

**In future quarters, add “they” to he or she and his and hers**

## **DEVIANCE IN SOCIETY**

**SOC 270**

**Fall 2014**

**Bellevue College**

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(when emailing me, please put “SOC 270” in  
the subject line)

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Office Hours: Daily 10:30-11:30am

Office Location: A100-D

Class Meets: 9:30-10:20am daily

Class Location: A130

*“Without deviation from the norm, progress is not possible.”*

--Frank Zappa

### **COURSE INTRODUCTION**

Have you ever given someone a “you’re weird” look, or  
has someone given you that look?

Have you ever felt disgusted about something someone  
else did?

Have you ever been “punished” in one way or another –  
by your parents, friends, teachers, coworkers, or  
the police?

Have you ever *wanted* to do something that was “against  
the grain,” but didn’t because you were afraid of  
the consequences?

Have you ever done something that you knew was  
wrong, but felt that you had no other choice?



If you answered “yes” to any of these questions (and all of us probably did!), then you have lived the consequences of social deviance. In fact, just about all of us engage in behaviors, express beliefs, or possess some set of physical traits that other people may not like or approve of, and just about all of us disapprove of some of the behaviors, beliefs, and/or traits of others. The societal construction of deviance is undoubtedly a collective human enterprise. Humans construct it *together*, as actors and audience; that is, we behave and others respond in a seemingly endless social “loop.”

Sometimes what we do pleases others and, in those cases, they socially reward us. Sometimes, however, the exact same behavior may infuriate someone else. Indeed, there is significant disagreement about what counts as “deviance” – what *you* consider “wrong” may be very different from what *someone else* considers “wrong.” It also matters *who* is doing the behavior.

In this course, we will explore in depth the sociological idea of “deviance.” We’ll look at how deviance is defined, constructed, and resisted in society, paying special attention to how social inequality plays into all of this. Who gets to decide what’s “right” and “wrong” in a society? Who gets to punish? How does the differential social power of groups impact the process? And how do the so-called “deviants” resist all of this?

So...welcome to our class! I look forward to working with you this quarter and sharing with you my fascination with sociology. Hopefully, you enter this class with some degree of curiosity about why human beings behave the way we do, even when those behaviors seem odd or strange to you. I am confident you will find sociology intellectually rewarding as well as illuminating and applicable to your own life. This class is a *great* choice for anyone who is thinking about going into a career that involves working with people, but it is especially applicable for folks thinking about becoming teachers, social workers, lawyers, and police officers and other criminal justice workers.

*“The chief object of education is not to learn things but to unlearn things.”*

–Gilbert Chesterton

*“Education is not the filling of a pail but the lighting of a fire.”*

–William Butler Yeats

Visit and consider joining the Sociology Program’s FACEBOOK page!

<https://www.facebook.com/#!/groups/373440292722303/>

## LEARNING ATMOSPHERE

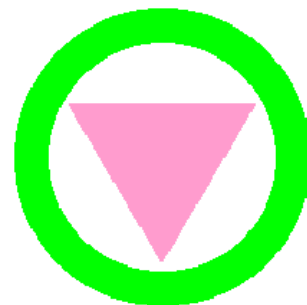
I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will often *learn by doing*. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process!

A note about course content: Since this course, by its very nature, examines behavior that is “unacceptable” to mainstream society, we will sometimes talk about material that may be personally upsetting to you. Please be advised that, when we explore controversial topics, they will always be framed within an academic context.

**Additionally, we will be watching several R-rated and “Not Rated” films this quarter that include scenes of violence, sex, and profanity and are intended for mature/adult audiences. Students will be required to watch these films and analyze them academically; I will not give alternative assignments to students who do not want to watch R-rated films.** You are free to leave the room at any time, but please know that you will be responsible for any course material you may have missed while you were gone. Given the nature of this course, I will not create ‘alternate’ assignments for students who object to the content. You are responsible for completing and learning what I assign. If you have any questions or concerns about course content or climate, don’t hesitate to let me know.

A note about confidentiality: It is important that, as a community of learners, we build trust in one another. With that in mind, it is important to respect your classmates. Part of respecting them involves confidentiality. *What is said in this classroom is to remain in this classroom.* Further, if one of your classmates says something like you’d like to talk to him/her about, please ask his/her permission first. (“John, I’d love to talk to you more about your background or about \_\_\_\_\_. Is that okay with you?”)

**REGARDING SAFE SPACE:** This class is a Safe Space for **all** students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students are welcome in this classroom and encouraged to speak out and be an integral part of this class. Any questions about what this means should be brought to me immediately. All are welcome!



## COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Apply basic sociological concepts and ideas to the idea of Deviance;
- Discuss the role of power in defining “deviance”;
- Describe a critical perspective of society and social control;
- Question the idea of a “polite society” or the “status quo” in relation to control and power;
- Explain how we construct ideas of our Selves against the landscape of deviance;
- Demonstrate an understanding of positive and negative sanctions as related to deviance in society;
- Describe how changes in society impact what is and is not considered deviant;
- Describe how changes in society impact who has/has not been considered deviant; and
- Explain the role of race, class, gender, and sexuality in the construction of deviance.

