

DEVIANCE IN SOCIETY

SOC 270

Fall 2017

Bellevue College

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

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Office Hours: Daily 12:30pm-1:30pm

Office Location: A100-D

Class Meets: 11:30-12:20pm daily

Class Location: A206

"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 our Program's website – there are lots of tips there for students about how to get the most out of your experience at BC, in addition to information about Sociology as a major.

<http://www.bellevuecollege.edu/sociology/>

LEARNING ATMOSPHERE

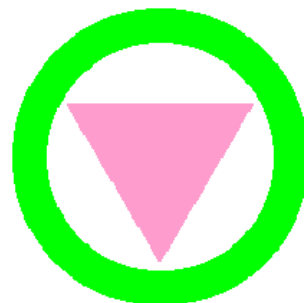
I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will often *learn by doing*. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a “collaborative 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 transgender 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: Course readings are posted on the class Website, so there are no books for you to purchase!

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 we can expect of each other:

Preparation. All of us should come to class prepared. As your professor, my ultimate goal is to help you learn and succeed, so I will spend ample time and effort on class preparation in order to make the material as understandable and as interesting as I possibly can. Class time will only sometimes be lecture – we will have interesting discussions, watch films, and engage in a variety of activities because that helps us all learn more. I am a big believer that learning by doing leads to deep and meaningful levels of understanding.

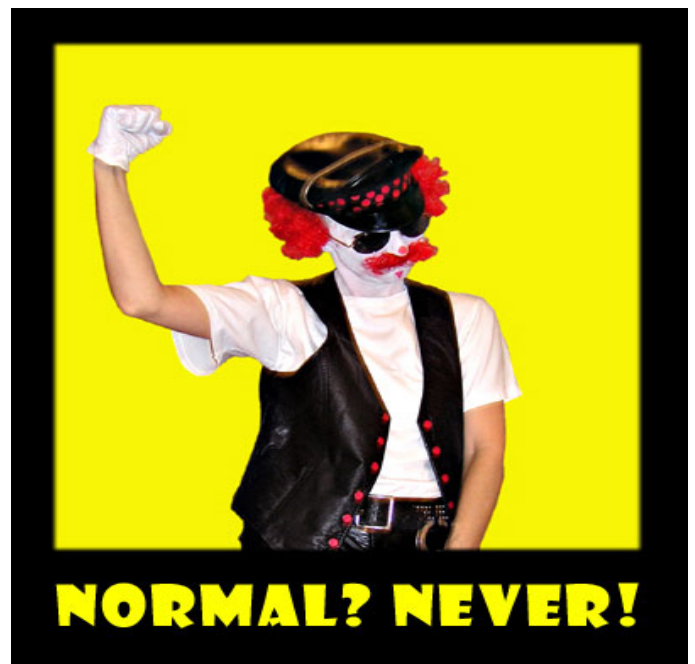
As students, you should come to class having done the assigned work, and you should always bring the proper supplies with you. Don't neglect the "smaller" assignments, because they count and add up easily, and so they are worth more in the end than they appear. When we all come to class prepared, everyone benefits.

Quality. I will do my best to choose course materials and assignments that are interesting and engaging, and I'll bring my "best self" to the class. I work hard to make this course a success for you, and I expect you to try hard too. When making comments and completing assignments, your comments should indicate that you have read and understand the course material. You should always try to do your personal best. Please don't assume that you can simply "wing it" in this class and still earn a high grade. I have high expectations of you, as I want you to succeed. I know you can succeed, even if you've never gone to college before or if you haven't done well in school! I hope you have high expectations of me as well.

Promptness. I will be to class on time, and I commit to returning your work to you in a timely, reasonable fashion. I will respond to your questions and electronic communications promptly as well. I expect you to come to class on time as well. 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 the class. I certainly understand that sometimes "life happens" and you might miss a bus or have a difficult time getting a parking space, so don't worry if that happens to you (just try to enter the classroom as quietly as possible). But repetitive or habitual lateness is a sign of disrespect to our class, so if you repeatedly come to class late, it will affect the participation portion of your course grade. The same thing goes for repeatedly leaving class early.

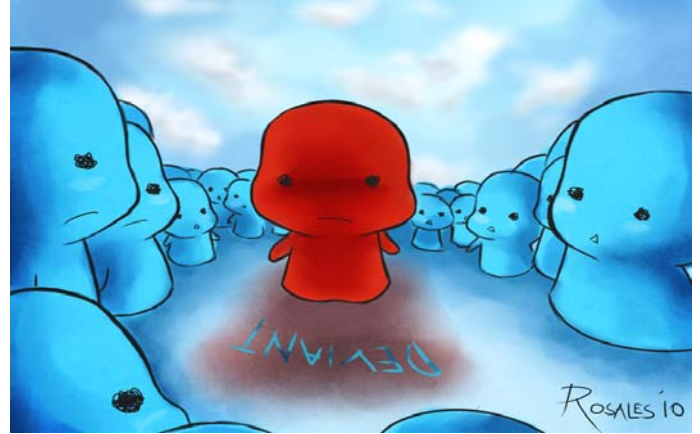
As far as your assignments, be sure that you comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work is accepted in this class**. Late work will receive a **zero** grade. Please do not ask me 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.



