

**Social Exclusion, Social Power, and Deviance**  
**Sociology 350**  
**Spring 2013**  
**TTH 2-3:30 KAP 144**

**Dr. Karen Sternheimer**

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Office hours: T 12:30-1:30; TTH 3:45-4:30 and by appointment  
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**Themes and goals:**

We will examine the roles of social context and power in defining deviance in order to understand who is excluded from full social acceptance. Our central questions will focus on how deviance is conceptualized, who gets labeled deviant, and who *avoids* the deviant label. We will also consider how wealth, power, and prestige influence social exclusion, paying particular attention to corporate crime and its impact. The goal of this class is to lead you to question what might seem to be natural or inevitable about both social exclusion and acceptance.

This course explores definitions and categorizations of deviance, social control and regulation of deviance, as well as how society polices its members, both formally and informally. Specific areas of focus include mental illness, sexuality, the body, drugs, crime, and social institutions. *Be advised that we may discuss topics that may make some people uncomfortable.*

In this class we will attempt to discover how sociologists understand and conduct research on populations labeled deviant, as well as the impact social exclusion has on our everyday lives. By the end of the course we will have a greater understanding of the judgments that we take for granted about what is “strange” and how societies construct outsiders in order to regulate and define themselves.

**Student evaluation:**

|   |     |
|---|-----|
| Attendance and participation                | 15% |
| Tuesday in-class essays                     | 5%  |
| Take home midterm (due 10/16)               | 25% |
| Term paper or group project (various dates) | 25% |
| Take home final (due Thursday 5/9 at 4 pm)  | 30% |

**Tracking your progress:**

While grades are very important to students, you are expected to seek more than a grade from this course. You are responsible for keeping a record of your grades and to be aware of your progress as well as areas where improvement is needed, and for seeking help from your peers or professor. Use the breakdown above to calculate your grade.

**Attendance and participation:**

Active student participation in class discussions and activities is absolutely essential for this class. Therefore, students are expected to attend every class meeting prepared to discuss the assigned reading.

Students are expected to welcome differing viewpoints and to respect the thoughts and ideas of all class participants. You are expected to treat everyone in the class with respect; this means quietly listening while others are speaking, and arriving and leaving on time. Note that a great deal of information covered in the lectures may not be in the readings, and vice versa. *Students are responsible for getting notes or assignments from classmates* should an absence become necessary.

Students often overlook the importance of participation and attendance in their course grade. This grade is based on the percentage of class meetings you attend (you can't participate if you are not there!), and may be increased or decreased based on your participation. Things that will increase it are comments and questions that reflect knowledge of course material, as well as courteous attention to your professor and peers. Things that will bring your grade down include disruptive behavior (includes ringing cell phones, web browsing and texting), rudeness towards your professor or peers, and comments that reveal a lack of preparation and attention. Ideally all class members will attend class regularly, prepared to discuss the reading and be open and respectful of differing viewpoints.

It is your responsibility to sign in every class, as attendance will be taken at the beginning of each meeting. To receive full attendance credit you must attend the entire class session. Signing in for a previous day is not possible, so be sure to sign in each day. **Signing in for another student is a form of academic dishonesty and will not be tolerated.**

### **Technology Etiquette:**

E-mail is a great resource but never takes the place of a conversation. **Please include "SOC1 350" in the subject line.** Lengthy questions or concerns should be addressed during office hours or a special appointment. Keep in mind that your professor is quite busy and probably cannot check e-mail as often as you may. **Absolutely no assignments will be accepted via e-mail.** We will be using Blackboard (<https://blackboard.usc.edu>) to post announcements, most handouts and some articles, so check this site periodically.