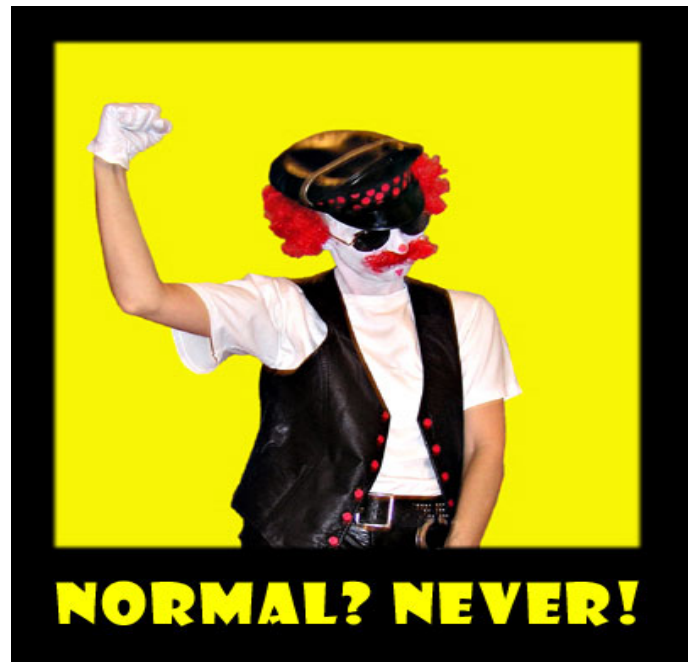
## REQUIRED TEXTS AND MISCELLANEOUS PURCHASES

Texts: “Deviance and Social Control: A Sociological Perspective” by Inderbitzin, Bates, and Gainey

Additional readings are posted on the course website (Canvas)

## COURSE EXPECTATIONS

In order to have a respectful, cooperative learning environment in which we learn as much as possible from one other, we all need to contribute positively to classroom dynamics. Although each class is unique and develops its own ‘personality,’ the following are the basic expectations that serve as the foundation of our class culture.



The following outlines what you can expect of me as your instructor:

- ***A sincere effort to help you learn the course material.*** Since my ultimate goal is to help you learn and succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can. We will not use the bulk of class time to simply “regurgitate” the material from the textbook, but rather, we will try to apply and synthesize it. This means that class time will only sometimes be lecture – we will have interesting discussions, watch films, and engage in a wide variety of activities. I am a big believer that a variety of teaching styles/approaches helps you learn more.
- ***Accessibility.*** I agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern. I am more than happy to help. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. However, please be aware that I am not available 24-hours a day, 7 days a week. In general, I am in my office for a couple of hours in the morning (before my classes) and again in the afternoon, and I always check my email a few times a day. I do my coursework during the week, during daytime business hours. *Thus, please do not send to me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration. **(NOTE: I will award you 10 extra credit points if you come to my office hours at any time before the end of the quarter.** Maybe we can talk about how you’re doing in class, a challenging topic, or your future academic plans.)
- ***Attention.*** When you are speaking, you will have my undivided attention.
- ***Fairness.*** Your grade will be based upon what I detect that you have learned and how I assess your performance. It is your job to clearly communicate to me that you understand the material. I will not negotiate final grades.

The following outlines what I expect from you as a student in this class:

- ***A sincere effort to learn the course material.*** I work hard to make this course a success for you, and I expect you to try hard too. When participating in discussions and when writing assignments/papers, your comments should indicate to me that you have read and understand the course material. Some students wrongly assume that they can simply “wing it” in this class and still receive a high grade.
- ***Promptness.*** When you arrive late, it hurts not only yourself but also your classmates. Often at the beginning of class I make important announcements or discuss crucial material, and when you come in late, not only do you miss it but you also disrupt your classmates. I certainly understand that sometimes “life happens” and you might miss a bus or have trouble finding a parking space, so don’t worry if that happens to you (just try to sneak into the classroom with as little disruption as possible,

grabbing a seat along the side or back). Repetitive lateness is a sign of disrespect to our class, so if you repeatedly come in late to class, it will affect the participation portion of your course grade. The same thing goes for repeatedly leaving class early.

As far as your assignments, you will need to comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work is accepted in this class**. Late work will receive a **zero** grade. Please do not ask me if I will accept your work late...I won't. If you know you are going to be absent on the day something is due, then turn it in early. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned)**. Major due dates are indicated on the attached Course Calendar, so plan ahead.

