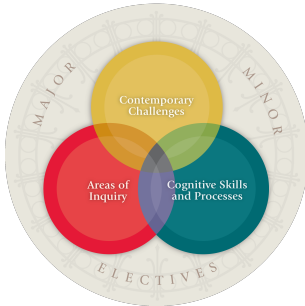


**SOCIOLOGY 240**  
**Normality and Abnormality**  
Monday & Wednesday 6:10-7:30PM  
123 Scott Hall  
Spring 2018

**Professor:** Joanna Kempner  
Department of Sociology, 26 Nichol Avenue, New Brunswick  
E-mail: [jkempner@sociology.rutgers.edu](mailto:jkempner@sociology.rutgers.edu)  
Office Hours: 3:15-4:15 Mondays, Location TBD



**Core Curriculum Class**

This is a core curriculum class, designed to meet the following goals:

- a. Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on contemporary issues.
- b. Analyze a contemporary global issue from a multidisciplinary perspective.
- m. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- n. Employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.
- t. Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights.

**Teaching Assistants:**

Lauren Murphy ([lmurph@sociology.rutgers.edu](mailto:lmurph@sociology.rutgers.edu))  
Alexandru Panait ([apanait@sociology.rutgers.edu](mailto:apanait@sociology.rutgers.edu))  
Stephanie Pena-Alves ([salves@sociology.rutgers.edu](mailto:salves@sociology.rutgers.edu))

Section 1:	Monday	3:05 PM - 4:00 PM	Frelinghuysen Hall A1	(Murphy)
Section 2:	Monday	4:45 PM - 5:40 PM	Frelinghuysen Hall B1	(Murphy)
Section 3:	Monday	4:45 PM - 5:40 PM	Frelinghuysen Hall B2	(Pena-Alves)
Section 4:	Monday	7:55 PM - 8:50 PM	Scott Hall 221	(Panait)
Section 5:	Wednesday	3:05 PM - 4:00 PM	Frelinghuysen B1	(Pena-Alves)

Section 6:	Wednesday	4:45 PM - 5:40 PM	Scott Hall 221	(Panait)
Section 7:	Wednesday	4:45 PM - 5:40 PM	Murray Hall 114	(Pena-Alves)
Section 8:	Wednesday	4:45 PM - 5:40 PM	Scott Hall 106	(Murphy)
Section 9:	Wednesday	7:55 PM - 8:50 PM	Scott Hall 101	(Panait)

**Description:** This course examines how cultural and biological factors shape normality and abnormality. Cultural views emphasize how conceptions of what is normal or abnormal are culturally relative, learned, and easily change. In contrast, biological views focus on how what is natural or unnatural is universal, innate, and relatively fixed. We begin by examining the basic tenets of the cultural and biological views. We then apply these concepts to specific topics including incest, first names, race and racism, physical appearance, obesity, food, gender, sexuality, disability, marriage, mating, and psychoactive drugs. The final part of the course speculates about what will be normal and abnormal in future years.

**Communication:** E-mail etiquette and requirements: The TAs and I will happily and promptly reply to all student email. However, you must follow a few simple rules. First, you must put “Soc 240” in the subject line. Second, you should include your name somewhere in the body of the message. Your email addresses often do not tell me who you are.

**Required Readings:** All required readings are posted on the Sakai site <https://sakai.rutgers.edu/portal>. You should read each assigned reading **before** the class for which it has been assigned. Some of these readings may change, but I will provide you with ample notice prior to posting a new reading.

The Reef Polling app is required to participate in lecture. Students can download this app to their phones by clicking on the Reef Polling Sakai tool and following the prompts. The app will give you a free two week trial. **If you don’t have/choose not to use a device compatible with this app, iclickers are available at the Rutgers Barnes & Noble bookstore.**

**Class Format:**

Students must attend two lectures and one discussion section each week. I will periodically ask questions throughout lectures that you will be asked to answer. Although I will not be checking your answers for accuracy, I will be using these questions to measure class attendance, participation, and as a check-in to assess class knowledge. **Four per cent of your grade will be based on attendance/participation. You can expect to begin losing attendance/participation points after missing 4 classes (for any reason).**

Attendance and participation will be assessed using the iclicker Reef system. This is my first time using this system, so we’ll be learning it together (and, I hope, patient with each other!)

