

SOC 3560-001 Deviant Behavior

Fall 2020 – TU/TH 9:10-10:30am IVC

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Course Description

Much social scientific interest has been focused on the fascinating area known as deviant behavior. Social scientists have looked into how the powerful and the powerless commit deviance. They have questioned why people kill and why they become serial killers. They have pondered state violence and the horrors of genocide around the world. They have explored sexual assault as well as sexual harassment. They have asked why people become sex workers and who their “johns” tend to be. They have labored to document sex trafficking globally. They have examined intimate partner violence and drug abuse. More than that, they have puzzled over the meaning of deviance for society. These and other issues will be raised in this class, which will involve a discussion of theory and research on deviant behavior.

Course Objectives

At the end of this course, students will be able to:

- **Explain** sociological theory as it pertains to socially defined deviant behavior in our society
- **Describe** how power shapes and is shaped by deviant behavior
- **Describe** particular forms of deviant behavior including homicide, serial homicide, state violence, rape/sexual assault, sex work/prostitution/sex trafficking, and drug use, among others
- **Apply** critical thinking to deviant behavior in our society

General Education/Bachelor Degree Requirement Designation

This course meets the Social and Behavioral Sciences Foundation Intellectual Explorations (BF) requirement.

IVC

This course is an **IVC (Interactive Video Conferencing)** designated course, which means the class will be a **synchronous** (Live) delivery using technology. Specifically, our class will meet on **Zoom in Canvas** every **Tuesday** and **Thursday** from **9:10-10:30am**. When the campus moves to fully online learning in the weeks of Sept 28-Oct 2, Oct 5-10, and Nov 30-Dec 3, our class will continue to meet on **Zoom in Canvas**. There may also be some days when class will not be taught synchronously, and if so, the lecture will be posted in **Canvas** and students will receive an announcement of this change.

In addition, keep in mind that our **live synchronous** zoom lectures will be **recorded** and **posted** in Canvas. Attendance and visibility in **Zoom** are **strongly encouraged** to foster a better learning environment.

All assignments, exams, and readings will be accessible through **Canvas** throughout the course of the semester. It would be wise to **sign into Canvas through the Campus Information System (CIS)** as soon as you can so that you can see all required assignments and readings for the class. The [Canvas Getting Started Guide for Students](#) can be helpful.

Teaching Assistants

This course has assigned Teaching Assistants or TAs. TAs do not grade, but review and advise on student work, and may be helpful in other ways to students. TAs will have access to Canvas information such as grades and assignments. Each TA has signed a confidentiality agreement and is therefore bound by University policy and the Student Code to hold all student information confidential.

Student Names & Personal Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc... Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

Important to Know

Our class assignments often involve the sharing of personal experiences in essays and papers. This is a natural outcome of discussing issues of race, class, gender, and sexuality, but also just discussing personal and family histories. If shared personal experiences that students include in class assignments involve rape, sexual assault or sexual violence, I am required by law to report them to the Office of Equal Opportunity. This is not to discourage these confidences at all, but to offer students options and resources from that office. If a student wishes to ignore correspondence from the OEO office, that's fine. It's all up to the student what they do with that information. I just want to be upfront about these matters.

Class Work

The major tasks of the class include three exams, a paper, reading assignments, and group discussions. In the interest of clarity, let us further break down the components of class work.

First Assignment (1 page Single-spaced essay, Word or PDF)

For your first assignment, you will write a short essay to be uploaded into Canvas. The short essay will entail naming a behavior you believe to be deviant and describing why you believe this behavior is, in fact, deviant. Be specific, be honest.

Reading Assignments (1-2 page, Single-spaced docs, Word or PDF)

There is no class text, but almost all sections of the class have a corresponding reading assignment that is accessible in Canvas. Each reading assignment includes instructions as well as readings—PDF copies of journal articles, book chapters, etc... Assignments may include more than one reading. Students should make sure to upload completed assignments into Canvas by the due date.

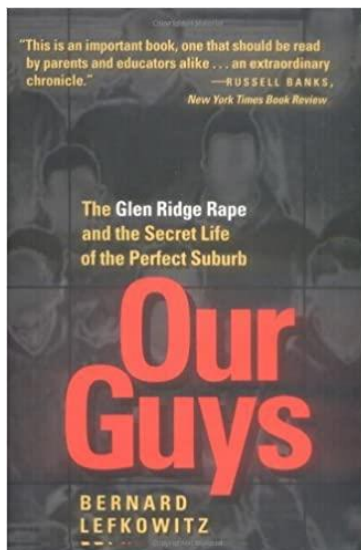
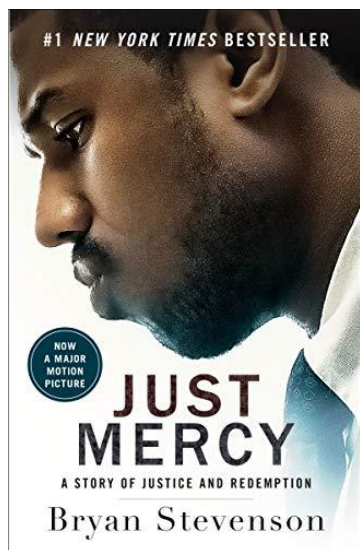
Group Discussions