**NOTE: I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due. You might want to get the contact information of a classmate so the two of you can turn each other's work in if one of you happen to become ill.**



- **Attention.** While in class, you focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. This includes cell phones, ipads, iphones, laptops, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification from the Disability Resource Center. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Attendance.** Please attend all class sessions – we need you here! Being in class contributes positively to our classroom culture (we want to hear your contributions!), and it also dramatically increases your mastery of the course content. As a result, your presence in class contributes toward your final grade in the course. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return. Again, that means that being absent does not grant you an extension on anything. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation.** You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you. On seminar days, you should bring the reading. Note that the BC guideline for homework is two hours outside of class for each hour spent in class (this means 10 hours of homework per week for a typical 5-credit class). Don't worry, though – the work load in this class is not that high, although it's not a class that you can 'blow off.'
- **Contribution.** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will decline if you do not participate and contribute to the intellectual life of our class.
- **Respect and tolerance.** Since learning about diverse experiences is important in this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Bigoted comments and attitudes will not be tolerated. This means that insulting, belittling, degrading, or castigating a group of people (such as women, men, people of color, gays and lesbians, poor people, Christians, Jews, Muslims, veterans, conservatives, liberals, and so on) will not be permitted. You are entitled to your beliefs, of course, but you are not entitled to make other people feel attacked, insulted,



or victimized by them. Everyone in our class and has the right to feel safe from personal attack. It is unacceptable in our class to 'justify' bigoted attitudes for any reason, including religion. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.

- **Honesty.** Of course, this means no cheating, and no plagiarism. If you cheat/plagiarize, you will fail the assignment and possibly the course, depending on the severity. No excuses will be taken into account on this, as it is the central aspect of the student conduct code at any college or university. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). ***In this class, your assignments should be grounded in the textbook and readings (rather than web resources, which are often wrong!). This means that you should NOT do internet research in this class – all you need can be found in the course textbook and supplementary readings.*** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

## GRADING

Final course grades are based on your performance on seven components:

Exams (2 @ 150 pts each)	300 points
Weekly Quizzes (9 @ 20 pts each)	180 points
Deviance/Current Events Journal and 'presentation'	160 points
Seminar (8 @ 15 pts each)	120 points
Film Analysis Papers (6 @ 20 pts each)	120 points
In-class Film Activities (6 @ 10pts each)	60 points
Participation	60 points
<b>TOTAL</b>	<b>1,000 points</b>

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

The following is a brief description of each of the six components:

- (1) **Exams:** Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams might include multiple choice, true/false, short answer, and essay questions. Please note that **you cannot make up missed exams.** Further, I do not give early or late exams. Exam dates are on the attached Course Calendar, so please plan ahead.
- (2) **Weekly Quizzes:** Ten in-class quizzes are given over the course of the quarter, but only nine count toward your final grade in the class (I drop the lowest score). Quiz dates are provided on the attached Course Calendar, so plan ahead accordingly. Note that **you cannot makeup missed quizzes.** If you are absent on a quiz day, then you should consider that your dropped score. Quizzes should take no longer than 15 minutes and are administered at the beginning of class. If you come in late on a quiz day, you will be expected to finish the quiz at the same time as the rest of the class.

- (3) Deviance/Current Events Journal and 'Presentation': Throughout the quarter, you will keep a journal of contemporary current events that relate to deviance. I will collect your journal at the end of the quarter, and on our last day of class, you will present to the rest of the class one of your journal entries. The 'presentation' is very short, informal, and worth only 10 points. The rest of your journal is worth 150 points. Additional details about this project are as follows:

**Purpose:** The purpose of this project is to encourage you to think critically about deviance. You will also learn how to apply the sociological perspective to current events.

**Directions:** You should locate a total of ten (10) items from the mass media that relate to some aspect of deviance. You can find material in a newspaper, magazine, book, television, radio, a photograph, or the Internet, but you need to be able to print it out (or photocopy it) and place it in your journal folder so that I can see it. Then, you will write a 1-page, analytical essay to complement each of your selections. You will also write an overall introductory summary (to begin your journal) and a conclusion summary (to wrap it up). All essays must be typed and double-spaced. You will lose points if you do not follow the required format.

Before you start collecting materials for your journal, you will write a half-page introductory summary (you should complete this in the first week or two of the quarter). In this summary, you must answer the following questions:

- 1) What path do you plan to take with your journal? For example, you can choose to focus on one specific media source (such as The Seattle Times, CNN.com, The Nation, The Drudge Report, Entertainment Weekly, or Newsweek magazine), or you can pull from a range of sources. You may choose to focus on local or national. You can examine deviance generally, or you might want to focus on a specific topic (such a crime, rape, obesity, beauty, sexuality, etc.). Although there are literally hundreds of topics to choose from, I ask that you limit your topics to American stories or events; since the idea of 'deviance' is constructed culturally, what is 'deviant' in one place or country may not be what's 'deviant' in another.
- 2) Why did you decide to take the path you have with this journal? Explain your rationale.
- 3) What do you think you'll learn from taking this specific path? In other words, what can you learn from taking this path that perhaps you couldn't learn by taking a different one?

You'll turn in this introductory summary near the end of week two. You should also place a copy of this introductory summary at the beginning of your journal.