**IMPORTANT: IN LECTURES, I DO NOT DISTINGUISH BETWEEN EXCUSED AND UNEXCUSED ABSENCES. THERE ARE HUNDREDS OF YOU, SO PLEASE DO NOT NOTIFY ME OF THE REASON FOR YOUR ABSENCES. :)**

PowerPoint slides will be posted on the class Sakai website shortly before each lecture. These slides are not designed to replace note-taking. Rather, you should use them to supplement class notes. Lectures typically include video clips, movie selections, occasional discussions and group activities, as well as guest speakers.

**Requirements and Grading:**

**Exams:** There will be two closed-book exams that cover materials from lectures, readings, and film clips. The first exam will be held on March 7th (regular class time) and the second exam during the finals period. While the second exam is non-cumulative, you are responsible for understanding the key themes that run through this class throughout the semester. **NO make-up exams** will be given unless I receive notification at least three days prior to the exam and you have a valid and documented reason for missing the scheduled exam **OR** you have a doctor's note documenting your illness. Exams will consist primarily of multiple choice (scantron). Students must bring pencils to all exams for the scantron sheet. Each exam counts for 23% of your grade.

**Written Assignments:** There will be three writing assignments, which are outlined below. Each is worth 15% of your grade. You must submit your assignment to Sakai at the beginning of discussion section during the week of each assignment's due date.

<b>Paper</b>	<b>Due Date</b>	<b>% of Total Grade</b>
<b>1</b>	<b>Feb 19</b>	<b>15</b>
<b>2</b>	<b>March 26</b>	<b>15</b>
<b>3</b>	<b>April 30</b>	<b>15</b>

**Attendance at Discussion Section:** Attendance and active participation is required at discussion section, and accounts for 5% of your course grade. You may have up to three unexcused absences from your recitation section; additional absences will result in a penalty.

**Summary of grading procedures:** Course grades are based on the total number of points an individual earns on exams, written assignments, and discussion section. No extra credit opportunities are available. FINAL GRADES ARE NOT NEGOTIABLE and will be assigned according to the following scale.

Grade	Final Numerical Average
A	90 to 100
B+	86 to 89
B	80 to 85
C+	76 to 79
C	70 to 75
D	60 to 69
F	< 60

**Sakai Site:** The class Sakai website includes our syllabus, course readings, outlines, exam study guides, supplemental and/or “current event” readings, and other important announcements pertaining to class. Please check the website regularly or check your email to keep updated of class information and any changes in class schedules.

## UNIVERSITY AND DEPARTMENTAL POLICIES

**Academic Misconduct:** Rutgers University policies state that academic misconduct may involve: cheating; fabrication; facilitating academic dishonesty; plagiarism; denying others access to information or material. Any instances of academic misconduct will be reported to your dean. Plagiarism is using someone else's words without giving the author proper attribution. For further information on plagiarism, cheating, and other forms of academic dishonesty see the University's academic integrity policy: <http://academicintegrity.rutgers.edu/integrity.shtml>

### Academic Integrity Policy:

<http://academicintegrity.rutgers.edu/>

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

**Class Conduct:** The Sociology Department encourages the free exchange of ideas in a safe and productive classroom environment. As such, students and faculty must act with mutual respect and courtesy. Behaviors that distract students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, discourteous remarks, and other behaviors specified by the instructor. Courteous expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted. If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class period. Instructors may specify other consequences in their syllabi. Serious verbal assaults, harassment, or defamation of the instructor or students can lead to university disciplinary proceedings. The University Code of Student Conduct is at <http://studentconduct.rutgers.edu/disciplinary-processes/university-code-of-student-conduct/>

## **Schedule of Classes and Readings**

### **Preliminary list of course topics, recitation discussion questions, and writing assignments**

#### **Jan 17: Welcome and Introduction to the Class**

Overview of the class and requirements. No readings.

**Note: There will be no discussion sections until after the lecture on January 22nd**

#### **What's Normal?**

What do we mean by the terms “normality” and “abnormality”? An overview, contrast, and critique of three perspectives on normality and abnormality: statistical, normative/cultural, and natural/evolutionary views. How do we place values on normality and abnormality? To what extent does human nature guide what we think of as normal and abnormal? Can norms about normality be universal and not culturally relative? Are many things that we think of as abnormal actually mismatches between human nature and current social environments? How do we know what is “normal,” whether from a statistical, normative, or natural perspective? Sociologists have many research strategies and approaches for conducting their work, including surveys, field observations, in-depth interviews, content analysis, and others. We review key research approaches used to study human behavior – both normal and abnormal.

