Course Description
The objective of this course is to acquaint the student with fundamental terms, concepts and theories in the origin, nature, and control of deviant behavior. Various dimensions of deviance and its control will be explored including: the meaning of deviance, the origin of deviance, the process of becoming deviant, traditional and conventional theories of deviance, institutional and non-institutional careers in deviance, and the correction of deviant behavior. Some attention will be given to the moral, ethical, and legal implications of deviance as well as the relationship between deviance and sociological theory.

The class is based on an “online” learning style format. Course content includes assigned readings in the texts, online discussions, lectures, and assignments. Please check Canvas on a daily basis for announcements and updated course information. All class communication will be received via Canvas or by email. All of the exams for this class will be administered online.

Course Objectives
- Understand what is meant by the concept of deviance
- Gain an appreciation of how deviant labels are applied
- Become knowledgeable of the main theoretical explanations of deviance
- Be able to differentiate between relativism v. absolutism
- Gain an appreciation of how various forms of social control are achieved through both informal and formal approaches
- Understand the role of punishment in bringing about social control
- Gain an understanding of the various research methods used to study deviance
- Become familiar with the various investigations of deviance including: homicide, sex offenses, mental disorders, origins or moral panics, white collar crime, and cyberdeviance.

Required Texts

Table of Contents
1: Introduction

Readings


How to Read a Research Article

2. The Diversity of Deviance

Readings


3. Researching Deviance

Readings


Part Two: Traditional Approaches to Studying Deviance

4. Anomie/Strain Theory

Readings


5. Social Disorganization Theory

Readings


Gracia, Enrique and Juan Herrero. Perceived Neighborhood Social Disorder and Attitudes toward Reporting Domestic Violence against Women. Journal of Interpersonal Violence 22: 737

6. Differential Association and Social Learning Theory

Readings


7. Social Control Theories of Deviance

Readings


8. Labeling Theory
Readings


9. Marxist/Conflict Theories of Deviance

Readings


10. Critical Theories of Deviance

Readings


Part Four: Responses to Deviance

11. Social Control of Deviance

Readings


12. Deviant Careers and Career Deviance

Readings


Part One: Defining Deviance
1. Stephen Pfohl, Images of Deviance
2. Daniel Patrick Moynihan, Defining Deviancy Down

Part Two: Positivist Theories
3. Robert K. Merton, Strain Theory
4. Edwin H. Sutherland and Donald R. Cressey, Differential Association Theory
5. Travis Hirschi, Control Theory
6. John Braithwaite, Shaming Theory

Part Three: Constructionist Theories
7. Howard S. Becker, Labeling Theory
8. Jack Katz, Phenomenological Theory
9. Richard Quinney, Conflict Theory
10. Kathleen Daly, Feminist Theory

Part Four: Physical Violence
11. Kevin Peraino, What Drives the Libyan Suicide Bombers in Iraq?
12. James Alan Fox and Jack Levin, Serial Murder: Popular Myths and Empirical Realities

Part Five: Intimate Violence
15. Madeline Bates, Tenured and Battered
16. Jennifer L. Dunn, Intimate Stalking: Characteristics and Consequences
17. Debra Jackson, Child-to-Mother Violence
18. Louanne Lawson, How Child Molesters Explain Their Deviance

Part Six: Self-Destructive Deviance
19. Thomas Joiner, The Desire for Death
20. Patricia A. Adler and Peter Adler, Self-Injurers: A “Lonely Crowd”
22. Peter Conrad and Deborah Potter, *The Emergence of Hyperactive Adults as Abnormal*

**Part Seven: Victims of Stigma**
23. Deborah Thorne and Leon Anderson, *Managing the Stigma of Personal Bankruptcy*
24. Erich Goode, *The Stigma of Obesity*
25. Margaret Cooper, *What Is It Like to Be a Rural Lesbian?*
26. Steven J. Taylor, “You’re Not a Retard, You’re Just Wise”

**Part Eight: Heterosexual Deviance**
27. Nancy A. Wonders and Raymond Michalowski, *The Globalization of Sex Tourism*

**Part Nine: Substance Use and Abuse**
31. Keith F. Durkin, Scott E. Wolfe, and Kara Lewis, *Binge Drinking on College Campus*
32. Robert L. Peralta, “Hey, Don’t Blame Me... Blame the Booze”
33. James A. Inciardi and Jennifer L. Goode, *OxyContin: A Prescription for Disaster*
34. A. Rafik Mohamed and Erik Fritsvold, *Damn, It Feels Good to be a Gangsta: Selling Drugs on Campus*