Next, begin collecting your media items and writing your essays. Please note that if you choose a television or radio source (NPR might be a good place to look), you will still need to have something in print form to evidence it, such as a printout from the station's or program's website that describes the story. (For example, if you decide to address a story from ABC's 20/20, you will want to visit the 20/20 website in order to print out their summary of the story.) After you have collected your print sources, write a 1-2 page analytical essay to complement each of them (10 sources = 10 short essays). Each essay should include the following:

- 1) Bibliographic information about the source (title, author, publication, date)
- 2) A brief summary of the event/item (keep this very brief!)
- 3) Why you selected this source/its significance
- 4) A link to the class materials (lectures, readings, films, class discussion)

Your essays should be critical and analytical (they are not opinion papers, so please avoid ranting about how disgusting or offensive you find it!). This means they should make a point, back up the point with evidence from the article you are analyzing or from the course material, have some connection to the discussions we've had in class concerning deviance (e.g. What makes this item a good example of 'deviance?' How is 'deviance' being defined by the source? Is the source using a sociological approach?), and be academically enlightening. In short, you should demonstrate that you understand and can apply sociological ideas and themes. Make the connection between your media source and our class.

It is your responsibility to keep these media sources and essays well organized in a small folder or binder (yes, presentation is important!). The material needs to be bound together somehow, so the pages won't fly apart in case they're dropped.

At the end of the eleventh week of the quarter, you will write a brief (1-page) conclusion summary. In this summary, you should address the following:

- 1) What you learned from keeping this journal
- 2) Reflect on deviance you chose to focus on
- 3) How your journal relates to the class in general

Place this conclusion summary at the end of your journal. You should now have an interesting record of some of the recent happenings in the world and analyses of these happenings.

On the last day of class, we'll sit in a circle and share with one another one of our items from our journal and what we thought about it. Plan to spend no more than 5 minutes talking about your item.

Your journal will be graded not only on its completeness (Did you collect the correct number of media sources and write the accompanying essays?), but also its thoughtfulness (Do your entries show that you thought hard about the topics, or did you give the topics just a little superficial attention?). *Better journals will demonstrate that you've contemplated the course materials and thoughtfully connected your media sources to them.* You can earn up to ten points for each essay. Full credit will be awarded to high quality entries. I will deduct points if you do not follow the proper format. Here is the journal points breakdown:

- 1) Introductory Summary (10 points)
- 2) Each source & analytical essay (12 points)
- 3) Concluding Summary (20 points)
- 4) Presentation (10 points)

- (4) Seminar: We will have nine seminars over the course of the quarter; you are permitted to miss one seminar without consequence to your grade (I drop the lowest score). Seminar involves discussing a specific reading and completing a brief assignment independently AND another one in small groups in order to reach deeper levels of learning. In the first part of the quarter, I will assign students randomly to seminar groups. This will be your quarter-long Seminar Group (although I reserve the right to re-assign groups at any time, particularly if a group has become dysfunctional). Most weeks, you will work in this group, having discussions with your group members and completing a brief group assignment with them.

If you look at the Course Calendar, you will see that there Seminar most weeks. On Seminar day, it is crucial that you come to class prepared. You will need to complete the reading ahead of time and bring a brief assignment to each seminar. (NOTE: **I will not accept assignments that are not typed.**) Each INDEPENDENT seminar assignment (that you bring with you to class on Seminar day) should include the following:

- a statement of what you think the article's main claim/conclusion is (in your own words); in other words, what is the thesis of the article, and what is the author CONCLUDING about the topic? (Oftentimes, the title of the article is a big hint about the conclusion/thesis!) Please note that a thesis is NOT the same as the topic of the article, but rather, a thesis is an ARGUABLE CLAIM that the author is making.
- 3-4 central questions that you have about the article that you would like to talk about with your classmates (the questions should be thought-provoking, not "What did you think about the article?" and "What is the author saying?").
- Seminar assignments should NOT include your opinion about the article (you will have plenty of time to talk about that during seminar!).

In class on seminar days, you will break into your assigned groups and come to an agreement about what the thesis of the article is. Your group will write your agreed-upon thesis on a piece of paper, and then begin talking about your discussion questions. After your discussion ends, your group will

staple your individual seminar assignments to the sheet of paper that contains your agreed-upon thesis. I will grade seminar in the following manner:

I review your group's agreed-upon thesis and assign it a grade (for example, 15 out of 15). I then look at my notes from class and check to see who contributed to discussion in a meaningful way. Those students will receive the highest grade in the group (in this example, they'd receive 15s). Students who participate a little might receive 10s, and those who don't participate at all would receive zeros. Students who do not submit individual assignments (stapled in the packet) also receive a **zero** grade. This means that not all seminar group members automatically receive the same grade – students who participate less receive lowered grades.