You are welcome to bring laptops and handheld devices to class, however, if their use becomes a distraction you will be asked to turn them off. Cell phones and web browsers must be turned off during all class meetings. *Multitasking (web surfing, Facebooking, texting, studying for another class) is disruptive and will reduce your grade.*

### **In-Class Essays:**

For five Tuesdays at the start of the semester (from 1/29-2/26) there will be a brief essay assignment at the start of class to ascertain how well you are engaged in the course (attending lectures and reading assignments). The assignment will start at the beginning of class so if you are late you will lose time and may not be able to complete the assignment. The essay topic will come from a central theme from the previous week's reading and course discussions and will be an opportunity for you to reflect on the material. Do not assume that simply filling a page will earn you credit; your writing must reflect awareness of central issues and ideas expressed by authors and in class. These assignments are graded credit/no credit and are each worth 1% of your total course grade. **Missed essays or essays that earn "no credit" can be made up with extra credit assignments, as noted below.**

### **Extra Credit**

After the midterm, an essay question will be posted on Blackboard at the end of each week. Your one page response must be uploaded onto Blackboard before the start of class the following Tuesday. By completing these assignments you may make up any missed essays or no credit essays and/or earn up to 3 percent extra credit in the course (1 percent per essay).

### **Term Paper, Midterm and Final Exams:**

The midterm and final exams will be essay format and will require thoughtful analysis and application of issues from the readings and class meetings. Both the midterm and final exams will be take-home essay format and will be distributed in class one week in advance. Your exam must be typed and incorporate your ideas with those in the reading and class discussions.

The term paper or group project will involve an in-depth exploration of a class-related topic of your choice. Details are provided on the last page of syllabus and will be discussed in class throughout the semester. All deadlines are firm; **late midterm exams and term papers will be reduced by 10% per day (including weekend days) and no late group projects or final exams will be accepted.**

All assignments must reflect original work and must be turned in on Blackboard's turnitin site to generate an originality report in addition to turning in a hard copy (instructions will be provided). Plagiarism will not be tolerated and consequences will be in accordance with university policy. Any papers that are dramatically different in style and content from in-class work will require an oral exam. Failure to appear or to successfully demonstrate that the work is your own within one week of notification will result in a failing grade and will be reported to Student Judicial Affairs.

Finally, grades are earned, they are not given. It is your responsibility to do the best work you are capable of producing. Extra credit opportunities may arise at times; special individual opportunities for extra credit violate university policy and will not be considered. **Nitpicking over points is discouraged, as it reveals a commitment to a grade rather than to learning. Continued enrollment in this course indicates acceptance of class policies.**

**\*\*Any special learning needs should be brought to my attention as soon as possible.\*\***

**Required text:**

- Wright & McNeal, *Boundaries: Readings in Deviance*. Pearson Custom Publishing, 2009.

**\*\*All readings and assignments are estimates and subject to change\*\***

| <u>Date</u> | <u>Topic/Reading</u> |
|-------------|----------------------|
|-------------|----------------------|

|        |                        |
|--------|------------------------|
| T 1/15 | Introduction to course |
|--------|------------------------|

**I. Defining Social Exclusion and Deviance**

|         |                   |
|---------|-------------------|
| TH 1/17 | What is deviance? |
|---------|-------------------|

- Erikson, On the Sociology of Deviance (on Blackboard)

|        |                                     |
|--------|-------------------------------------|
| T 1/22 | Constructing deviance and outsiders |
|--------|-------------------------------------|

- Becker, Moral Entrepreneurs
- Tuggle & Holmes, Blowing Smoke: Status Politics and Smoking Ban

|         |   |
|---------|---|
| TH 1/24 | ▪ DeYoung, Another Look at Moral Panics: The Case of Satanic Day Care Centers |
|---------|---|

- Burns & Crawford, School Shootings, the Media and Public Fear
- Sternheimer, Do Video Games Kill? (on Blackboard)

|        |   |
|--------|---|
| T 1/29 | ▪ Reinerman, The Social Construction of Drug Scares (on Blackboard) |
|--------|---|

**FIRST IN-CLASS ESSAY**

**II. Explaining Exclusion, Power, and Deviance**

|         |                     |
|---------|---------------------|
| TH 1/31 | Structural Theories |
|---------|---------------------|

