What exactly is deviance? Why do individuals engage in deviant acts? And perhaps more importantly, who decides what is deviant and what is “normal?” These are some of the questions that social theorists in deviance seek to address. In addition to our scheduled readings, we will discuss the ways in which the study of deviance is affected by and/or contributes to public opinion. We will examine media representations of deviance and discuss how their approaches inform and are informed by deviance theory, political ideologies, and sociological concepts such as race, gender, and class.

Whereas some courses in deviant behavior engage heavily with crime-related themes, I have designed this course to focus primarily on noncriminological forms of deviance. Some exceptions to this rule are the units in which we will discuss illegal drug use, workplace deviance, rape, and prostitution. If you are looking for a class that engages more directly with crime, criminological theory, or criminal justice, I suggest that you enroll in Criminology, offered through the Department of Sociology as 920:222.

### COURSE SUBJECT MATTER

#### Sensitivity

1) Deviant behavior involves infractions of societal norms. Thus, you may encounter material regarding behavior that you find controversial or troubling. While you are not required to participate in class discussion surrounding such material, you will still be responsible for reading the assigned selections, completing weekly assigned tasks, and thoroughly preparing for exams.

2) This classroom should be considered a “safe space,” one in which ALL students feel comfortable raising and openly discussing sensitive issues. Therefore, I will expect you to respect the feelings and privacy of your fellow students by choosing language that fosters a supportive and nonjudgmental environment at all times and by keeping sensitive information private outside of the classroom.

### CLASSROOM PERFORMANCE

I request that you come to class on time every day prepared to discuss the assigned readings. Tablets, cell phones, music players, gaming devices, etc. must be turned off before class begins. Texting, surfing the web, and checking e-mail from phones or laptops in class is unacceptable and will result in the full forfeiture of your attendance credit for the day.

**QUESTIONS** should be raised in class if appropriate—if not, please see me before or after class or during my office hours. E-mail should be used only to set up appointments or discuss “housekeeping” matters such as missed classes or to verify exam times, NOT for substantive questions regarding course material.

### SAKAI

You are required to access the course Web site on SAKAI: https://sakai.rutgers.edu/portal. There you will find announcements, many assigned readings, and other course materials. You will also use Sakai to submit your written assignments and to check your grades.

### ACADEMIC INTEGRITY

Cheating in any form—including plagiarism of any portion of any written assignment—will be reported to the proper university authorities and will severely affect your term grade.
GRADING

There will be NO opportunities for extra credit in this course. The only way to pass the course is to attend class regularly and hand in quality work on time as assigned. There will be no exceptions to this rule. Please feel free to meet with me during my office hours to discuss your progress at any time.

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<thead>
<tr>
<th>Grading Items</th>
<th>Grade Point Range</th>
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<tr>
<td>Attendance &amp; participation—10 points</td>
<td>A 90–100</td>
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<tr>
<td>Sakai forum participation—20 points</td>
<td>B+ 85–89</td>
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<td>Theory exam—40 points</td>
<td>B 80–84</td>
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<td>Take-home final exam—25 points</td>
<td>C+ 75–79</td>
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<td>Poster presentation—5 points</td>
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<td>D 60–69</td>
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ATTENDANCE (10 points toward your final grade)
I firmly believe that class discussion is as important to your learning experience as are the assigned readings—and will likely be far more interesting. You are therefore expected to attend every class and to be prepared to participate in discussion by reading and carefully considering the assigned selections ahead of time. Your attendance will be reflected in your term grade. Because this class meets only once a week, missing 3 or more classes will result in an automatic failure. Although there are no excused absences in this course, the university requires that you use its absence reporting Web site https://sims.rutgers.edu/ssra/ to indicate the date and reason for any absences throughout the term. An email is automatically sent to me.

WEEKLY FORUM POSTS (20 points toward your final grade)
I have enabled the forum feature on Sakai to stimulate discussion of course material before and between each class session. Your contribution—which may be made in the form of an original post or a comment on someone else’s post—must be focused on the material to be discussed that week, but you may address the material any way you’d like, i.e. by connecting it to current events, related social problems that interest you, other readings you’ve encountered in this or other classes, your own experiences, or previous points made in class. You are required to post at least once per week. You are encouraged to engage one another in open and honest discussion online just as you are in the classroom; just remember to maintain an academic (civil, nonjudgmental) tone at all times. Disagreement is fine, discourteousness is not.

