Although deviant behavior is often considered a residual and unimportant category of social phenomena, “deviance” in fact includes a wide range of socially important behaviors. What we learn about these behaviors can teach us much concerning non-deviant behavior and the "normal" social processes in which we are all involved.

We will attend particularly to three sets of questions about deviance:

First, why do people commit deviant acts? Why do some types of people (for instance, young men) seem to commit so many more acts of deviance than do other people (for instance, young women)? Relatedly, why are some acts and some actors considered deviant, and others are not? To answer such questions, we will review the major social structural and social psychological theories of deviance and suggest how such sociological explanations differ from more individualistic explanations. We will try to see how apparently competing explanations of deviance can be combined into a unified explanation or, at least, into a few behaviorally-specific explanations.

Second, how are the lives of deviant actors organized? How are deviant transactions themselves organized? To explicate the social organization of specific deviant careers and of specific forms of deviance, we will examine some forms of deviance more closely. [Some students in the past have found some of these topics difficult to discuss. Please look ahead at the syllabus, and if you anticipate that you will find it difficult to discuss any of these topics, please talk to me beforehand.]

Third, how does our society react to deviance? Which societal reactions affect the incidence of deviance and the likelihood that offenders will continue to offend? To answer these questions, we will look more closely at the criminal justice system, with particular concern for that system's major elements and their effectiveness.

Because the dominant theories of deviance (and the "facts" about deviance) have been based on studies of male deviants and have assumed those experiences to be universal, the literature on deviance may need to be rethought. So, one of the continuing themes of this course will be to consider how thinking explicitly about gender will improve our knowledge of all forms of deviance and of all deviants.

Graded, written work in this course consists of two short papers (30%), one longer paper (30%), and a final exam (20%). The longer paper (10 to 12 pages) will be shared with others in the class, who will provide feedback. In addition, everyone will write a short precis (which will be distributed to the class) of one of the articles in the Kelly reader or on reserve (15%). Finally, I expect everyone to contribute to class discussion (5%). Please note that I cannot accept unexcused late work and that I evaluate papers in terms of both content and style. If you are concerned about your writing, I recommend that you see me about each paper and that you go to the Writing Lab.

You must abide by the rules on plagiarism, outlined in the Student Handbook (pp. 11-14), which require that you "acknowledge explicitly any expressions, ideas, or observations that are not" your own. In the case of cooperatively produced work, you must indicate who produced which part of the data or product. I take these rules very seriously. If you are unsure of your obligations, please see me. In any event, please use the ASA reference style described on the sheet attached to this syllabus.

Much of the course readings come from the books listed immediately below and from a course Packet. Other material is on reserve in Burling. I strongly recommend that you read ahead and that you finish each set of readings before we discuss the topic in class.
Deviance and Social Control

Required Texts:
- Walker, Sense and Nonsense about Crime (2001)
- Wright, Armed Robbers in Action (1997)
- Course Packets (1 and 2)

Recommended readings are indicated by * and are not on Reserve.

8/26
Introduction

8/29

UNGRADED PARAGRAPH DUE [email to HUNTER@grinnell.edu]:
(your definition of "deviance" with an explanation & examples)

Approaches to Understanding Deviance

Week 1
8/29


Packet One, Set #1 (Reader) 28-29:358-401


8/31 & 9/2

Week 2
9/5

C. The “Big Picture”: Social Structural Approaches
1. Functionalist Arguments (Reader) 7&8:78-91

9/7

2. Conflict Arguments (Reader) 9-11:93-119, 5:57-63

9/9 & 9/12

Week 3
9/14

3. Demography, Inequality, and Crime: Age & Gender, Race & Class Packet One, Set #2 [Read “Highlights.”]

*Harer & Steffensmeier “The differing effects of economic inequality on black and white rates of violence” Social Forces 70(1992):1035-54
*Peterson & Krivo “Racial segregation and Black urban homicide” Social Forces 71(1993):1001-1026

D. Micro-Social and Processual Approaches
**Deviance and Social Control**

9/16


*Hagan "Destiny and drift..." *ASR* 56(1991):567-582


---

**Week 4**

9/19

3. "Bad Names?: Labeling [and an Integrated Approach]"

(Reader) 18:200-204, 21:237-245

9/21

(Reader) 20:212-231

Packet One, Set #3: “Serious & Violent Juvenile Offenders.”

---

**SHORT PAPER DUE AT START OF CLASS:**

[The paper will focus on the relation between demographics and crime, based primarily on articles in Packet One.]

---

**Case Studies of Deviants and Deviance**

9/23

A. The Social Organization of Deviants and of Deviance: a heuristic framework

(Reader) 35&36:484-524


9/26 & 28

**Week 5**

B. Individual Deviance: The "Case" of Bodybuilding

Lowe *Women of Steel* 1-161

9/30

[IN CLASS] Selections from Documentary Films on Bodybuilding

9/30

**Week 6**

10/3

C. Individual Deviance: The "Case" of STDs/HIV/AIDS


10/5 & 7

D. Deviant Exchange (Sales & Trades)

1. impersonal sex


*Krol "Restroom to tearoom, a cultural conversion..." *Deviant Behavior* 11(1990):273-280

*Prus & Irini *Hookers, Rounders, & Desk Clerks*

*(Reader) 21:243-259
Deviance and Social Control

Week 7
10/10
D. Deviant Exploitation
1. in the home: family violence
Packet Two, Set #1

*Pate & Hamilton “Formal and informal deterrents to domestic violence.” ASR 57(1992):691-697
*Langan & Innes “Preventing domestic violence against women.” Bureau of Justice Statistics Special Report, August, 1986 (NCJ-102037)

10/12
[IN CLASS] Documentary Film on Family Violence: Defending Our Lives [30 min - D3612]

10/14
NO CLASS: HAVE A GOOD BREAK!