A note about religious holidays: If you expect to miss class, exams, or any other assignments as a consequence of your religious observance, you will be provided with a reasonable alternative opportunity to complete the work, as long as you notify me in advance. It is your responsibility to provide me with reasonable notice of the dates of religious holidays on which you will be absent, and you should provide this information to me at the beginning of the quarter.

Engagement. On your end, I need you to be in class and to be engaged because the success of our class depends as much on you as on me. I expect you to actively engage with the course materials, participating and being involved as much as you possibly can. Being in class contributes positively to our classroom culture (we want to know your contributions!), and it also increases your mastery of the course content. As a result, your presence in class contributes toward your final grade in the course. **For each five (5) class periods that you miss (or arrive late), your final grade will drop one full letter grade.**



This means that you are permitted to miss or arrive late to five (5) classes without consequence to your course grade. 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. It is important to know that being absent does not grant you an extension on anything. As a result, 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.

While you are in class, I would like you to focus on our class. This means that all electronic devices should be put away, unless I prompt you to use them. If you need a laptop to take notes, or if you need technology for any other reason, I would like for you to talk to me about it. Increasing numbers of students use their laptops during class time to surf the web, tweet, or post status updates. Texting, excessive talking, or other disruptive behavior is disrespectful to our class, so your participation grade will be affected by these types of behaviors. Please just use common sense and be respectful of our class. Remember that I want you to be physically and mentally present.

When you are speaking, you'll have my undivided attention. I won't make you feel "stupid" or less intelligent for asking a question or making a comment. I will treat you as a multi-dimensional human being with feelings and a unique personal background. You are not a student identification number to me! I also 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, and I encourage you to advocate for your own needs. 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 (when I don't have meetings, which I often do), 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. I do this to encourage you to get used to reaching out to your professors – it's really important!)

Honesty and integrity. Your grade will be based upon what I detect that you have learned. It is your job to show me that you understand the material. Your work should be your own, except when asked to work with other students. You are required to acknowledge 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 lectures, activities, and readings (rather than web resources, which are often wrong!).** If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

Respect and inclusion. Since learning about diverse experiences is important in this course, it is of the utmost importance that we respect each other's experiences, differences, and opinions. I will do everything within my power to encourage a classroom culture that is free of prejudice and discrimination. I value you.

Everyone in our class has the right to feel welcome here and safe from personal attack, so with this in mind, I expect you to express yourself respectfully. When engaged in your role as a student, please be constructive in your comments. I will be constructive with mine. You may certainly disagree and debate, but you can express your viewpoint in an open, respectful manner. As a sociologist, I know that words do matter (they can hurt a lot!), so please think of other people's feelings before speaking. I cannot allow students to insult or belittle an entire group of people (such as women, men, people of color, gays and lesbians, poor people, Christians, Jews, Muslims, disabled people, veterans, conservatives, liberals, and so on). You are entitled to your beliefs, but you are not entitled to make attacks or victimize others. It is unacceptable 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. Hopefully, by the time you finish our class, you will be more appreciative of and comfortable with human diversity and differences. Our differences are what make us wonderfully unique.

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
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
Team presentation on current/media event and short paper	120 points
Participation	100 points
TOTAL	1,000 points

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) **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.

- (4) 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.
- (5) 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.
- (6) Team presentation on current/media event and paper: At the end of the quarter, you will form small groups and find a current event or popular culture event that connects to one of the theories that we've learned about in class. You'll write a short paper (as a group) about the event and theory, and you'll give a short presentation to the class. More information about this assignment will be distributed later in the quarter.

- (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

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.

All our readings are on the course website.

WEEK ONE – Defining Deviance

Readings and assignments:

- Read Chapter 1: “Introduction to Deviance,” pp-2-13
- Read Miner “Body Ritual Among the Nacirema”
- **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 the end of the day today
- **DUE FRIDAY: Quiz on all week one readings**

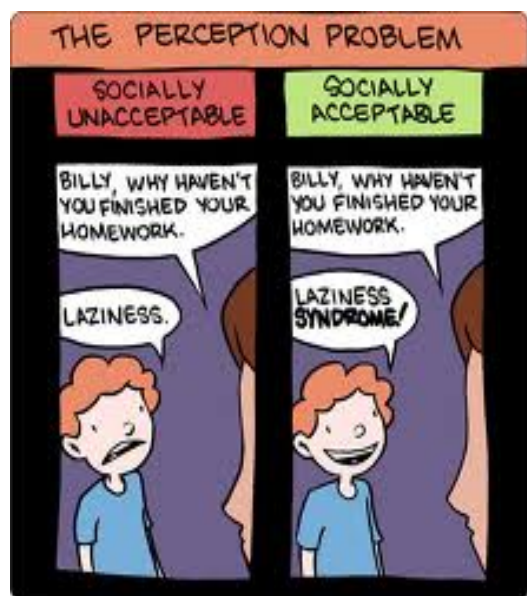


“OMG! Colin Kaepernick is kneeling during the national anthem!”