#### **Jan 22: Definitions of Normal**

Allan Horwitz. “Normality.” *Contexts* 7 (Winter): 70-71.

Lisa Wade, “Norms, Normality, Normativity” *Sociological Images*

Warner, Michael. 1999. *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*. New York: Free Press. (Pp. 52-61).

#### **Jan 24: Evolution and Normality**

Dunbar, R. I. M. 2004. “Gossip in Evolutionary Perspective.” *Review of General Psychology* 8: 100- 110.

Horwitz, Allan V. 2014. “Incest.” 1-39.

#### **Jan 29 and 31: How do sociologists study normality?**

Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum and Deborah Carr. 2014. Introduction to Sociology, 9th ed. New York: Norton. Chapter 2: Asking and Answering Sociological Questions (Pp. 23-39).

Sasnett, Sherri. 2014. "Are the Kids All Right? A Qualitative Study of Adults with Gay and Lesbian Parents." Journal of Contemporary Ethnography [Example of qualitative work and in-depth interviews]

Schlenker, Jennifer A., Sandra L. Caron, and William A. Halteman. 2005. "A Feminist Analysis of Seventeen Magazine: Content Analysis from 1945 to 1995." Sex Roles 38: 135-149. [Example of content analysis]

### **What are social and cultural norms?**

Figuring out what is "normal" often feels like commonsense. But how do people know what is normal? Sociologists have a variety of theories that explain "social norms" and describe how we learn about them. This week, we learn about social construction and then apply these ideas to baby names.

### **Feb 5: Social Construction of Normal**

Horace Miner, "Body Rituals Among the Nacirema"

Eviatar Zerubavel, "Standard Time"

### **Feb 7: Naming Practices**

Hogan, Bernie and Berry, Brent. "Racial and Ethnic Biases in Rental Housing: An Audit Study of Online Apartment Listings." *City & Community*. 10(4).

Dalton Conley "Raising E and Yo." Psychology Today (March 1).  
<http://www.psychologytoday.com/articles/201003/raising-e-and-yo>

"In U.S. Name Count, Garcias Are Catching Up With Joneses." New York Times (November 27). [http://www.nytimes.com/2007/11/17/us/17surnames.html?\\_r=0](http://www.nytimes.com/2007/11/17/us/17surnames.html?_r=0)

To see how "normal" your first name is, check out:

<http://www.ssa.gov/OACT/babynames/> <http://www.babynamewizard.com/>

To see how "normal" your last name is among all Americans, check out:

<http://www.census.gov/genealogy/www/data/2000surnames/index.html>.

To see how “normal” your last name is among Rutgers students today, check out:  
<http://www.njfuture.org/2011/01/31/college-students-as-a-leading-indicator-of-diversity/>

### **Mating and Marrying**

When is the best time to get married and have babies? Is this different than the “normal” time to get married and reproduce? Which adage best characterizes “normal” romantic couples: “opposites attract,” or “birds of a feather flock together?” What factors besides love guide our romantic preferences? Do men and women differ in what they’re looking for? What cultural, biological, and evolutionary factors shape our partner choices?

### **Feb 12: When is teenage pregnancy a problem?**

**Lindsay Stevens - Guest Speaker**

Mollborn, Stephanie, “Children Having Children”

Luttrell, Wendy. “The Two-in-Oneness of Class.” *The Way Class Works: Readings on School, Family, and the Economy*.

### **February 14th: Choosing a Mate**

Buss, David. 1985. “Human Mate Selection.” *American Scientist* 73: 47-51.

Ansari, Aziz. 2016. “Searching for your Soulmate.” *Modern Love*.

Ford Jessie and England, Paula. 2014. “Hook-ups, sex, and relationships at college.” *Contexts* blog.

Chalet, Amy. 2010. Sex, Love, and Autonomy in the Teenage Sleepover. *Contexts*.

### **Feb 19th: Writing Assignment #1 Due**

### **Is Racism Normal?**

In one of her most controversial comments during the 2016 Presidential debates, Hillary Clinton declared that “implicit bias” is a problem for all of us. In other words, she argued that we all have a problem with racism. In this week, we will draw on research in evolutionary psychology, social psychology, and sociology to examine the extent to which racism and racial discrimination are “normal” in the United States.

### **Feb 19th: What is race?**

**Stephanie Pena-Alves, Guest speaker**

Emile Durkheim, "What is a Social Fact?"

