

Social Exclusion, Social Power, and Deviance
Sociology 350
Fall 2018
TTH 9:30-10:50 WPH 103

Dr. Karen Sternheimer

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Themes and goals:

Who is considered an outsider? Why? 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. **You will also develop critical thinking, research, data analysis, writing, presentation, and teamwork skills.**

Student evaluation:

Attendance and participation	15%
Tuesday in-class essays	5%
Take home midterm (due 10/4)	25%
Research paper or group project (various dates)	25%
Take home final (due Thursday 12/6 at 1pm)	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 here!), 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 "SOCI 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. Be sure to check your USC email account periodically for course-related announcements. **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.

Cell phones must be turned off and out of sight during all class meetings, and laptops or electronic devices are forbidden except by special permission. Multitasking (web surfing, Facebooking, texting, studying for another class) is expressly forbidden and will negatively impact your grade.

In-Class Essays:

For five Tuesdays at the start of the semester (from 9/4-10/2) 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).

You may earn *up to* 10 points extra on your group project grade or midterm (i.e. a grade of 90 can be increased to a grade of 100) by reading three articles from the journal *Deviant Behavior* on a single topic and answering the questions posted on Blackboard in a 5-7 page paper (due date 11/20). A brief, informal presentation to the class is required as well.

Term Paper/Group Project, Midterm and Final Exams:

The midterm and final exams are designed to help you synthesize the central course concepts. They 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.

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 readings will be posted on Blackboard. *Please print them out and put them in a binder and bring them to class each meeting.*

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

<u>Date</u>	<u>Topic/Reading</u>
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T 8/21	Introduction to course
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I. Defining Social Exclusion and Deviance

TH 8/23	What is deviance? <ul style="list-style-type: none">▪ Erikson, On the Sociology of Deviance
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T 8/28	Constructing deviance and outsiders <ul style="list-style-type: none">▪ Becker, Moral Entrepreneurs▪ Tuggle & Holmes, Blowing Smoke: Status Politics and Smoking Ban
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TH 8/30	Moral panics <ul style="list-style-type: none">▪ 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?
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T 9/4	Moral panics <ul style="list-style-type: none">▪ Reinerman, The Social Construction of Drug Scares FIRST IN-CLASS ESSAY
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II. Explaining Exclusion, Power, and Deviance

TH 9/6	Structural Theories <ul style="list-style-type: none">▪ Durkheim, The Normal and the Pathological▪ Spitzer, Toward a Marxian Theory of Deviance MORAL PANIC PAPER OUTLINE DUE
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- T 9/11 Interactionist Theories
- Becker, Outsiders—Defining Deviance
 - Lemert, Primary and Secondary Deviance
- SECOND IN-CLASS ESSAY**

III. Studying Deviance

- TH 9/13 Participant Observation
- Anderson & Calhoun, Facilitative Aspects of Field Research
- T 9/18 Research Ethics
- Adler, Researching Dealers and Smugglers
- THIRD IN-CLASS ESSAY**

IV. Stigma and Stigma Management

- TH 9/20 Stigma
- Goffman, Stigma and Social Identity
- MORAL PANIC TERM PAPERS DUE**
- T 9/25 Stigma and Homelessness
- Anderson, Snow & Cress, Negotiating the Public Realm: Stigma Management and Collective Action Among the Homeless
- FOURTH IN-CLASS ESSAY**
GROUP PROJECT SIGN UP DEADLINE
- TH 9/27 Stigma and Mental Illness
- Mechanic, Some Factors in Identifying and Defining Mental Illness
 - Rosenhan, On Being Sane in Insane Places
- DISTRIBUTE MIDTERM**
- T 10/2 Mental Illness and Medicalization
- Conrad, The Discovery of Hyperkinesis
- FIFTH IN-CLASS ESSAY**

V. Sexuality, Power, and Exclusion

- TH 10/4 Sexuality, Power, and Social Exclusion
- MIDTERM DUE**
- T 10/9 Sex Work
- Pasco, Naked Power: Stripping as a Confidence Game
- TH 10/11 Prostitution
- Lucas, Race, Class, Gender and Deviancy: The Criminalization of Prostitution
- T 10/16 Sexual Assault
- Martin & Hummer, Fraternities and Rape on Campus
 - Scully & Marolla, Convicted Rapists' Vocabulary of Motive
- TH 10/18 Child Sexual Abuse
- Thomson, et al., Disclaimers and Accounts in Cases of Catholic Priests Accused of Pedophilia
 - Durkin & Bryant, Propagandizing Pederasty: A Thematic Analysis
- GROUP PROJECT OUTLINE DUE**