- Durkheim, The Normal and the Pathological
- Spitzer, Toward a Marxian Theory of Deviance

|       |                         |
|-------|-------------------------|
| T 2/5 | Interactionist Theories |
|-------|-------------------------|

- Becker, Outsiders—Defining Deviance (on Blackboard)
- Lemert, Primary and Secondary Deviance

**SECOND IN-CLASS ESSAY**

### III. Studying Deviance

- TH 2/7 Participant Observation
- Anderson & Calhoun, Facilitative Aspects of Field Research

- T 2/12 Deviance and Research Ethics
- Adler, Researching Dealers and Smugglers

#### **THIRD IN-CLASS ESSAY**

### IV. Stigma and Stigma Management

- TH 2/14 Stigma and Weight
- Goffman, Stigma and Social Identity

#### **MORAL PANIC TERM PAPERS DUE**

- T 2/19 Stigma and Homelessness
- Anderson, Snow & Cress, Negotiating the Public Realm: Stigma Management and Collective Action Among the Homeless

#### **FOURTH IN-CLASS ESSAY**

- TH 2/21 Mental Illness
- Mechanic, Some Factors in Identifying and Defining Mental Illness
  - Rosenhan, On Being Sane in Insane Places

- T 2/26
- Conrad, The Discovery of Hyperkinesis
  - Turner & Edgley, From Witchcraft to Drugcraft

#### **FIFTH IN-CLASS ESSAY**

#### **DISTRIBUTE MIDTERM**

### V. Sexuality, Power, and Exclusion

- TH 2/28 What is Sexual Deviance?
- Janus & Janus, What is Sexual Deviance?

- T 3/5 Sex Work
- #### **MIDTERM DUE**

- TH 3/7 Sex Work
- Pasco, Naked Power: Stripping as a Confidence Game

- T 3/12 Prostitution
- Jolin, On the Backs of Working Prostitutes

- TH 3/14 Rape
- Martin & Hummer, Fraternities and Rape on Campus
  - Scully & Marolla, Convicted Rapists' Vocabulary of Motive

- T 3/26 Child Sexual Abuse
- Thomson, et al., Disclaimers and Accounts in Cases of Catholic Priests Accused of Pedophilia
  - Durkin & Bryant, Propagandizing Pederasty: A Thematic Analysis

## **VI. Elite Deviance and Social Power**

- TH 3/28 Introduction to Elite Deviance
- Simon, The Classification of Elite Deviance
- T 4/2 Corporations
- Clinard & Yeager, The Culture of the Corporation
- TH 4/4 Medicine
- Liederbach, Opportunity and Crime in the Medical Professions (on Blackboard)
- T 4/9 Aviation
- Matthews & Kauzlarich, The Crash of ValuJet Flight 592
- TOPIC #1 GROUP PROJECT PRESENTATIONS**
- TH 4/11 Law Enforcement
- Hunt & Manning, The Social Context of Police Lying
- TOPIC #2 GROUP PROJECT PRESENTATIONS**
- T 4/16 Law Enforcement
- Anderson, The Police and the Black Male
- TOPIC #3 GROUP PROJECT PRESENTATIONS**
- TH 4/18 The State
- Kelman & Hamilton, The My Lai Massacre: A Military Crime

## **VII. Social Control**

- T 4/23 What is Social Control?
- Marx, Ironies of Social Control: Authorities as Contributors to Deviance
- TH 4/25 Formal Social Control: The War on Drugs
- Goode, Legalize it? A Bulletin From the War on Drugs

## **VIII. Exiting Deviance, Conclusions**

- T 4/29 Informal Social Control
- Berger, The Meaning of Social Controls
- JEP PAPER DUE**
- TH 5/2 Exiting Deviance
- Adler & Adler, Shifts and Oscillations in Deviant Careers
  - Pager, The Mark of a Criminal Record
- TH 5/9 **FINAL EXAM DUE 4 pm HSH 300 – NO LATE PAPERS ACCEPTED**

## For this course, you can complete either a term paper or participate in a group project:

### Term Papers

All papers should be 8-10 pages double-spaced, turned in both on Blackboard and a hard copy in class. For moral panic papers, all citations and bibliography follow a consistent format (APA, MLA, or U of Chicago). No citations or bibliography are needed for the JEP paper. All late papers will be reduced by 10% per day, and 5% if turned in after 9:30am on due date.