Omi and Winant, "Racial Formations"

### **Feb 21st: Prejudice, Discrimination, and Implicit Bias**

Screening of American Denial

### **Feb 26th: Implicit Bias**

Take: Implicit Bias Test - Race <https://implicit.harvard.edu/implicit/takeatest.html>

Submit: Your results anonymously to Sakai Poll

"The Blink of an Eye" <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/blink-eye>

Eduardo Bonilla-Silva, "Color-Blind Racism"

### **Feb. 28th. What is Normal Aging?**

The MacArthur Foundation Research Network on an Aging Society. "Facts and Fictions about an Aging America."

Smirnova. "A Will to Youth: The Woman's Anti-Aging Elixir."

### **Mar 5th. Normality Across the Life Course**

Furstenberg. "Growing Up is Harder To Do."

Cavanagh. "Age Norms."

Howard. "A Confederacy of Bachelors."

### **Mar 7: Midterm**

Mar 12-14: Spring Break -- WAAAHOOOOOOOOO!!!!

### **Sex, Gender and Sexuality**

Biological sex is one of the first characteristics we learn about a baby. Even as early as nine weeks gestation, a blood test can reveal a fetus's sex. But sex, it turns out, does not determine a person's gender identity and it certainly doesn't determine sexual orientation. Moreover, it's possible that sex itself may be culturally-produced. This week, we'll investigate the shifting boundaries around sex, gender, and sexuality.

### **March 19: What is sex? What is gender?**

Lorber, Judith. *The Social Construction of Gender*

Fausto-Sterling, Anne. 2000. *The Five Sexes Revisited*.

Padawer, Ruth. 2012. "What's So Bad about a Boy Who Wants to Wear a Dress?" *New York Times* (August 8). <http://www.nytimes.com/2012/08/12/magazine/whats-so-bad-about-a-boy-who-wants-to-wear-a-dress.html?pagewanted=all>

### **March 21st: What is sexuality?**

Horwitz, Allan V., *Sexual Behavior*, excerpt.

Igo, Sarah. 2008. *The Averaged American: Surveys, Citizens, and the Making of a Mass Public*. Cambridge, MA: Harvard University Press. (Pp. 234-280).

Schulman, Michael. 2013. "Generation LGBTQIA." *New York Times* (January 9, 2013). [http://www.nytimes.com/2013/01/10/fashion/generation-lgbtqia.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2013/01/10/fashion/generation-lgbtqia.html?pagewanted=all&_r=0)

Rupp, Leila J. and Taylor, Verta. 2010. "Straight Girls Kissing." *Contexts*.

Brown, Eliza and England, Paula. 2016. "sexual orientation versus behavior—different for men and women?" *Contexts*.

### **March 26th: Writing Assignment #2 Due**

#### **Physical Appearance**

Are ideals of beauty and physical attractiveness universal or culturally relative? Where do our ideals of beauty/handsomeness, weight, and height come from? How are they different for males and females? What is the social impact of normal and abnormal appearance?

### **March 26th: Is Beauty Universal?**

Eticoff, Nancy. 1999. *Survival of the Prettiest*. New York: Anchor Books. (Pp. 3-27).

"Call Cornell Co-Ed the Perfect Girl." *New York Times*.

### **March 28th: Or is Beauty Social and Cultural?**

Wolf, Naomi. 1991. *The Beauty Myth How Images of Beauty Are Used Against Women*. New York: William Morrow. (Pp. 9-19).

Gruys, Kirsten, 2014. Mirror, Mirror on the Wall. How I Learned to Love My Body by Not Looking at it for a Year.

Barber, Kristen. 2009. Beauty and the Metrosexual.

<http://www.everydaysociologyblog.com/2009/03/the-metrosexual-men-and-beauty.html>

Smith, Tyson. Excerpt from “In Real Life, I’m a Total Homophobe: Wrestlers Managing the Male Gaze.” Fighting for Recognition: Identity, Masculinity, and the Act of Violence in Professional Wrestling.

### **April 2nd: Western Beauty Ideals**

Gilman, Sander. “The Racial Nose.”

### **Domestic Violence & Stalking**

This is a practical lecture by Lisa Smith, Coordinator for Domestic Violence Services Office for Violence Prevention and Victim Assistance at Rutgers University, on identifying normal and abnormal behavior in relationships.

**April 4th:** Lisa Smith, guest lecturer. No reading

### **Disability**

Disability studies challenges us to locate dysfunction in the social world, rather than in individual bodies. How does this approach help us think through and question our commonsense ideas about “normal bodies?”