Near the beginning of the semester, students will be sorted into groups and required to engage in discussions with their assigned group in Canvas over the course of the semester—discussions will consist of online posts in Canvas, not Zoom meetings. Group discussions should be just that—students will be required to respond to each other's posts. Discussion questions and prompts will vary depending on the section of the course we are covering. All group discussions will have a due date and receive points toward your final grade. Group discussions are designed to help you think critically and engage with the material you have learned during the semester and interact with your peers in a time when human interaction is scarce.

Exam 1, Exam 2, Exam 3 (Multiple choice and 2-3 page Single-spaced essays, Word or PDF)

Exam 1 will be a choice of multiple choice or essay exam. Exam 2 and Exam 3 will be essay exams made available in Canvas and due to be uploaded as single-spaced Word or PDF files. For essay exams, you will need to incorporate material from lectures, readings, and theory, and you will only have 2-3 single-spaced pages in which to accomplish this. All exams are meant to evaluate what you have learned in the class so focus on class lectures and readings and DO NOT use Wiki or other sources.

Critical Analysis Paper (4-5 page, Double-spaced paper, Word or PDF)



The critical analysis paper will cover **ONE** of two book choices:

Bryan Stevenson. 2015. *Just Mercy: A Story of Justice and Redemption*. New York: Spiegel & Grau.

Bernard Lefkowitz. 1998. *Our Guys: The Glen Ridge Rape and the Secret Life of the Perfect Suburb*. New York: Vintage Books.

Students can order their book through the Campus Bookstore for curbside pickup or have it delivered by mail. Students can also order their book through Amazon, Goodreads, etc...

The paper should cover three things:

1. a **thesis section** [no more than a paragraph]--this is an introduction to the paper and must include the name of the book you are using (do not put the name of a book in quotes, it should be **underlined or in italics**), and a clearly stated thesis or list of the theory(ies) you will be using in the paper (this section can be as dramatic as you choose to make it)
2. an **analysis section** [3-4 pages]--this entails a one-to-one correspondence between the theory(ies) and the book, starting with a brief definition of the theory in your own words, followed by your choice of a corresponding aspect, character, or scene from the book that serves as a clear illustration of the theory (you can use more than one). Keep any quotes brief, indented, and single-spaced. Use theory presented in class—no bibliography is needed. You should use no more than two theories in your entire paper to ensure intellectual depth and thoroughness. The theory section should look something like this sequence and should happen at least twice or more in the short space of 4 pages:

Definition (of the theory in your own words)

Proof (illustration from the book/article)

Optional tie back (it often helps to refer back to the theory you are using at the end of the proof, coming full circle on your analysis)

3. **a critique or evaluation section** [no more than a paragraph]--this section can also be as dramatic as you choose to make it and must entail a personal opinion of the book, the task, or both--it is not meant to be a summary of what you have already written.

PROOFREAD your paper!! Keep reasonable font and margins.

Grade Calculation

Students can calculate their grade according to the weightings below. The first four components of the grade—all three exams and the paper—are weighted at 100 points each. The final two components of the grade—reading assignments and group discussions—are weighted at 200 points each.

Exam 1 Exam 2 Exam 3 Critical Analysis Paper = 100 each

Reading Assignments Group Discussions = 200 each

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

COVID-19 Self-Reporting

If a student has tested positive for COVID-19 they must self-report through this website: coronavirus.utah.edu.

Academic Misconduct Statement

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit utah.edu.

