

SOC 3560-001 Deviant Behavior

Spring 2022 – TU/TH 2:00-3:20pm SW 134

Prof. Theresa Martinez

Office: BEHS 304

Office hours: by appointment

E-mail: theresa.martinez@utah.edu



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.

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.

Canvas

This course requires use of **Canvas**. You will be expected to retrieve and upload assignments and readings 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.

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, and assignments. In addition, **attendance and class participation** are also considered significant to your grade. Taking notes is critical in this class and will be considered part of participation. 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 as a Word or PDF doc. 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.

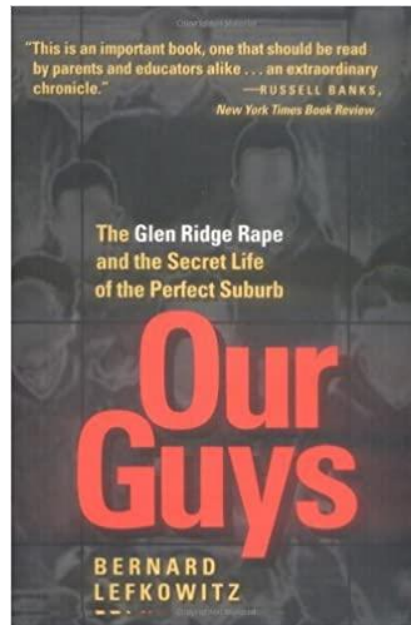
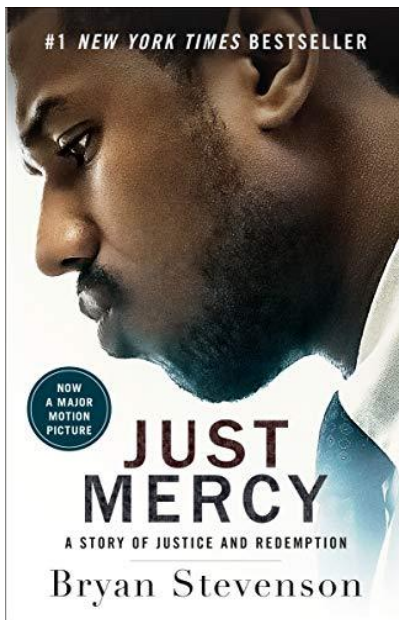
Reading Assignments (1-2 page, Single-spaced, Word or PDF)

Reading assignments will be due over the course of the semester—some combine two or three readings while others might have a single reading. All readings are accessible as **PDF files** through **Canvas** and due dates for reading assignments are also found in Canvas. Follow the assignment instructions carefully and take a look at the sample assignments in the Modules section on Canvas

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

Exam 1 will be a choice between a multiple choice or essay format. **Exam 2 and Exam 3** will be **essay exams** made available on Canvas prior to due dates 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**. **All exams are meant to evaluate what you have learned in the class so focus on class lectures and readings. Wiki or other sources are NOT TO BE USED.**

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 five components of the grade—all three exams, the paper, and quizzes—are weighted at 100 points each. The final two components of the grade—assignments and attendance—are weighted at 200 points each.

Exam 1 Exam 2 Exam 3 Critical Analysis Paper Pop Quizzes = 100 each
Assignments Attendance = 200 each

Attendance is weighted highly because this is an intensely **interactive** class, both with the material and with everyone in the classroom. Finally, being punctual, staying for the entire class, and **notetaking** are all critical elements of your course work, so **pop quizzes** will be given throughout the semester at the beginning or end of the class to encourage students to come in on time, stay for the duration of the class, and keep up with notetaking.

Attendance Policy

This course will be held **in person**. So, except in cases of quarantining due to COVID-19 exposure or infection or ADA accommodations, you will be expected to attend class in person. Be very careful that you actually **sign** the roll sheet each class day which counts attendance (200 points)—initials and printing will not count. If a student is found not to be in class, but there is a signature for them on the roll sheet, this will be considered “Academic Misconduct” and could mean serious penalties for the person who signed and the person who they signed for—see Academic Misconduct below.

Electronics Policy

Students are allowed to take notes **ONLY** on paper in this class. Electronic gadgets are **NOT ALLOWED** and can have consequences for your attendance score. A growing and substantive body of research finds that multitasking degrades any kind of task performance in a class. Interestingly, taking notes on a laptop turns students into “transcription zombies”; while taking notes with a pen or pencil excites a “process of integration, creating more textured and effective modes of recall”—an academic way of saying that students learn a heck of a lot more when they write notes than when they type them. All phones and gadgets should be put away during class time unless you have the instructor’s permission.

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 Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

ADA Accommodations

Given the nature of this course, **attendance is required** and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

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).

Emergency Preparedness Information

The College of Social and Behavioral Science has made it a college priority to ensure we have an active CSBS Emergency Preparedness Plan. The college takes seriously the safety of all of our students in the case of any type of emergency on campus. The last page of the syllabus is a copy of the CSBS Emergency Action Plan for the SW building where our class is located.