- (5) **Film Analysis Papers:** Films are a superb way to analyze deviance because they demonstrate the complexities of the social contexts of human behavior. We will watch six, full-length films this quarter, and you are required to write an analytical paper about each of them. (See Calendar for due dates.) For each of these films, you should write a 2-page typed analysis (NOT A SUMMARY!), in which you connect the film to our course material. For example, when we watch “Boy A” during our ‘labeling theory’ week, you can write about how the events in that film illustrate the process and effects of labeling. When we watch “Ma Vie En Rose,” you can talk about the perceived gender deviance in the film. The purpose of these papers is for you to learn to apply the course ideas to the world around you. In these assignments, you need to be sure that you apply the material correctly. Your essays should be formal in tone, well thought-out, grammatically proofread, and they should contain core concepts or ideas from the course. You should have a bibliography page for each essay that lists the readings or material that you are integrating into the paper.

If you have seen any of the films that we're planning to watch before, you'll need to be sure that you watch them again. Watching a film with an analytical, sociological ‘eye’ is a very different experience! The films we will be watching and analyzing this quarter, in order, are:

**Freaks** (1932; USA) – UNRATED – 64 minutes – “A circus' beautiful trapeze artist agrees to marry the leader of side-show performers, but his ‘deformed’ friends discover she is only marrying him for his inheritance.” ( [http://www.imdb.com/title/tt0022913/?ref=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt0022913/?ref=fn_al_tt_1) ) Although tame by today's standards, this film was very controversial when released, even being banned in many countries. This film remains a cult classic today. The United States National Film Registry deemed “Freaks” to be “culturally, historically, and aesthetically significant.”

**Boys of Baraka** (2005; USA) – R-Rated – 84 minutes – “Twenty 12-year-old black boys from one of the most violent ghettos in Baltimore, Maryland, are taken 10,000 miles away to an experimental boarding school in rural Kenya, to try to take advantage of the educational opportunities they can't get in their own country.” ( [http://www.imdb.com/title/tt0444608/plotsummary?ref=tt\\_ov\\_pl](http://www.imdb.com/title/tt0444608/plotsummary?ref=tt_ov_pl) ) This film won the NAACP image award and awards at various film festivals. It was nominated for an Emmy for outstanding documentary. One of Denise's all-time favorite documentaries.

**Ma Vie En Rose** (1997; Belgium) – R-rated – 88 minutes – In French, with English subtitles - “Ludovic is a young boy who can't wait to grow up to be a woman. When his family discovers the little girl blossoming in him, they are forced to contend with their own discomfort and the lack of understanding from their new neighbors. Their anger and impatience cave, and Ludovic is sent to see a psychiatrist in the hopes of fixing whatever is wrong with him. A movie that addresses trans-gender and gender issues in general through the eyes of a child.” ( [http://www.imdb.com/title/tt0119590/plotsummary?ref=tt\\_ov\\_pl](http://www.imdb.com/title/tt0119590/plotsummary?ref=tt_ov_pl) ) “Ma Vie En Rose” won the Golden Globe award for Best Foreign Language Film. This film has minimal sexual content, very mild language, and minimal violence, and yet still received an R-rating.

**Frozen River** (2008; USA) – R-rated – 97 minutes – “Takes place in the days before Christmas near a little-known border crossing on the Mohawk reservation between New York State and Quebec. Here, the lure of fast money from smuggling presents a daily challenge to single moms who would otherwise be earning minimum wage. Two women - one white, one Mohawk, both single mothers faced with desperate circumstances - are drawn into the world of border smuggling across the frozen water of the St. Lawrence River. Ray and Lila, and a New York State Trooper as opponent, in an evolving cat-and-mouse game. ( [http://www.imdb.com/title/tt0978759/?ref=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt0978759/?ref=fn_al_tt_1) ) Film critics in the *New York Times*, *Philadelphia Inquirer*, *Miami Herald*, and the *Los Angeles Times* named this one of the best films of 2008.



**City of God** (2002; Brazil) – R-rated – 130 minutes - In Portuguese with English subtitles - “Brazil, 1960's, City of God. The Tender Trio robs motels and gas trucks. Younger kids watch and learn well...too well. 1970's: Li'l Zé has prospered very well and owns the city. He causes violence and fear as he wipes out rival gangs without mercy. His best friend Bené is the only one to keep him on the good side of sanity. Rocket has watched these two gain power for years, and he wants no part of it. Yet he keeps getting swept up in the madness. All he wants to do is take pictures. 1980's: Things are out of control between the last two remaining gangs...will it ever end? Welcome to the City of God.” ([http://www.imdb.com/title/tt0317248/?ref=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt0317248/?ref=fn_al_tt_1)) A critically-acclaimed, award-winning film, “City of God” won fifty-five international awards and was nominated for another twenty-nine, including four Academy Awards. The renowned film critic, Robert Ebert, said this film is “One of the best films you’ll ever see!” This film has significant violence, especially gang violence, and profanity, and a brief, ‘implied’ rape scene.