### **April 9: The Social Model of Disability**

Shakespeare, Tom. “The Social Model of Disability.”

Bauman, H-Dirkson L. and Murray, Joseph J. “Deaf Gain and the Future of Human Diversity.”

### **April 11: Monstrous Bodies**

Dreger, Alice. One of Us., Chs 1&2

### **Drugs**

Why are some drugs valued and considered to be normal while others are stigmatized and harshly punished? How do these processes change over time? We draw on examples including alcohol, cigarettes, and marijuana. How do drug therapies secure conformity to standards of normality? Examples include opioids, marijuana, ritalin, SSRIs, and LSD.

**April 16th & 18th:**

Readings TBD

## **Medicalization**

### **April 23: Medicalizing normality**

Why have so many conditions that we used to think of as “normal” become treatable as medical disorders? Is it helpful to have medical treatments for regular life events, like menopause? Or have we narrowed our ability to experience life?

Peter Conrad, “Shifting Engines of Medicalization”

Horwitz, Allan V. 2010, “Pharmaceuticals and the Medicalization of Social Life.” In *The Risks of Prescription Drugs*, edited by Donald Light. New York: Columbia University Press. (Pp. 92-115).

### **April 25: Medicalizing Fatness**

Lebesco, Kathleen. 2010. “Fat Panic and the New Morality.”

Saguy, Abigail. “What’s Wrong With Fat?” pp 1-28

(To calculate your own body mass index, see: <http://nhlbisupport.com/bmi/>)

### **April 30<sup>th</sup>: Third writing assignment due**

### **Apr 30: The Future of Normal**

Can enhancement therapies make people “super-normal”? What problems arise when people use enhancements? What counts as “enhancement” in the first place? We will discuss examples of cognitive, physical, and appearance enhancements.

Carr, Deborah. 2007. “Body Work” *Contexts* 6(1):58. 11

Conrad, Peter. 2007. “Enhancement.” *On the Transformation of Human Conditions into Treatable Disorders*.

Cohen, Roger. 2013. "The Competition Drug." The New York Times (March 4, 2013).  
<http://www.nytimes.com/2013/03/05/opinion/global/roger-cohen-adderall-the-academiccompetition-drug.html>

Egan, Timothy. 2012. "Body-Conscious Boys Adopt Athletes' Taste for Steroids." New York Times (November 22). <http://www.nytimes.com/2002/11/22/national/22STER.html>

Loe, Meika. 2004. The Rise of Viagra: How the Little Blue Pill Changed Sex in America. New York: New York University Press (Pp. 63-94).

Schwarz, Alan. 2012. "Risky Rise of the Good Grade Pill." New York Times (June 9).  
<http://www.nytimes.com/2012/06/10/education/seeking-academic-edge-teenagers-abusestimulants.html?pagewanted%3Dall>

**May 2nd: Floating snow day...**

**Final to be held during finals week**

## WRITING ASSIGNMENTS

Papers should be about three to five pages long, typewritten and double spaced. You should use Times Roman Font with font size 12 and one inch margins. Proper grammar and spelling are expected. All papers should cite at least three course readings. Papers must be submitted to your teaching assistant during the week when they are due. Your teaching assistant will tell you whether you should submit papers via hard copy or the Sakai site (no email attachments). Late papers will not be accepted. Each will account for 15% of your overall class grade.

### **FIRST WRITING ASSIGNMENT:** due February 19 (15% of course grade)

For a one-week period in your life, record your observations of when you thought something was abnormal (if you have too many, just use the most important ones). These can range from ordinary social interactions with strangers, friends, and relatives, the content of television programs or social media, or any other phenomenon that made you think of abnormality. How did you identify this phenomenon as abnormal? Even if your feelings were initially based on moral considerations, idiosyncratic personal reasons or something else, please use the three definitions of normal presented in class (evolutionary/biological; statistical; sociocultural) to argue why this phenomenon might be considered abnormal. Note: It's possible that the phenomenon that you initially thought of as abnormal might be considered normal from one of these three perspectives.

Grading is based on the clarity of your presentation and reasoning, not on the contents of what you observed.

### **SECOND WRITING ASSIGNMENT:** due March 26 (15% of course grade)

In order to understand the ways that conceptions of normality change across generations, you will conduct an in-depth interview with one person who is at least 65 years old. A suggested list of questions is presented below. These questions should provide you with sufficient guidelines for your conversation. **You need not ask every question listed. You should feel free to tailor the interview in such a way that you capture the experiences and information that are most pertinent to your subject's life.** It's fine to interview someone who doesn't speak English, but you must translate all responses and ensure that the final paper is submitted fully in English.