10/15-23
FALL BREAK!!

Week 8
10/24
2. in the home, in the suites, and on the streets: sexual aggression
(Reader) 39:565-582
Packet Two, Set #2

*South and Felson “The racial patterning of rape.” Social Forces 69(1990):71-93
*Gilbert “Realities and mythologies of rape.” Society (May 1992): 4-10

10/28
[IN CLASS] Documentary Film on Homophobic Murder: Licensed to Kill [53 min]

Week 9
10/31

*Kleck & Sayles “Rape and resistance.” Social Problems 37(1990):149-62
11/7

**SHORT PAPER DUE AT START OF CLASS:**
[The paper will focus on crimes of violence.]

11/2 & 4
Week 10
11/7

3. on the streets: predatory crime and another approach
   - *Wright & Decker Armed Robbers in Action 1-60, 61-139*
   - *Packet Two, Set #3: “Revictimization: Reducing the Heat on Hot Victims.”*
   - *Miethe & Meier Crime in its Social Context 5:75-100*
   - *Katz The Seductions of Crime (1988)*
   - *Shover Great Pretenders: Careers of Persistent Thieves (1996)*

11/9 & 11

4. on the streets: organized crime
   - *(Reader) 37:526-547*
   - *Steffensmeier & Terry "Institutional sexism in the underworld: a view from the inside." Sociological Inquiry 56(1986):304-322*

Week 11

11/14 & 16

5. in the suites: organizational crime
   - *(Reader) 40:583-595*

---

**Social Control and the Criminal Justice System**

11/18

A. How do we deal with crime? Who are “we”? With whom do we deal?
   - *Walker 1-4:1-73*

Week 12

11/21 & 23

B. Could we significantly improve the criminal justice system?
   1. What if we arrest more people?
      - *Walker 5:77-95*
      - *Documentary Film on Maximum Security Prison: The Farm [100 min – F2224]*

11/23

**FINAL PAPER DUE**
11/24 & 25

THANKSGIVING BREAK

Week 13
11/28 & 30

2. What if we try to deter more people?
   Walker 6,7:99-143
   (Reader) 24:282-293, 26:313-338

   *Walker 8,9:144-179

12/2

3. What if we try to rehabilitate more criminals, or raise non-criminals?
   Walker 11:209-232
   (Reader) 33-34:447-481, 44:647-659, 32:428-446
   Packet Two, Set #4

   *Shore Within Our Reach: Breaking the Cycle of Disadvantage (1988):1-32

Week 14
12/5 & 7

4. What if we try to fix criminogenic situations?  [contextual crime prevention]
   Walker 10:184-202
   Packet Two, Set #5: “Visibility and Vigilance.”


12/9

5. What if we reform the law, the legal system, and/or society?
   Walker 12-14:236-290


12/13

TAKE-HOME FINAL EXAMINATION DUE [Any in-class final exam in this time-slot is officially scheduled for Tuesday at 2 PM but this take-home exam will be due at 5 pm. I'll give you the exam about a week ahead.]
Recommended Reference Works:

reviews [books] in Burling:
Annual Review of Psychology
Annual Review of Sex Research
Annual Review of Sociology
Criminology Review Yearbook
Encyclopedia of Crime and Justice
Crime and Justice

recent statistics on crime and criminals:
Sourcebook of Criminal Justice Statistics

useful journals not in Burling:
Child Abuse & Neglect
Journal of Interpersonal Violence
Suicide and Life-Threatening Behavior
Victimology
Violence and Victims

useful journals at circulation desk:
Journal of Homosexuality
Journal of Sex Research
Sex Roles

useful journals in Burling:
American Journal of Sociology (AJS)
American Sociological Review (ASR)
British Journal of Criminology
Crime and Delinquency
Crime, Law, and Social Change
Criminology
Deviant Behavior
Gender and Society
Journal of Criminal Law and Criminology
Journal of Health and Social Behavior
Journal of Research in Crime & Delinquency
Journal of Social Issues
Journal of Studies on Alcoholism
Law and Society Review
Psychology of Women Quarterly
Sex and Gender
Signs
Social Forces
Social Problems
Women's Studies Quarterly

useful Web sites:
Criminology Links:
http://www.hsu.edu/dept/soc/criminology.html
Justice Information Center:
http://www.ncjrs.org
Bureau of Justice Statistics:
http://www.ojp.usdoj.gov/bjs
Federal Bureau of Investigation:
http://www.fbi.gov/
Sourcebook of Criminal Justice Statistics
ONLINE:
http://www.albany.edu/sourcebook