**Part Ten: Internet Deviance**
35. Keith F. Durkin, *Show Me the Money: Online Mistresses and Slaves*
36. Andrea Orr, *Online Dating: “I’m Dysfunctional, You’re Dysfunctional”*
37. Matthew V. Pruitt, *Online Boys: Male-for-Male Internet Escorts*
38. Sameer Hinduja and Justin W. Patchin, *Cyberbullying: Offenders and Victims*

**Part Eleven: Privileged Deviance**
39. Neal Shover, Glenn S. Coffey, and Dick Hobbs, *Criminal Telemarketing: A Profession on the Line*
40. DeAnn M. Kalich, *The Neutralization of Professional Deviance among Veterinarians*
41. Xiaohui Xin and Thomas K. Rudel, *Societal Causes of Political Corruption*
42. Jason S. Ulsperger and J. David Knottnerus, *Enron: Organizational Rituals as Deviance*

**Part Twelve: Underprivileged Deviance**
43. Paul Cromwell and Quint Thurman, *Shoplifters: “The Devil Made Me Do It”*
44. Paul Cromwell, *Burglary: The Offender’s Perspective*
45. Bruce A. Jacobs, Volkan Topalli, and Richard Wright, *The Immediate Experiences of Carjacking*
46. Elizabeth A. Hoffmann, *The Good Thing about Workplace Deviance*

**Part Thirteen: Controlling Deviance**
47. Richard Tewksbury and Matthew Lees, *What It’s Like to be Known as a Sex Offender*
48. Joanne D. Leck and Bella L. Galperin, *Responses to Workplace Bullying*
50. Erich Goode, *A New Way of Fighting the War on Drugs*

**Reading Assignments**

Specific reading assignments will be made at the beginning of the semester.

**Grading**

The final grade will be based on three multiple choice exams each worth 25 percent of the total grade, participation in 6 online class discussions worth 12 percent of the final grade, and a group PowerPoint project worth 13 percent of the final grade. Grading Scale: A (100-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C (76-73) C- (72-70) D+ (69-67) D (66-63) D- (62-60) E (<60)
**PowerPoint Assignment**
Students will be assigned to groups and ask to prepare a PowerPoint presentation on a topic related to deviance or social control. Group assignments and PowerPoint assignments will be made shortly after the semester begins. Students are encouraged to use WIMBA as a means of communicating with group members. Group PowerPoint assignments must be submitted by email to the instructor (lbench@utah.edu) by Wednesday, November 28.

**Discussions**
You are **required** to participate in each of the 6 discussion sessions. All discussions will be offered through Canvas. You are expected to make a meaningful and thoughtful response to the discussion question. Dialogue with other students is encouraged. Discussion sessions will not be extended beyond the end date. "Makeup" discussion sessions will not be offered. If you miss a discussion session you should plan on participating in the next discussion. Please keep track of the discussions that you participate in. The discussions will last for approximately 4 days. The dates of the discussions are as follows:

**Discussion Schedule**
- Discussion 1  
  Sept 4 - 7
- Discussion 2  
  Sept 17 - 20
- Discussion 3  
  Oct 1 - 4
- Discussion 4  
  Oct 15 - 18
- Discussion 5  
  Nov 13 - 16
- Discussion 6  
  Dec 3 - 6

**Exam Schedule**
The exams will be available for you to take during a 24 hour time period on Canvas starting at 8:00 A.M. in the morning and will be available until 8:00 A.M. the next day. You will have 60 minutes to answer approximately 50 multiple choice questions. The exams will not be comprehensive and will cover the material since the last exam. Please plan to take the exams when scheduled.

Exam 1 - Sept 19
Exam 2 - Oct 24
Exam 3 - Dec 5

**Special Accommodations**
In accordance with the American Disabilities Act (ADA), persons with disabilities requiring
special accommodations to meet the expectations of the course are encouraged to bring this to the attention of the instructor as soon as possible. Written documentation of the disability should be submitted during the first week of the quarter along with the request for special accommodations. Contact the Center for Disabled Student Services (160 Union, 1-5020) to facilitate requests.

**Academic Honesty**
Unfortunately, academic dishonesty has become a serious problem on many campuses. The purpose for including the following statement is to prevent any misunderstanding about what constitutes academic dishonesty and what consequences will result if it is detected.