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

- Jan 16-Apr 19: Assignments**
- 13 Feb: Exam 1**
- 27 Feb: Critical Analysis Paper**
- 10 Apr: Exam 2**
- 1 May: Exam 3**

Course Outline

JAN	11	Introduction What is Deviant Behavior? Start reading <i>Our Guys</i> or <i>Just Mercy</i>
	13-20	Positivist/Traditional Theories of Deviance and Humanist/Modern Theories of Deviance First Assignment - Jan 16 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 Jan 18
	17	Martin Luther King Jr. Day Holiday

	25	Power and Deviance Lindsey Cook “No Justice is Not Colorblind” Lee Cowan “Unequal Justice Under the Law” Cook and Cowan - Presentation Jan 25
	27	State Violence
FEB	1	State Violence continued William Chambliss “State Organized Crime” Chambliss - Letter Feb 1
	3	Homicide Samuel Walker et al. “The Color of Death: Race and the Death Penalty” Walker - Letter Feb 8
	8-10	Serial Homicide
	10	Exam 1 Up on Canvas
	13	Exam 1 Due
	15-17	Serial Homicide continued
	21	President’s Day Holiday
	22-24	Book Discussions on <i>Our Guys</i> and <i>Just Mercy</i>
	27	Critical Analysis Paper Due
MAR	1-3	Rape/Sexual Assault
	6-13	Spring Break
	15-17	Rape/Sexual Assault continued 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 Mar 15
	22-24	Sexual Harassment Megan Garber “Is This the Next Step for the #MeToo Movement?” Garber - Presentation Mar 22
	29-31	Sex Work/Prostitution/Sex Trafficking James Hamblin “The Weight of a Magazine for Sex Workers” Hamblin - Letter Mar 29
APR	5-7	Sex Work/Prostitution/Sex Trafficking continued
	7	Exam 2 Up on Canvas
	10	Exam 2 Due

	12-14	Abuse of Partners Faith McNulty "Trying" and "The Burning Bed" McNulty - Letter Apr 12
	19-21	Drugs Mays and Newman "Nation's First Supervised Drug-Injection Sites Open in New York." Mays and Newman - Presentation Apr 19
	26	The Gift of Intuition
	26	Exam 3 Up on Canvas
MAY	1	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. 359-417 in *The Color of Justice: Race, Ethnicity, and Crime in America* (6th ed.). Belmont, California: Wadsworth.

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.

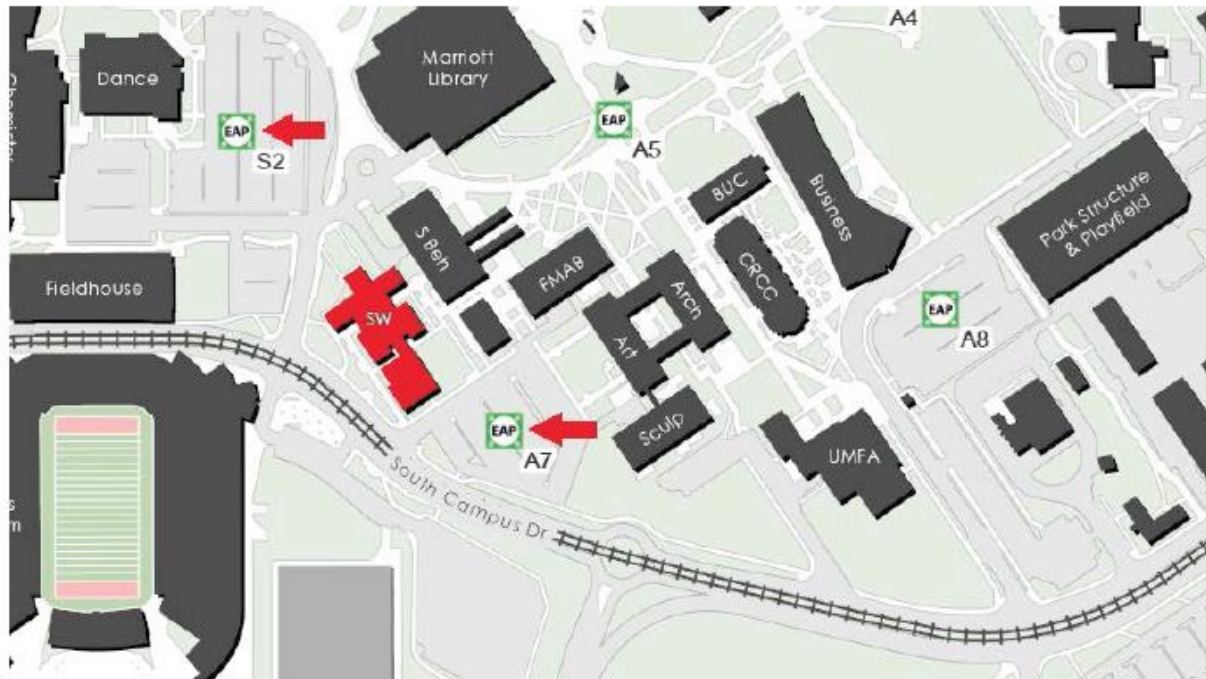
Abuse of Partners

- 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

- Jeffery C. Mays and Andy Newman. 2021. "Nation's First Supervised Drug-Injection Sites Open in New York." *New York Times*, Nov 30.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.