**Boy A** (2007) – R-rated – 106 minutes – “A young man is released from prison after many years and given a new identity in a new town. Aided by a supervisor who becomes like a father to him, he finds a job and friends and hesitantly starts a relationship with a compassionate girl. But the secret of the heinous crime he committed as a boy weighs down on him, and he learns that it is not so easy to escape your past.” ([http://www.imdb.com/title/tt1078188/?ref=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt1078188/?ref=fn_al_tt_1)) An absolutely fantastic, independent film that practically no one has seen. An incredibly intense thriller that is powerful and very thought-provoking. Gut-wrenching at times. This is one of Denise’s all-time favorite films.

**You also have the opportunity to write up to two additional film analysis papers for extra credit, using the same format as described above. These extra credit film analysis papers are due on the last day of class. You must choose from this film list:**

**Red Road** (2006; UK/Denmark) – Unrated – 113 minutes - ([http://www.imdb.com/title/tt0471030/?ref=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt0471030/?ref=fn_al_tt_1)) A haunting, intense thriller that will set your heart pounding. Although hard to watch at times, it is very thought-provoking (is Jackie “deviant?” What is the power of a deviant label?). Another one of Denise’s all-time favorites. Violence, profanity, and intense and very explicit sexual content, including full frontal female and male nudity, and explicit oral sex. Available on “Instant Video” by Amazon.

**Breaking the Waves** (1996) – R-rated – 159 minutes – “Oilman Jan is paralyzed in an accident. His wife, who prayed for his return, feels guilty; even more, when Jan urges her to have sex with another.” (<http://www.imdb.com/title/tt0115751/>) This film should be widely available at most video stores and Netflix.

**Capturing the Friedmans** (2003) – Not Rated – 107 minutes – “Documentary on the Friedmans, a seemingly typical, upper-middleclass Jewish family whose world is instantly transformed when the father and his youngest son are arrested and charged with shocking and horrible crimes.” ([http://www.imdb.com/title/tt0342172/?ref=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt0342172/?ref=fn_al_tt_1)) This film is likely more difficult to locate, but I have a personal copy that I would be willing to set up a time in the library media room for screening.

**The Trials of Darryl Hunt** (2006) – PG-13 – 106 minutes – “A feature documentary about a brutal rape/murder case and a wrongly convicted man, Darryl Hunt, who spent nearly twenty years in prison for a crime he did not commit.” ([http://www.imdb.com/title/tt0446055/plotsummary?ref=tt\\_ov\\_pl](http://www.imdb.com/title/tt0446055/plotsummary?ref=tt_ov_pl)) Available on Netflix. I also have a personal copy that I would be willing to set up a time in the library media room for screening.

**Reefer Madness** (1936) – PG – 66 minutes – “Cautionary tale features a fictionalized and highly exaggerated take on the use of marijuana. A trio of drug dealers lead innocent teenagers to become addicted to “reefer” cigarettes by holding wild parties with jazz music.” ([http://www.imdb.com/title/tt0028346/?ref=sr\\_2](http://www.imdb.com/title/tt0028346/?ref=sr_2)) A great illustration of a moral panic. The BC library has this film, so you can watch it there at your convenience.

- (6) **In-class Film Activities:** On the day that we finish watching the films, you’ll get into groups and have a discussion about the film. I’ll give each group a task to complete, which will help focus your conversation. Since these are in-class group discussions, you will not be able to make them up if you’re absent.

- (7) Participation: Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your *active* participation. “Participation” includes attendance (remember that you are allowed to miss four classes without penalty to the participation portion of your grade), class discussions, group work, and independent in-class assignments such as film questions. *Do not take this portion of your grade lightly – excellent attendance can significantly improve your final grade!*  
(50 total points for participation)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter. The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

## COURSE CALENDAR

The following Course Calendar will be revised as needed. Please note that you will be held responsible for all revisions to the calendar. So, if you miss a class, be sure to immediately check with me regarding any changes. You should make every effort to complete the readings in the order listed.

“DSC”, when listed, refers to *Deviance and Social Control*.

“On website” means you can locate the reading on our course website

### WEEK ONE – Defining Deviance

Readings and assignments:

- Chapter 1, DSC, pp-2-13
- Miner “Body Ritual Among the Nacirema,” DSC, pp14-17
- “Paranormal Beliefs as Deviance” (on website)
- **DUE TUESDAY:** Ask 3 people the following question, write down their answers, and bring the answers to class: “When you think of ‘deviance,’ what comes quickly to mind?”
- **DUE WEDNESDAY:** Syllabus Quiz on CANVAS (it’s for extra credit!) To take the quiz, go to our Canvas class site, then click on “Quizzes” on the lefthand side of the page. This quiz needs to be completed by 5pm today – it’s the only assignment for the entire quarter that has a 5pm due date
- **DUE THURSDAY:** Read syllabus and make sure you understand it completely
- **DUE FRIDAY: Quiz on all week one readings**



