma**

4/19 M **Lecture:** *Physical Disabilities*

Read: Clinard and Meier: 13. Disabilities, pp. 451-485

4/21 W **Lecture:** *Identity Transformation and Deviant Careers in Disability*

Read: Adler & Adler: 20. Degher & Hughes, The "Fat" Identity, pp. 211-220

4/23 F **Lecture:** *Managing Stigma*

Read: Adler & Adler: VII. Stigma Management pp. 273-275

Read: Adler & Adler: 27. Martin, Stigma Management pp. 305-321

Read: Adler & Adler: 26. Anderson et al., Stigma and Homelessness, pp. 286-302

Week 14 **Mental Illness**

4/26 M **Lecture:** *The "Social Facts" of Mental Illness*

Read: Clinard and Meier: 14. Mental Disorders, pp. 544-591

4/28 W **Lecture:** *Identity Transformation and Deviant Careers in Mental Illness*
Read: Adler & Adler: 22. McLorg & Taub, Anorexia and Bulimia, pp. 233-243

PART V: CONCLUDING CAREERS

4/30 F **Lecture:** *Individual Accounts, Excuses, and Justifications*
Read Adler & Adler, VI. Accounts pp. 245-246
Read Adler & Adler: 24. McCabe, Situational Ethics and Cheating pp. 263-271

Week 15 Leaving Deviance

5/3 M **Lecture:** *Identity Transformation and Deviance*
Read Adler & Adler: 39. Career Shifts for Drug Dealers and Smugglers pp. 481-492
Read Adler & Adler: 40. The Professional Ex pp. 494-504

5/5 W **Lecture:** *Catch-up and Conclusion*

5/7 F **Lecture:** *Review Session*

Final Exam: 10:30am-12:30pm Wednesday, May 12



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Uggen's Teaching Goals and Philosophy

1. Respect for Students.

The other points are really a subset of this one. Education is a service industry, but you cannot simply purchase a unit of education the way you would buy other commodities. Instead, you must devote time and energy to learning. I respect those students who must make work, family, or other commitments their top priority. Nevertheless, to benefit from the class and to be rewarded with a high grade, you must find time to do the work.

2. Procedural Justice or Fairness.

In my non-statistics classes, I typically grade exams and papers anonymously (by identification numbers rather than names) to avoid favoritism or other biases. Universal standards and strict deadlines are the best way I know to provide equal opportunities for all students.

3. High Standards for Excellence.

I reserve grades of A for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. You can receive a B by doing all of the work well and a C by meeting *all* course requirements.

4. Opportunities for Independent Work.

All must meet the basic requirements. For those wishing to engage the material at the highest level, I allow flexibility for more ambitious projects.

5. Responsiveness and Accountability.

You will have the opportunity to evaluate me and to critique the course in time for me to make changes that will benefit *you*. If you think I have failed to live up to the principles or philosophies here listed, please let me know about it.

6. Accessibility.

I will be available to you during office hours and flexible in scheduling appointments outside these hours (*including* nights and weekends).

7. Openness to Diverse Perspectives.

Sharing your experiences and understandings (publicly or privately) enriches the course for your fellow students, especially when you disagree with me.

8. Enthusiasm for the Subjects I Teach and for Teaching as a Vocation.

I cannot expect you to really engage the course materials if I am bored with them. Therefore, I will make every effort to make the texts, lectures, and assignments current, relevant, and intellectually engaging.

9. Skills, Knowledge, and Attitudes.

I teach: (1) technical and life skills that will benefit you inside and outside of the classroom; (2) abstract and concrete knowledge about the social world; and, (3) attitudes promoting the free and good-humored exchange of ideas.