

SOC 421: Processes of Deviant Behavior

Spring 2024

Tues/Thurs 8:00-9:15am

Soc Sci 6102

Professor: Michael Massoglia

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***Grader*:**

Email:

Hours: By *appointment to discuss grades/tests/scheduling*

Course Description:

This course is broken down into a series of different sections and examines how particular attributes or behaviors are defined as deviant, the social consequences of formal and informal deviant designations, and the construction and imposition of norms, values, and rules. In the first unit, we take up some basic concepts that cut across theories and research on deviance, including social control, subcultures, and careers. We then discuss methodology and how the “social facts” of deviance are determined and disseminated. Case studies in substantive areas are the next focus, addressing crime, organizational and occupational deviance, substance use, sexuality, suicide, disability, and mental illness. The final unit focuses on leaving deviance and the use of incarceration as a formal response to deviant behavior.

Required Texts

- Adler, Patricia A., and Peter Adler. *Constructions of Deviance: Social Power, Context, and Interaction*, 8th Edition. Belmont, CA: Wadsworth.
- Levitt, Steven and Stephen Dubner. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. Harper Collins Press.
- Cole, Matthew. *Code Over Country: The Tragedy and Corruption of SEAL Team Six*. Bold Type Books Publishing

***Additional readings will be posted on class Canvas page**

Class Format

While our class is scheduled to meet in person, we will make extensive use of our class Canvas page. Class lecture slides will be posted prior to class lectures, and readings beyond the required texts will be posted. On days when we can't meet in person, we will use Zoom, which can be accessed from our Canvas page.

Course Requirements and Class Policies:

- Grading Rubric
 - **20%** - Active participation in the course, which means completing readings on time and contributing positively to discussion. To achieve an outstanding grade, it is required that you actively participate in this class. This includes:
 - Watching any related content, movies, video, etc. Short Reaction Papers (see syllabus page 7).
 - In class assignments and/or projects
 - **25% Exam: March 7th**
 - **25% Exam: April 18th**
 - **30% Final EXAM: 05/07/2024 7:45AM - 9:45AM**
- Communication: There are three ways we can communicate/chat:
 1. Email is usually the most efficient. I try to respond within a day, but please understand that is not always possible. Do not wait to communicate important information to me or your teaching assistant; the more time we have, the more we can try to be helpful.
 2. I set aside time for regular office hours.
 3. We can make an appointment/time for you to call my office (608-263-7820), or to meet in person/zoom outside of office hours.
- Late Assignments/Missed Exams: Assignments, exams, and readings must be completed by the beginning of class on their due date. I don't accept late work or give extra credit. If you are having problems, please come talk to me or the teaching assistant. We will try to work out a solution that both addresses your concerns and is fair to the other students in the class.
- Learning is a cumulative process. **All exams are cumulative** and may incorporate material from earlier parts of the course.
- Feedback: I care about your experience at UW, and if there are ways I can do better, please talk to me about it. If I make a mistake, please bring it to my attention and I will try to correct it. I will also direct you to department (Department Chair) or campus (Deans of Students Office) resources if I can't address your concerns. You will also be able to anonymously evaluate me at the end of the semester.
- Grading: At the end of the semester, I compute a total score for each student (for example, 83.5 out of 100 possible points), and then make cut-off points for the grades based on the class distribution of scores. While this is a curve, regardless of the overall distribution, the curve will not be *harder* than: A = 100 to 95; AB = 94.9 to 89; B = 88.9 to 84; BC = 83.99 to 79; C = 78.99 to 71 D = 70.99 to 65; F = 64.99 and below. The specific distribution is anchored by the highest score on any given test and based the class distribution of scores. This means you are graded on a distribution relative to the rest of the class.
 - After every test, I will present the score/grade distribution when we return exams.
- Offensive Material: A discussion of deviance can encompass behaviors ranging from minor deviance to severe violent crime and sexual violent crime. In learning about these issues, students may encounter language, depictions, or attitudes that they find disturbing or offensive. The professor is available to discuss any concerns you have with course materials.
- Plagiarism/Academic Integrity: It is each student's responsibility to become familiar with the University's policies regarding academic honesty and misconduct. (See: <http://students.wisc.edu/saja/misconduct/UWS14.html>). On this website you can find a clear

definition of academic misconduct and an explanation of plagiarism. Knowledge of these rules is your responsibility; lack of familiarity with the rules does not excuse misconduct. The university takes academic misconduct very seriously. I adhere to the Dean of Students' guidelines for dealing with cases of academic misconduct.