*“OMG! Britney Spears shaved her head!”*

### WEEK TWO - Diversity of Deviance

Readings and assignments:

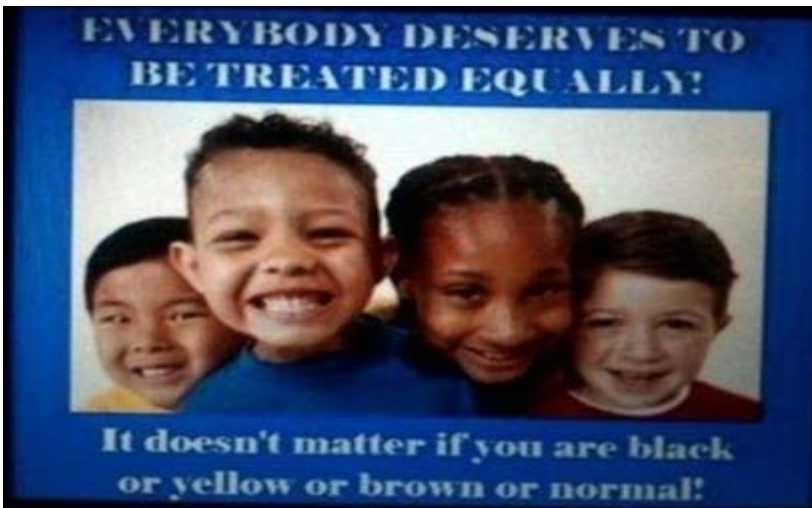
- Chapter 2, DSC, pp47-59
- “Self-Injurers as Loners” (on website)
- “The ‘Simmie’ Side of Life,” DSC, pp60-69
- “Cyberbullying: Offenders and Victims” (on website)
- “Corporate Transgressions Through Moral Disengagement,” DSC, pp80-86
- **MONDAY and TUESDAY:** Watch “Freaks” (64 min) in class
- **TUESDAY:** In-class activity/assignment on “Freaks”
- **DUE WEDNESDAY: Film Analysis of “Freaks”**
- **DUE THURSDAY: Introductory paragraph for your Deviance/Current Events Journal**
- **DUE FRIDAY: Quiz on all Week Two readings**
- **DUE FRIDAY: Seminar on “Cyberbullying: Offenders and Victims”**



### WEEK THREE – Constructing Deviance

Readings and assignments:

- “The Social Construction of Drug Scares” on website
- “Blowing Smoke: Status Politics and the Smoking Ban” on website
- “Failure to Launch” on website
- “Doctors’ Autonomy and Power” on website
- **DUE TUESDAY: Seminar on “Blowing Smoke”**
- **DUE FRIDAY: Quiz on all week three readings**
- **DUE FRIDAY: Seminar on “Doctors’ Autonomy and Power”**



*Although I cannot speak to the purpose or intent of this poster/meme, oftentimes whites/whiteness are socially constructed as 'normal' or as not having a race. What does that mean everyone else is?*

#### **WEEK FOUR - Race, Class, and Deviance**

**DUE MONDAY:** Ask five people the following questions, and record their answers:

- 1) When you think of 'crime,' what comes quickly to mind?
- 2) When you think of a 'criminal,' what mental picture comes quickly to mind?

"The Mark of a Criminal Record" on website

"Civilize Them With a Stick" on website

"Bad Boys: Public Schools and the Making of Black Masculinity" on website

"Making It By Faking It: Working Class Students in an Elite Academic Environment" on website

**TUESDAY and WEDNESDAY:** Watch "Boys of Baraka" in class (84 min)

**WEDNESDAY:** In-class activity on "Boys of Baraka"

**DUE THURSDAY: Film Analysis of "Boys of Baraka"**

**DUE FRIDAY: Quiz on all week four readings**

**DUE FRIDAY: Seminar on "Making it By Faking It"**

#### **WEEK FIVE - Gender, Sexuality, Physical Ability, and Deviance**

Readings and assignments: **NOTE: No class on Wednesday, October 22**

- "Sisyphus in a Wheelchair" on website
- "What Triggers School Shootings?" on website
- "Fecal Matters" on website
- "Homophobia and Women's Sport" on website
- "Men Who Cheer" on website
- **MONDAY and TUESDAY:** Watch "Ma Vie En Rose" in class (88 min)
- **THURSDAY:** In class activity on "Ma Vie En Rose"
- **DUE FRIDAY:** Film Analysis on "Ma Vie En Rose"
- **DUE FRIDAY: Quiz on all week five readings**
- **DUE FRIDAY: Seminar on "What Triggers School Shootings?"**

## **WEEK SIX-**

### **Theories of Deviance: Anomie/Strain Theory**

#### Readings and assignments:

- **MONDAY: Exam #1 (on material from weeks 1-5)**
- Chapter 4, DSC, pp146-159
- “Durkheim’s Concept of Anomie and the Abuse at Abu Ghraib”, DSC pp168-187
- “The Maximizer,” DSC, pp188-200
- **WEDNESDAY and THURSDAY: Watch “Frozen River” in class (98 min)**
- **FRIDAY:** In class activity on “Frozen River”
- **DUE FRIDAY: Quiz on all week six readings**