#### 1. Moral panic paper

Stanley Cohen defines a moral panic as a fear or concern that is completely out of proportion with the actual threat involved. Choose one such incident and describe the panic that occurred and why it was out of proportion with the real threat. Most importantly, explain the underlying sociological reasons that caused the real fear, drawing on the key points from this section of our class. Include at least five outside **academic** sources in your paper (books and journal articles, include the title page or abstract of each with your final paper. In addition to your five academic sources, you may also use news stories, blogs, and other forms of evidence to describe the moral panic.) **Due February 14; no late moral panic papers accepted after 2/21.** A more detailed handout for this assignment will be posted on Blackboard soon.

#### 2. JEP Participation and paper

You will have the opportunity to participate in a special assignment with the JEP program to complete this option, working with people seeking to transition into legitimate employment at the California Conservation Corps. Be sure to focus on how those within the group make sense of their identities, manage stigma, and attempt to create a new identity. You may write this paper with one or two classmates also at this JEP site and share a project grade. **Ten percent of your paper grade will be based on your JEP evaluation. Due April 29; no late papers accepted after 5/3.** A more detailed handout for this assignment will be posted on Blackboard soon.

### GROUP PROJECTS AND PRESENTATIONS

Groups of 3-4 students can choose to complete a group project instead of an individual term paper.

You must sign up by **February 21** to participate; you must submit a one-page synopsis of your group's topic and focus by **3/28**. Presentations should be 10-15 minutes and should include multimedia examples. Each group will also submit a written report, approximately 7-9 pages summarizing your findings. **Participants will share equally in the project grade** and students will have the chance to evaluate their fellow group members' contributions anonymously. **A more detailed description of the group project assignments will be posted on Blackboard soon.**

#### Topic #1: Constructions of sexual deviance in the media

How is the meaning of sexual deviance constructed in the news media and online? Choose a topic and detail how and why this behavior or group is characterized as problematic, leading to social exclusion in the past or present. Your presentation and written report will discuss how the topic is portrayed, whether different sources construct the meaning of this behavior or group differently, and the role that power plays in these representations (not whether you approve of this behavior or not). You can use newspapers, magazines, or television news websites, as well as blogs. Your purpose is to *analyze* word choice, context, imagery, and presentation, *not simply a summary of a handful of stories or support of a particular position*. Include the articles analyzed (should be at least 12) in an appendix. **Due April 9; no late presentations or reports accepted.**

#### Topic #2: Constructions of corporate crime in the media

How is corporate crime constructed in the news media and online? Choose an example of corporate crime or a specific incident and detail how it is characterized in news and online discussions. Your paper will discuss how your example is portrayed, whether different sources construct the meaning of it differently, and what interests your sources represent. You can use newspapers, magazines, or television news websites, as well as blogs. Your purpose is to *analyze* word choice, context, imagery, and presentation, *not simply a summary of a handful of stories or support of a particular position*. Include the articles analyzed (should be at least 12) in an appendix. **Due April 11; no late presentations or reports accepted.**

#### Topic #3: Constructions of stigma in the media and beyond

How is the group of your choosing constructed as deviant in both media accounts (news stories, blogs, or elsewhere online) and/or in everyday life? Choose an example of a group (other than one that would be appropriate for topic #1) that is constructed in a negative fashion such that they are routinely socially excluded *across a variety of social settings*. What role does power play in the construction of this group as undesirable? Your purpose is to *analyze* word choice, context, imagery, and presentation, *not simply a summary of a handful of stories or support of a particular position*. Include the articles analyzed (should be at least 12) in an appendix. **Due April 16; no late presentations or reports accepted.**