Your interviewing will be most effective if you tape record the interaction. It is not mandatory that you tape the interview, however. You are not expected to have full quotations in your paper. The limitations of simply taking notes are that you might lose important information and that you might not be able to concentrate on the information being conveyed during the interview.

The paper will have three parts. The first part is an **introduction**, which provides the background for your analysis. In this section, you will provide a brief and general discussion of how conceptions of normality change across different generations and subgroups. The second part of the paper is your biography, or **case study**. Here, you will write the life history of your subject. The third part of the paper is your **analysis and discussion**; this is the most important part of the

paper. Here, you will discuss and interpret your subject's conceptions of normality. Are they more similar or different than your own conceptions? What accounts for any differences that you see? In particular, given the information you acquired in your interview, what have you learned about how age-based norms change over time? How have these norms changed from your subject's life time to your life time? How might your subject's life experiences be different if he or she was growing up today?

## **GUIDELINES AND POSSIBLE INTERVIEW QUESTIONS**

### *Demographic Characteristics*

Relevant demographic data would include age; race/ethnicity; religion; country of birth; educational attainment; main occupation; marital status; number of children.

### *Childhood, Adolescence, Young Adulthood*

1. When were you born? Where? What did your parents do at that time? How many brothers and sisters, if any, do you have?
2. When you were a child, what were your favorite activities? What were your children's favorite activities? Your grandchildren's?
3. What sorts of clothes did you wear? How are they different than what people wear today? What about hairstyles? Do you think they were better or worse than today?
4. What kind of music did you listen to? Do you think it was better or worse than music today? How about television shows?
5. If you were young now, are there certain kinds of things that you think you would do that you couldn't do when you were actually young because they would have seemed too strange back then?
6. What are the major types of technology that you currently use? Are these more similar to or different than the kinds you used growing up? Do you use email? A smartphone? Facebook? Twitter? In general, do you think technology is better or worse than what it was when you were growing up?
7. When you were growing up, did you ever think you were abnormal in any way? If so, what ways? What made you think you were abnormal?

### *Marriage and Family*

1. How did you meet your husband/wife? How did your children meet their spouses or partners? How did you decide this was the person you wanted to marry? How long did you know each other before you got married?
2. When did you move out of your parents' home for the first time? Where did you move to? Whom did you live with? Why did you decide to move? Did you ever live with anyone without being married to them? Did your children? What did you think about that?
3. How many children, if any, did you have? When were your children born? How do you think their views about what's normal are different than or the same as yours?
4. How many grandchildren, if any, do you have? How do you think their views about what's normal are different than or the same as yours?

### *Views of Normality/Abnormality*

1. What do you think of as the most important changes in what's considered normal and abnormal that have happened over your life? Why do you think they have happened?
2. Which of these changes do you think has been a good thing?
3. Which of these changes do you think has been a bad thing?
4. How have your own attitudes toward what's normal and abnormal changed over the course of your lifetime?
5. If you could live your life over, would you rather live it during the time that you have or would you rather start over and be a young person in the current era?
6. When you look back at your life, do you think American society has changed for the better or worse? Why? What has changed?

**THIRD WRITING ASSIGNMENT:** due April 30 (15% of grade)

Take some phenomenon or behavior that is currently considered to be normal that you think will become viewed as abnormal in the future. Second, take some phenomenon or behavior that is currently considered to be abnormal that you think will come to be viewed as normal in the future. Drawing on concepts from class, explain your predictions in each case. Finally, for each case, discuss the advantages and disadvantages these changes might bring to the social world.

**Resources for Students:****Rutgers Writing Centers**

<http://wp.rutgers.edu/writingcenters/writingcenters>

The Writing Centers provide tutoring for students enrolled in Writing Program classes.

**Rutgers Learning Centers**

<https://rlc.rutgers.edu/>

The Learning Centers provide centralized academic support services to cultivate students' skills, strategies, and behaviors that lead to academic persistence and lasting success. (Including test-taking skills!)

**Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [rhscaps.rutgers.edu/](http://rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community.

**Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [vpva.rutgers.edu/](http://vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call **848-932-1181**.

**Disability Services**

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

**Scarlet Listeners (732) 247-5555 / <http://www.scarletlisteners.com/>** Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.