## **WEEK SEVEN -**

### **Theories of Deviance: Social Disorganization Theory**

#### Readings and assignments:

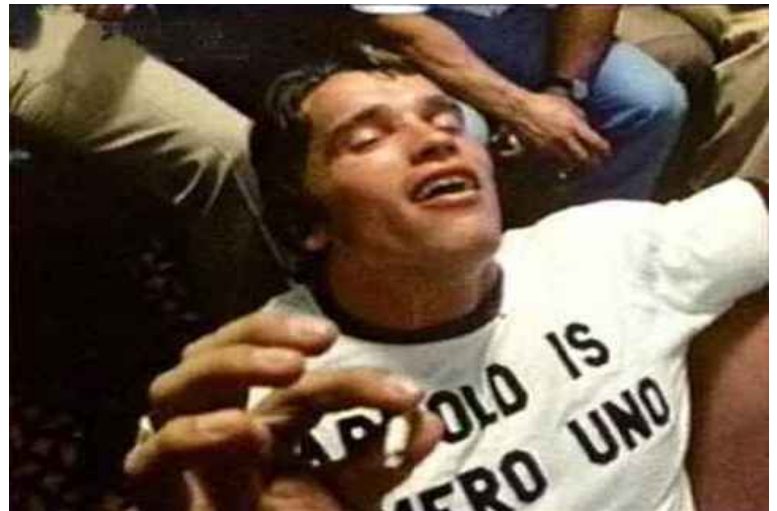
- **DUE MONDAY: Film Analysis on “Frozen River”**
- Chapter 5, DSC, pp202-213
- “Neighborhood Social Disorganization as a Cofactor in Violence Among People With Mental Disorders,” DSC, pp214-217
- “Physical Deterioration, Disorder, and Crime,” DSC, pp217-224
- “Perceived Neighborhood Social Disorder and Attitudes Toward Reporting Domestic Violence Against Women,” DSC, pp225-230
- **DUE TUESDAY: Seminar on “Physical Deterioration, Disorder, and Crime”**
- **DUE FRIDAY: Quiz on all week seven readings**
- **DUE FRIDAY: Seminar on “Perceived Neighborhood Social Disorder...”**

## **WEEK EIGHT-**

### **Theories of Deviance: Differential Association and Social Learning Theory**

#### Readings and assignments: **NOTE: No classes on Tuesday, November 11th**

- Chapter 6, DSC, pp233-245
- “On Becoming a Marijuana User” on website
- “Social Learning Theory and Partner Violence,” DSC, pp246-252
- “Learning to Strip: The Socialization Experiences of Exotic Dancers” (on website)
- **DUE FRIDAY: Quiz on all week eight readings**
- **DUE FRIDAY: Seminar on “Learning to Strip”**



*Arnold Schwarzenegger smoking pot when younger.  
(Yes, his shirt reads, “Arnold is Numero Uno”)*



## **WEEK NINE - Theories of Deviance: Social Control Theories**

### Readings and assignments:

- Chapter 7, DSC, pp284-299
- “Binge Drinking on College Campuses” (on Canvas website)
- “Shoplifters: The Devil Made Me Do It” (on Canvas website)
- **DUE TUESDAY: Quiz on all week nine readings**
- **WEDNESDAY, THURSDAY, and FRIDAY: Watch “City of God” in class**
- **FRIDAY: In-class activity on “City of God”**

## **WEEK TEN - Theories of Deviance: Labeling Theory**

### Readings and assignments: **NOTE: No classes on Thursday and Friday**

- **DUE MONDAY: Film Analysis on “City of God”**
- Chapter 8, DSC, pp340-352
- “The Saints and the Roughnecks,” DSC, pp353-362
- “On Being Sane in Insane Places,” DSC, pp363-369
- “Our Guys: The Glen Ridge Rape and the Secret Life of the Perfect Suburb” DSC pp371-374
- Heckert & Best “Redheads as Deviant Types” (on Canvas website)
- **DUE WEDNESDAY: Quiz on all Week Ten readings**
- **DUE WEDNESDAY: Seminar on “Our Guys”**



## **WEEK ELEVEN Course Wrap-Up and Presentations**

### Readings and assignments:

- No readings this week!
- **MONDAY, TUESDAY, and WEDNESDAY: Watch “Boy A” in class**
- **WEDNESDAY: In-class activity on “Boy A”**
- **DUE THURSDAY: Film Analysis on “Boy A”**
- **DUE FRIDAY: Exam #2**

**IMPORTANT NOTE:** Although we do not have an actual final exam in this class, we will meet during our final exam time on **MONDAY, December 8<sup>th</sup> from 9:30-11:20am** in order to hear each other's journal presentations. Please mark your calendars accordingly.