VI. Elite Deviance and Social Power

- T 10/23 Introduction to Elite Deviance
- Simon, The Classification of Elite Deviance
- TH 10/25 Corporations
- Clinard & Yeager, The Culture of the Corporation
- T 10/30 Corporations, Gaming, and Gambling
- Cavender & Miller, Corporate Crime as Trouble
- TH 11/1 Medicine
- Liederbach, Opportunity and Crime in the Medical Professions
- TOPIC #1 GROUP PROJECT PRESENTATIONS**
- T 11/6 Aviation
- Matthews & Kauzlarich, The Crash of ValuJet Flight 592
- TOPIC #2 GROUP PROJECT PRESENTATIONS/JEP OUTLINE DUE**
- TH 11/8 Law Enforcement
- Hunt & Manning, The Social Context of Police Lying
- TOPIC #3 GROUP PROJECT PRESENTATIONS**
- T 11/13 The State
- Kelman & Hamilton, The My Lai Massacre: A Military Crime

VII. Social Control

- TH 11/15 What is Social Control?
- Marx, Ironies of Social Control: Authorities as Contributors to Deviance
 - Friedersdorf, How Drug Warriors Helped to Fuel the Opioid Epidemic
- T 11/20 What are Symbolic Laws?
- Gusfield, Moral Passage: The Symbolic Process in Public Designations
- EXTRA CREDIT READING ASSIGNMENT/PRESENTATION DUE**
- T 11/27 Informal Social Control
- Berger, The Meaning of Social Controls
- JEP PAPER/PRESENTATION DUE**

VIII. Exiting Deviance, Conclusions

- TH 11/29 Exiting Deviance
- Adler & Adler, Shifts and Oscillations in Deviant Careers
 - Pager, The Mark of a Criminal Record
- TH 12/6 **FINAL EXAM DUE 1 pm HSH 314 – NO LATE PAPERS ACCEPTED**

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

Research Papers

The purpose this assignment is to explore a topic of interest in depth, apply your findings to course concepts, and share your findings with your peers. All papers should be double-spaced, turned in on Blackboard **and** as 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 9:30 am on due date. *All papers will require you to begin research early and turn a summary of your work on the date listed below. This portion of your grade will be based on how much preparation your summary reveals, and how well you apply your feedback to your research paper.*

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.) A topic statement, an explanation of how and why your topic fits the definition of a moral panic, a list of outside sources and examples of specific support are due 9/6 and is worth 10% of your paper grade. **Due September 20; no late moral panic papers accepted after 9/27. See detailed instructions for this assignment on Blackboard. (Approx. 8-10 pages)**

2. JEP Participation and paper

You will have the opportunity to participate in a special assignment with the JEP program. Be sure to focus on how those within the group make sense of their identity, manage stigma, and how your observations reflect ideas in related course readings. You may write this paper with one or two classmates also at this JEP site and share a project grade. A topic statement and examples of how course concepts apply to your experience is due 11/13, worth 10% of your paper grade. **Ten percent of your paper grade will be based on your JEP evaluation. Due November 27; no late papers accepted after 12/1. See detailed instructions for this assignment on Blackboard. (Approx. 7-9 pages)**

GROUP PROJECTS AND PRESENTATIONS

Group projects enable students to learn from one another by exploring a topic in which they share an interest. Presentations to the class teach your peers more about the topic you have chosen. A maximum of 4 students can choose to work together to complete a group project instead of an individual term paper.

You must sign up by **September 25** to participate; *all projects will require you to begin research early and turn a summary of your work on the date listed below. This portion of your grade will be based on how much preparation your summary reveals, and how well you apply your feedback to your research paper.* You must submit a one-page outline of your group's topic, central points, key sources and connection with course concepts by **10/18, worth 10% of your project grade.**

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. **Each student will write a brief essay detailing his or her contribution to the project. See detailed description of the group project assignments on Blackboard.**

Topic #1: Constructions of sexual deviance

How are the meanings of sexual deviance constructed in public discourse? Choose a topic and detail how and why this behavior or group is characterized and how these meanings lead 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, social media, and comments on websites. 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. You must submit a one-page synopsis of your group's topic, central points, key sources and connection with course concepts by **10/18, worth 10% of your project grade. Due November 1; no late presentations or reports accepted.**

Topic #2: Constructions of corporate crime

How are meanings of corporate crime constructed in public discourse? Choose an example of a specific incident of corporate and detail how it is characterized in news and online discussions. Your presentation 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 social media, and comments on websites. 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. You must submit a one-page synopsis of your group's topic, central points, key sources and connection with course concepts by **10/18, worth 10% of your project grade. Due November 6; no late presentations or reports accepted.**

Topic #3: Constructions of stigma or special topic

How is the group of your choosing constructed as problematic 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 or #2) 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. You must submit a one-page synopsis of your group's topic, central points, key sources and connection with course concepts by **10/18, worth 10% of your project grade. Due November 8; no late presentations or reports accepted.**