WEEK TWO - Diversity of Deviance

Readings and assignments:

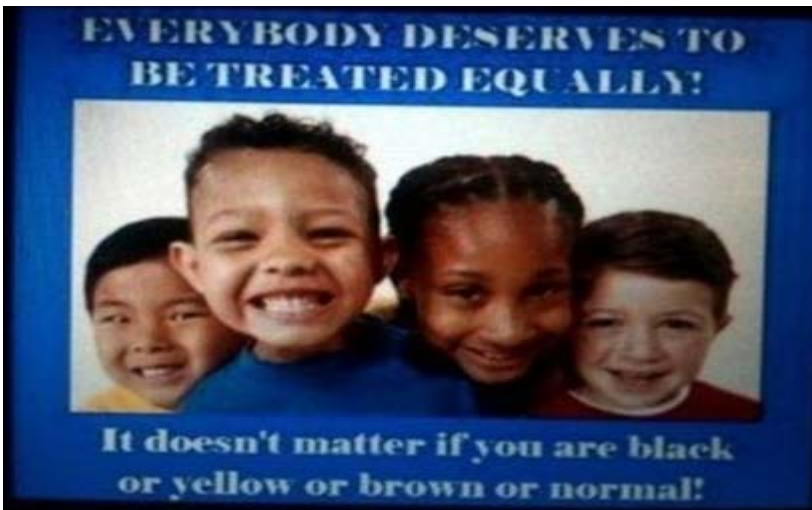
- Read Chapter 2: “The Diversity of Deviance,” pp47-59
- Read “Learning to Strip: The Socialization Experiences of Exotic Dancers”
- **MONDAY and TUESDAY:** Watch “Freaks” (64 min) in class
- **TUESDAY:** In-class activity/assignment on “Freaks”
- **DUE WEDNESDAY: Film Analysis of “Freaks”**
- **DUE FRIDAY: Quiz on all Week Two readings**
- **DUE FRIDAY: Seminar on “Learning to Strip”**



WEEK THREE – Constructing Deviance

Readings and assignments:

- Read “The Social Construction of Drug Scares”
- Read “Blowing Smoke: Status Politics and the Smoking Ban”
- Read “Doctors’ Autonomy and Power”
- **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. If whites are "normal," then what does that mean everyone else is?

WEEK FOUR - Race, Class, and Deviance

Read "Civilize Them With a Stick"

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

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

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?

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 Monday, October 16**

- Read "Sisyphus in a Wheelchair"
- Read "Men Who Cheer"
- Read "Fecal Matters"
- Read "Homophobia and Women's Sport"
- **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 "Homophobia and Women's Sport"**

WEEK SIX- Theories of Deviance: Anomie/Strain Theory

Readings and assignments:

- **MONDAY: Exam #1 (on material from weeks 1-5)**
- Read Chapter 4: "Anomie/Strain Theory," pp146-159
- Read "The Maximizer," 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”**
- Read Chapter 5: “Social Disorganization Theory” pp202-213
- Read “Physical Deterioration, Disorder, and Crime,” DSC, pp217-224
- Read “Perceived Neighborhood Social Disorder and Attitudes Toward Reporting Domestic Violence Against Women,” 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 Friday, November 10th**

- Read Chapter 6: “Differential Association and Social Learning Theory” pp233-245
- Read “On Becoming a Marijuana User”
- **DUE FRIDAY: Quiz on all week eight readings**
- **DUE FRIDAY: Seminar on “Becoming a Marijuana User”**

Michael Phelps smoking pot at a party..



WEEK NINE - Theories of Deviance: Social Control Theories

Readings and assignments:

- Read Chapter 7: “Social Control Theories of Deviance” pp284-299
- Read “Binge Drinking on College Campuses”
- Read “Shoplifters: The Devil Made Me Do It”
- **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”**
- Read Chapter 8: “Labeling Theory,” pp340-352
- Read “The Saints and the Roughnecks”
- **DUE WEDNESDAY: Quiz on all Week Ten readings**
- **DUE WEDNESDAY: Seminar on “The Saints and the Roughnecks”**

WEEK ELEVEN Course Wrap-Up

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 **TUESDAY, December 5th from 11:30-1:20** in order to hear each other's presentations. Please mark your calendars accordingly.