- *According to UWS 14, dishonesty includes, but is not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Academic dishonesty more specifically includes seeking to claim credit for the work or efforts of another without authorization or citation, use of unauthorized materials, fabricating data in any academic exercise intentionally impeding or damaging the academic work of others, and engaging in any conduct aimed at making false representation of a student's academic performance. Assisting other students in any of these acts is also included under the definition of academic dishonesty.*
- **Learning Accommodations:** The University of Wisconsin is committed to the policy that all people shall have equal access to programs, facilities and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by university policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible. To make special arrangements for testing, assignments, or other aspects of the course please work with the instructors and disability services through the McBurney Center. Their website has detailed instructions on how to qualify: <http://www.mcburney.wisc.edu/>. Please note that the McBurney Center has recently updated policies, such that Faculty Notification Letters replace McBurney VISAs.

Learning Objectives:

Beyond the specific substantive and methodological content we will cover in this course, this course is designed to achieve the following instructional objectives designated as priorities by the College of Liberal Arts and the Department Sociology:

1. *Critically evaluate published research.* You will be able to read and evaluate published research as it appears in academic journals and policy publications.
2. *Communicate skillfully.* You will write and make oral presentations that build arguments and assess evidence in a clear and effective manner.
3. *Critical thinking about society and social processes.* You can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.

- **TENTATIVE CLASS DISCUSSIONS AND ASSIGNMENTS**
Readings listed below lecture topics should be completed prior to lecture

PART I: BASIC CONCEPTS - DEVIANCE, CONTROL, AND CAREERS

Week 1: 1/23 Welcome! Introduction: Criminology, Juvenile Delinquency, and Deviance

Lots of introductory comments.

Adler & Adler: I. General Introduction

Week 2: 1/30 Defining Deviance

Adler & Adler: 1. Erikson, On the Sociology of Deviance

Adler & Adler: 4. Henderschott, Natural Law and the Sociology of Deviance

Adler & Adler: 2. Heckert and Heckert, Applying an Integrated Typology of Deviance to Middle-Class Norms

Week 3: 2/6 Social Controls/Careers

Anderson, Elijah. "The police and the black male." *Race, class, and gender: An anthology* (1998): 476-480.

*Clinard and Meier: 3. Becoming Deviant

Adler & Adler: VIII. Deviant Career

Adler & Adler 45: Wright and Decker, Deciding to Commit a Burglary

Week 4: 2/13 Subcultures

Adler & Adler: II. Theories of Deviance

Adler & Adler: Turvey, Autoerotic Sexual Asphyxia

Adler & Adler: 35. Adler & Adler, Self-Injurers

Adler and Adler: 41. Newmahr, Subculture and Community: Pain and Authenticity in SM Play

Adler & Adler: 21. Chambliss, Saints and Roughnecks

Fox, Kathryn Joan. "Real punks and pretenders: The social organization of a counterculture." *Journal of Contemporary Ethnography* 16.3 (1987): 344-370.

Adler & Adler: VI. Social Organization of Deviance

Week 5: 2/20 Methodology – How We Learn the “Social Facts” of Deviance

Adler & Adler: III. Studying Deviance

Adler & Adler: 13. Laumann et al., Survey of Sexual Behavior

Levitt and Dubner, Introduction and Chapter 1. pp 3-54

Adler & Adler: 14. Adler, Researching Dealers and Smugglers

Adler & Adler: 12. Besharov and Laumann-Billings, Child Abuse Reporting

Week 6: 2/27 Theories of Deviance

Adler & Adler: 6. Durkheim, The Normal and the Pathological
Adler & Adler: 7. Merton, Social Structure and Anomie
Adler & Adler: 8. Sutherland and Cressey, Differential Association

Adler & Adler: 3. Becker, Relativism: Labeling Theory
Adler & Adler: 9. Hirschi, Control Theory
Adler & Adler: 11. Best, The Constructionist Stance

Week 7: 3/5 and 3/7 Catch Up and Review

3/5 - Catch up & Review

3/7- **MID-TERM #1**

Week 8: 03/12 Violent and Non-Violent Crime

Martin, Patricia Yancey, and Robert A. Hummer. "Fraternities and rape on campus." *Gender & Society* 3.4 (1989): 457-473.
Adler & Adler: 43. Armstrong, Hamilton, and Brian Sweeney Sexual Assault on Campus
Adler and Adler: 37. Miller, Gender and Victimization Risk Among Young Women in Gangs

Adler & Adler: 22. Liederbach, Doctors Autonomy and Power
Adler & Adler: 34. Vecitis, Drug Use and Disordered Eating Among College Women