******YOU MUST POST ONCE PER WEEK.******

******You may NOT make up missed weeks by posting twice another week.******

THEORY EXAM (40 points toward your final grade)
The exam will primarily focus on information from the readings but will also address material encountered in films and in class discussions. Make up exams will not be given except under extreme circumstances. Such circumstances will require formal documentation, i.e. a doctors’ note approved by your Dean’s office. No bags, books, or electronic devices will be allowed in the seating area during exams.

TAKE-HOME EXAM: THEORY IN THE REAL WORLD (25 points toward your final grade)
You will be asked to read one of the many biographies or autobiographies that detail the life of a person who has engaged in deviant behavior. You will then answer a series of questions (to be posted to Sakai later in the term) that involve connecting the theories we discussed early in the term to the real-world behavior of the subject you chose to read about. You will post your completed exam to Sakai on or before the start of class on 4 December.

POSTER PRESENTATION (5 points toward your final grade)
On the last day of class, you will be asked to share with the class what you learned about the subject you chose to write your exam about by presenting a poster you construct at home.
SCHEDULE OF READINGS AND ASSIGNMENTS

*Reading assignments should be read BEFORE the class at which they will be discussed.*

READING MATERIALS

You should read all of the week’s discussion materials before each class meeting. Textbooks may be purchased at the Rutgers University Bookstore, located at 1 Penn Plaza in New Brunswick.


Additional readings will be found on our course Sakai site or on the Web. All readings are required unless otherwise noted.

SCHEDULE OF READINGS AND ASSIGNMENTS

(*) Indicates material to be accessed on Sakai (Resources folder)
(**) Indicates material to be accessed on the Internet

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<tr>
<th>4-Sep</th>
<th>Course intro: ATTENDANCE REQUIRED</th>
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<td>11-Sep</td>
<td>Positivist vs. Constructionist Lenses</td>
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<tr>
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<td>Introduction, pp. 1-8</td>
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<td>Defining Deviance, p. 9</td>
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<td>1.&quot;Images of Deviance,&quot; Pfohl</td>
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<td>13.&quot;What Triggers School Shootings?,&quot; Kimmel &amp; Mahler</td>
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<td>44.&quot;Burglary: The Offender’s Perspective,&quot; Cromwell</td>
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<td>**&quot;The World According to NAMBLA,&quot; Mary de Young</td>
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<td>*Chapter 1-What is Deviance?</td>
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<td>Group exercise: Identifying the Perspective</td>
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<th>18-Sep</th>
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<tr>
<td></td>
<td>Positivist Theories, p. 19</td>
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<td>3.&quot;Strain Theory,&quot; Merton</td>
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<td>**&quot;The Content of the Delinquent Subculture,&quot; Cohen</td>
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<td>***Justice Department Discourages the Use of 'Scared Straight' Programs&quot;</td>
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<td>38.&quot;Cyberbullying: Offenders and Victims,&quot; Hinduja &amp; Patchin</td>
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<td>Positivism in Practice</td>
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<td>4.&quot;Differential Association Theory,&quot; Sutherland &amp; Cressey</td>
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<td>5.&quot;Social Bond Theory,&quot; Hirsh</td>
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<td>6.&quot;Shaming Theory,&quot; Braithwaite</td>
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<td>47.&quot;What It's Like to be Known as a Sex Offender?,&quot; Tewksbury &amp; Lees</td>
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<td>media: <em>Monster on the Block</em></td>
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<td><em>Chapter 2-Positivist Theories (recommended)</em></td>
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### 25-Sep Constructionist Theories

*Group Exercise: Defining Deviance (*Print worksheet from Sakai and bring to class for discussion.*)

- Constructionist Theories, p. 37
- 7-"Labeling Theory," Becker
- ""Goth: Stigma and Stigma Management," Haenfler
- ""The Positive Consequences of Stigma," Herman & Miall

**Constructivism in Practice: Domestic Violence**

- 8-"Phenomenological Theory," Katz
- 16-"Intimate Stalking: Characteristics and Consequences," Dunn
- 17-"Child-to-Mother Violence," Jackson
- ""How Women Experience Battering," Ferraro & Johnson