Dates You Should Know

Aug 30-Dec 8: Assignments

Sept 3-Dec 3: Group Discussions

27 Sept: Exam 1

25 Oct: Critical Analysis Paper

15 Nov: Exam 2

6 Dec: Exam 3

Course Outline

AUG	25	Introduction What is Deviant Behavior? Start reading <i>Just Mercy</i> or <i>Our Guys</i>
	27	Positivist/Traditional Theories of Deviance and Humanist/Modern Theories of Deviance First Assignment – Aug 30
SEPT	1-3	Positivist/Traditional Theories of Deviance and Humanist/Modern Theories of Deviance continued William J. Chambliss "The Saints and the Roughnecks" David L. Rosenhan "On Being Sane in Insane Places" Philip Zimbardo "The Pathology of Imprisonment" Chambliss/Rosenhan/Zimbardo - Dialogue Sept 1 Introduction to Deviant Behavior Discussion – Sept 3
	7	Labor Day
	8	Power and Deviance Lindsey Cook "No Justice is Not Colorblind" Lee Cowan "Unequal Justice Under the Law" Cook and Cowan - Dialogue Sept 8 Power and Deviance Discussion – Sept 10
	10-15	State Violence William Chambliss "State Organized Crime" Chambliss - Letter Sept 15 State Violence Discussion – Sept 17
	17	Homicide Samuel Walker et al. "The Color of Death: Race and the Death Penalty" Walker - Letter Sept 22 Homicide Discussion – Sept 24
	22-29	Serial Homicide
	24	Exam 1 Up in Canvas
	27	Exam 1 Due
OCT	1	Serial Homicide continued Serial Homicide Discussion – Oct 1

	6-15	Rape/Sexual Assault Diana Scully and Joseph Marolla "Convicted Rapists' Vocabulary of Motive: Excuses and Justifications" Jamelle Bouie "The Deadly History of 'They're Raping Our Women'" Scully/Marolla and Bouie - Presentation Oct 6 Rape/Sexual Assault Discussion – Oct 15
	20-22	Book Discussions on <i>Just Mercy</i> and <i>Our Guys</i>
	25	Critical Analysis Paper Due
	27-29	Sexual Harassment Megan Garber "Is This the Next Step for the #MeToo Movement?" Garber - Presentation Oct 27 Sexual Harassment Discussion – Oct 29
NOV	3-12	Sex Work/Prostitution/Sex Trafficking James Hamblin "The Weight of a Magazine for Sex Workers" Hamblin - Letter Nov 3 Sex Work Discussion – Nov 12
	12	Exam 2 Up in Canvas
	15	Exam 2 Due
	17-19	Abuse of Partners Faith McNulty "Trying" and "The Burning Bed" McNulty - Letter Nov 17 Abuse of Partners Discussion – Nov 19
	24	Drugs
	26-29	Thanksgiving Break
DEC	1	Drugs continued Selena Simmons-Duffin "U.S. Overdose Deaths Dipped in 2018, But Some States Saw 'Devastating' Increases." Simmons-Duffin - Presentation Dec 1 Drugs Discussion – Dec 3
	3	The Gift of Intuition
	3	Exam 3 Up in Canvas
	6	Exam 3 Due

Reading List

Theories of Deviance

- William J. Chambliss. 1978. "The Saints and the Roughnecks." *Society*, Vol. 11, No. 1.
David L. Rosenhan. 1973. "On Being Sane in Insane Places." *Science*, Vol. 179 (January).
Philip G. Zimbardo. 1972. "The Pathology of Imprisonment." *Society*, Vol. 9, No. 6.

Power and Deviance

- Lindsey Cook. 2014. "No, Justice is Not Blind." *USNews.com*, Dec 11.
Lee Cowan. 2017. "Unequal Justice Under the Law." *CBSNEWS.com*, Aug 13.

State Violence

- William J. Chambliss. 1989. "State-Organized Crime." *Criminology* 27: 183-208.

Homicide

- Samuel Walker, Cassia Spohn, and Miriam DeLone. 2018. "The Color of Death: Race and the Death Penalty." Pp. 359-406 in *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed.). Boston, MA: Cengage Learning.

Rape/Sexual Assault

- Diana Scully and Joseph Marolla. 1984. "Convicted Rapists' Vocabulary of Motive: Excuses and Justifications." *Social Problems*, Vol. 31, No. 5 (June).
Jamelle Bouie. 2015. "The Deadly History of 'They're Raping Our Women'." *Slate.com*. June 18.

Sexual Harassment

- Megan Garber. 2018. "Is this the Next Step for the #MeToo Movement?" *The Atlantic*, January 2.

Sex Work/Prostitution/Sex Trafficking

- James Hamblin. 2015. "The Weight of a Magazine for Sex Worker." *The Atlantic*, March 27.

Abuse of Partners

- Faith McNulty. 1984. "Trying" and "The Burning Bed." Pp. 56-102 and 172-190 in *The Burning Bed: The True Story of An Abused Wife*. New York: Bantam Books.

Drugs

- Selena Simmons-Duffin. 2019. "U.S. Overdose Deaths Dipped in 2018, But Some States Saw 'Devastating' Increases." *NPR*, July 18.