Week 9: 03/19 Views on Organizational and Occupational Deviance

Levitt and Dubner. Chapter 2. How is the Ku Klux Klan like a Group of Real Estate Agents. pp. 55-88.
Adler & Adler 39: Bradshaw, State – Corporate Crime in the Offshore Oil Industry: The BP Oil Spill.
Seal Team Six Pages 1-70
Class Movie
Adler & Adler: 34. Siles. Drug Use and Disordered Eating Among College Women

Week 10 – 3/26th: Spring Break – No Class Finish book and Movie

Week 11 4/2 Deviance, Stigma, and Stigma Management

Adler & Adler: 29. Men Who Cheer
Adler & Adler: 26. Opsal, Challenging a Marginalized Identity: The Female Parolee
Adler & Adler: 32. Roschelle & Kaufman, Fitting in and Fighting Back: Homeless Kids' Stigma Management Strategies

Week 12: 4/9

Adler & Adler: 28. Cromwell and Thurman. The Devil Made Me Do It: Use of Neutralization by Shoplifters
Adler & Adler: 27. Scully and Morallo, Convicted Rapists' Vocabulary
Adler & Adler: 33. Thompson, Dark Secrets and the Collective Management of Inflammatory Bowel Disease
Lee, James Daniel, and Elizabeth A. Craft. "Protecting one's self from a stigmatized disease... once one has it." *Deviant Behavior* 23.3 (2002): 267-299.

Week 13: 4/16 Responses to Deviance: Scope and Costs

Western, Bruce. 2006. *Punishment and Inequality in America*. Introduction.
<http://www.princeton.edu/~western/intro1.pdf>
Petit, Becky 2012. *Invisible Men: Mass Incarceration and the Myth of Black Progress* pp. 1-33.

Massoglia, Michael and Jason Schnittker. 2009. "No Real Release" *Contexts*.
Western, Bruce and Becky Petit. 2002. "Beyond Crime and Punishment: Prisons and Inequality." *Context* 1:27-43.

Week 14: 4/23 Leaving Crime

Adler & Adler: 48. Adler & Adler, Shifts and Oscillations in the Careers of Drug Traffickers
Pryor, Exiting Child Molesting
Levitt and Dubner: Chapter 4. Where Have All the Criminals Gone? pp. 117-146

Massoglia, Michael and Christopher Uggen. 2010. "Settling Down and Aging Out: Toward an Interactionist Theory of Desistance and the Transition to Adulthood." *American Journal of Sociology*, 116:543-82.

Week 15 - Study/Review/Catch Up

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- Final EXAM 05/07/2024 7:45AM - 9:45AM
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Reaction Assignment: Due Friday at 11:59 pm on weeks 4, 7, 11 & 14. Pick any weekly reading. You can skip 1, meaning you must turn in 3 reaction assignments.

Evaluations: The ability to evaluate evidence is a central and necessary skill. In this assignment, your goal is to systematically evaluate the strengths and weaknesses of the article listed above. Your evaluation should be approximately 2 single space pages and contain the following sections:

- 1) *Research Question:* what is/are the research question(s) being examined?
- 2) *Research Gap:* There are only two kinds of research articles; you're either doing something new or something different. Explain the gap that this article seeks to fill? How do they plan to do that?
- 3) *Evaluation:* what do they conclude? Do they offer convincing evidence for their conclusion? The question to ask yourself is this: do you buy it? If so, why? If not, tell me why you think that? (*note:* this should be the biggest section of the essay)
- 4) *Further Research:* what is left unanswered? How could this study be improved?

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for SOC 441 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Course Policies and Friendly Reminders

- **Classroom Civility.** The study of criminology requires discussing sensitive and often controversial topics that may be uncomfortable for some students. I encourage both good discussions and critical assessment of issues, however, I require that students will respect their peers and inflammatory remarks will be dealt with accordingly. The University of Wisconsin is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Dean of Students Office. Please visit UW's Nondiscrimination policy for more information:
<https://oed.wisc.edu/statement-of-non-discrimination.htm>.
 - seeks to claim credit for the work or efforts of another without authorization or citation
 - uses unauthorized materials or fabricated data in any academic exercise
 - forges or falsifies academic documents or records
 - intentionally impedes or damages the academic work of others
 - engages in conduct aimed at making false representation of a student's academic performance
 - assists other students in any of these acts.
- **Other Issues.** It is important that YOU stay on top of issues as it relates to the class. The worst thing you can do is come to me at the end of the semester and bring up issues that happened weeks and months earlier.

HELPFUL RESOURCES

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

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Communicate Skillfully: Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.

Critical Thinking about Society and Social Processes: Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.