*Chapter 3-Constructionist Theories (recommended)*

### 2-Oct Deviance, Capitalism, Power

9-"Conflict Theory," Quinney

- 42-"Enron: Organizational Rituals as Deviance," Ulsperger & Knottnerus
- ""White-Collar Crime," Dhami

**Media/Exercise: Wal-Mart: The High Cost of Low Price (*Print film worksheet from Sakai and bring to class for discussion)**

### 9-Oct Contrasting Approaches: Homosexuality

- 25-"What is it Like to be a Rural Lesbian?," Cooper
- ""Gay By Choice? The Science of Sexual Identity," Greenberg

**Media:** from *The Out List or Small Town Gay Bar* (TBD)

**EXAM REVIEW (Print review sheet from Sakai and bring it, along with your books and notes, to class for peer-group review.)*

### 16-Oct THEORY EXAM

### 23-Oct Substance Use/Abuse and Mental Illness

*Discuss Final Project Expectations (*Print copy of assignment from Sakai and bring to class for discussion.)*

**Drinking & Drug Use**

- 31-"Binge Drinking on College Campuses," Durkin, Wolfe, and Lewis
- 32-"Hey, Don't Blame Me…Blame the Booze,"" Peralta
- ""Substance Use and Abuse," Goode
- ""The Hookup Culture on Campus," Bogle

21-"Being Sane in Insane Places," Rosenhan

22-"The Emergence of Hyperactive Adults as Abnormal," Conrad & Potter

**
### 30-Oct  Deviant Bodies

- "Medicalizing and Demedicalizing Hermaphroditism," Weinberg et al.
- "Who Will Make Room for the Intersexed?," Haas
- "Hermaphrodites with Attitude," Chase
- *Alex's journal entries (A personal account of transition)*
- "Sex and the Trans Man," Green
- "Am I Obsessed? Gender Identity Disorder, Stress, and Obsession," Wentling

**media:** *My Secret Self (20/20)*

### 6-Nov  Rape

*Group Exercise: Is it Rape? (*Print worksheet from Sakai and bring to class for discussion.)*

- "I Wasn't Raped, But . . . ' Revisiting Definitional Problems in Sexual Victimization," Gavey
- "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape," Armstrong et al.
- "Raped: A Male Survivor Breaks His Silence," Pelka
- "The Problem of Prison Rape," Brook

### 13-Nov  Deviant Identities

*Final project preparation: Focused writing instruction. (*Print worksheets from Sakai and bring to class for discussion.)*

- "Deviant Identities," Rubington, Weinburg
- "Becoming a Nudist," Weinberg
- "Furries and Their Communities," Eller et al.
- "Signed, Sealed, Delivered… I’m Yours': Calibrating Body Ownership through the Consensual Mastery-slavery Dynamic," Butts (NOTE: Only pages 67-76 are required.)

### 20-Nov  Sexual Deviance

- "The Porning of America," Sarracino & Scott
- "Doing Porn," Abbott
- 35-"Show Me the Money: Online Mistresses and Slaves," Durkin
- 27-"The Globalization of Sex Tourism," Wonders & Michalowski
- "Sex Work," Seidman
The Moral Panic

"Heavy Metal: Moral Panics, Satanic Scares, and Moral Entrepreneurs," Haenfler
media: from the Paradise Lost trilogy

FINAL PROJECT DUE
poster presentation and deviant salon

**DIVERSITY STATEMENT (Department of Sociology):** The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.
SYLLABUS AGREEMENT

This agreement must be signed and returned to the instructor by 18 September.

I promise to do my best to fulfill the course expectations so that I may gain all of the benefits that are possible from this course. I understand that these expectations include but are not limited to:

- Attending each class session, including the exam. (There will be no make-up exams offered.)
- Submitting assignments and papers on time. (Late work is not accepted.) Adhering to the Rutgers University Academic Integrity Policy.
- Reading the assigned selections before each class session.
- Participating in class discussions in a thoughtful manner that shows respect for my instructor and my classmates even when my views are different from their views.
- Maintaining the “safe space” of the classroom by keeping private any personal information about students that is expressed in the classroom.

I have read this syllabus carefully and understand what is required of me in this course. By signing this agreement, I proclaim that I understand and agree to the terms of this contract.

Student name PRINT: __________________________________________________________

Student name SIGN: __________________________________________________________