

SOC 2404 | SPRING 2021

DEVIANT BEHAVIOR

INSTRUCTOR: JONATHAN A. LLOYD | **ZOOM OFFICE :** TR 11:00-2:00 P.M. | **EMAIL:** LLOYDJ16@VT.EDU

WHAT THIS COURSE IS

- A comprehensive look at deviance.
 - Defining what deviance is.
 - Examining theoretical explanations of norms and deviance.
 - Analyzing the philosophy and history behind explanations and deviant subcultures.
 - A chance to reflect and re-evaluate preconceptions.
 - Relevant Topics:
 - music-based subcultures
 - white-collar crime
 - hate groups
 - drug subcultures
 - etc.
- An interdisciplinary course.
 - We draw upon history, psychology, sociology, legal studies, philosophy, and the natural sciences for information.
 - Relevant Questions:
 - When did heavy metal become white supremacist music?
 - Who made smoking weed a crime?
 - Why is sex “good” or “bad”?
- A place where you are to contribute to the discussion and bring your own unique perspectives, knowledges, and questions with you.

WHAT THIS COURSE IS NOT

- A course designed to make you an instant expert in human behavior. While some information in this course will probably be familiar to you, the way we frame it will probably differ from your past classes.
- A chance for me to blather on. I tend to keep the actual “lecturing” fairly light and instead do something that’ll help you understand the material, why it’s important, and how it applies to your actual life.
- An exercise in repetition. Memorization is important, but actually applying material is better.
- A place where I reward disrespect. Be attentive, be quiet and listen when others are speaking.



REQUIRED TEXTS

Goode, Erich, ed. 2015. *The Handbook of Deviance*. Hoboken: Wiley-Blackwell.

ISBN: 9781118701423 (Accessible online via VT Libraries, though you may also purchase a hard copy from the bookstore.)

Haenfler, Ross. 2016. *Goths, Gamers, and Grrrls: Deviance and Youth Subcultures*. New York: Oxford University Press.

ISBN: 9780190276614

GRADES & EXPECTATIONS

Your workload will consist of the following:

- ⇒ Course Readings
- ⇒ (4) Writing Assignments
- ⇒ Classroom Engagement
- ⇒ 1 Course Project
- ⇒ Continually improving throughout the course on all of the above.

I handle grades in this class a little unusually. I don't use grades as a punishment.

Rather, you will receive feedback on what you've done and what you need to work on. I will give periodic updates and will ensure that you receive some feedback.

There is NO Final Exam, but the Course Project fills this role.

ON COVID-19

The ongoing pandemic has made life difficult for everyone, including and may be especially, college students. As such, I will be instituting the following policies for as long as the pandemic persists.

- There will be no points deducted for late assignments **provided you let me know that an assignment is going to be late.** I don't need an explanation why, I just ask that you respectfully let me know if you know that an assignment is going to be late ASAP. ***The only exception to this is the Course Project.***
- You will have the chance to re-do any one (1) writing assignment, no questions asked or conditions applied. Just turn in the re-done assignment with a "Version 2" label on the title page, and the better version will be used. Any further assignments will need to be negotiated.
- You are not expected to turn in assignments or work on class material during Spring Break days. As such, I will do my best to make sure there is no outside work around break days, either before or after.

IF YOU NEED TO TALK OR HAVE CONCERNS

I understand that students sometimes have needs which might clash with the rules. I am open to making reasonable accommodations. I can be reached via e-mail or via Zoom hours. **If there's an emergency, let me know ASAP.** If you require accommodations or have concerns about a course requirement(s), please feel free to contact me.

Some Notes:

- I expect you to be skeptical of assumptions and to find some of the information here shocking, and that's fine. Don't stigmatize others for ignorance.
- Topics can get heavy. If you need to step away for a minute, that's OK.
- Don't submit work to me that you've submitted for another class. Similar papers or projects that draw upon prior work may be accepted on a case-by-case basis but will require you to schedule a meeting with me beforehand.
- Refrain from using social media, sending messages, checking the news, re-viewing sports standings, or watching videos during class. If you need to send out a message or make a phone call, be quick, mute your mic and shut off video until you have finished.
- If you cause a distraction, you will be asked to stop. Twice, and you will be asked to leave.



REMEMBER TO FOLLOW THE HONOR CODE

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

"As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code. See below for the honor code pledge for assignments.

The Virginia Tech honor code pledge for assignments is as follows:

"I have neither given nor received unauthorized assistance on this assignment."

The pledge is to be written out on all graded assignments at the university and signed by the student. The honor pledge represents both an expression of the student's support of the honor code and an unambiguous acknowledgment that the student has, on the assignment in question, abided by the obligation that the Honor Code entails. In the absence of a written honor pledge, the Honor Code still applies to an assignment.

DISABILITY STATEMENT

"Virginia Tech welcomes students with disabilities into the University's educational programs. The University promotes efforts to provide equal access and a culture of inclusion without altering the essential elements of coursework. If you anticipate or experience academic barriers that may be due to disability, including but not limited to ADHD, chronic or temporary medical conditions, deaf or hard of hearing, learning disability, mental health, or vision impairment, please contact the Services for Students with Disabilities (SSD) office (540-231-3788, ssd@vt.edu, or visit www.ssd.vt.edu). If you have an SSD accommodation letter, please meet with me privately during office hours as early in the semester as possible to deliver your letter and discuss your accommodations. You must give me reasonable notice to implement your accommodations, which is generally 5 business days and 10 business days for final exams."



TENTATIVE CLASS SCHEDULE & READINGS

Week One: Norms, Mores, Values & Deviance (Jan 19-21)

- ♦ *How to Read (and Understand) a Social Science Journal Article*, Frederique Laubepin*
- ♦ *The Sociology of Deviance, An Introduction* (Goode pp. 3-29)
- ♦ Haenfler, Chapter 1

Week Two: Philosophy and Positivism (Jan 26-28)

- ♦ *Changing Definitions of Deviance*, John Curra (Goode pp. 121-136)
- ♦ *Criminal Justice Through the Looking Glass*, Jeffrey Reiman*
- ♦ *Positivist Theories*. (Alex Thio and Thomas Calhoun pp. 35-50*)

Week Three: Constructivism and Social Control

(Feb 2-4)

- ♦ *Critical Criminology*, Walter DeKeseredy (Goode pp. 239-258)
- ♦ *Constructionist Theories* (Thio and Calhoun, pp. 51-76*)
- ♦ *Marginalizing Migrants: Illegality, Racialization, and Vulnerability* (Goode pp. 504-520)

Week Four: Race and Racism

(Feb 9-11)

- ♦ Haenfler, Chapters 2, 4
- ♦ *White Supremacy as extreme deviance*, Kathleen Blee.

--Writing Assignment 1 Due Feb 12--

Week Five: Subcultures

(Feb 16-18)

- ♦ Haenfler, Chapters 3, 5.
- ♦ *Deviant Subcultures and Lifestyles* (Goode 64-79)

- ♦ *Becoming a Marijuana User*, Howard Becker*
- ♦ *Subculture Theory: An Historical and Contemporary Assessment of the Concept for Understanding Deviance*, Shane Blackman* (**Optional**)

Week Six: Justifications

(Feb 23)

- ♦ *Deviance and Social Change* (Goode 549-562)
- ♦ *The Devil Made Me Do It: Use of Neutralizations by Shoplifters*, Paul Cromwell and Quint Thurman*
- ♦ *Convicted Rapists' Vocabulary of Motive: Excuses and Justifications*, Diana Scully and Joseph Marolla*
- ♦ *Denying the Guilty Mind: Accounting for Involvement in a White-Collar Crime*, Michael Benson*

-Course Project Topic Due Feb 23-

Week Seven: White Collar Deviance

(March 2-4)

- ♦ *Battle of Blair Mountain, Stuff You Missed in History Class* ([link](#))
- ♦ *Environmental Harm as Deviance and Crime*, Avi Brisman (Goode pp. 471-487)
- ♦ *Elite Deviance*, Ch. 1 --David Simon*

Week Eight: Political and State Deviance

(March 9-11)

- ♦ *Political Deviance* (Goode 521-536)
- ♦ *When the State Hates*, Kathryn Abrams
- ♦ *Staging the Greensboro Sit-Ins*, Rebekah Kowal*

Week Nine: Gender

(March 16-18)

- ♦ *Gender and Deviance*, Meredith Worthen and Danielle Dirks (Goode pp. 277-297)
- ♦ Haenfler, Chapters 6, 9
- ♦ *What is Hegemonic Masculinity?*, Mike Donaldson*

-Writing Assignment 2 Due March 19-

* reading available on Canvas

TENTATIVE CLASS SCHEDULE & READINGS

Week Ten: Responses

(March 23-25)

- ♦ Haenfler, Chapters 7-8
- ♦ *Decriminalization*, John Dombrink (Goode pp. 154-171)
- ♦ *Subcultural Evolution? Examining the influence of on-and off-line experiences on deviant subcultures*—Thomas Holt *

Week Eleven: Hate Groups & Extremism

(March 30-April 1)

-JIGSAW WEEK-

-Pick ONE-

- ♦ *Who is a terrorist? Ethnicity, group affiliation, and understandings of political violence*, Vito D'Orazio and Idean Salehvan*
- ♦ *Shieldmaidens of Whiteness: (Alt) Maternalism and Women Recruiting for the Far/Alt-Right*, Ashley Mattheis*
- ♦ *Conservative and right-wing movements*, Kathleen Blee and Kimberly Creasap*
- ♦ *Hate Groups for Dummies: How to Build a Successful Hate-Group*, Linda Woolf and Michael Hulsizer*
- ♦ *The problem of overgeneralization: The case of mental health problems and US violent white supremacists*, Bryan Bubolz and Pete Simi*
- ♦ *Taking the Indian out of the Indian: US Policies of Ethnocide through Education*, Donald Grinde*
- ♦ *From Nativism to White Power: Mid-Twentieth-Century White Supremacist Movements in Oregon*, Shane Burley and Alexander Ross*

Week Twelve: Violence as Deviance

(April 8)

-JIGSAW WEEK-

- ♦ *The Process of Deviantization*, Daniel Dotter (Goode pp. 103-120): **ALL MUST READ**

-Pick ONE-

- ♦ *Discipline and Deviance: Physical Punishment of Children and Violence and Other Crime in Adulthood*, Murray Straus*
- ♦ *What's Deviance Got To Do With It? Black Friday Sales, Violence, and Hyper-Conformity*, Thomas Raymen and Oliver Smith*
- ♦ *"I Hope Someone Murders Your Mother!": Extreme Support for the Death Penalty*, Margaret Vandiver, David Giacopassi, and Peter Gathe (Thio and Calhoun, pp. 105-109).
- ♦ *Playing with violence: Gamers' social construction of violent video game play as tolerable deviance*, Fern Delamere and Susan Shaw*
- ♦ *Sex, Honor, Murder: A Psychology of "Honor killing"*, Reza Barmaki*
- ♦ *Suite Violence: Why managers murder and corporations kill*, Maurice Punch*

Week Thirteen: Sexuality

(April 13-15)

- ♦ *What is Homosexuality Doing in Deviance?*, Jeffrey Dennis (Goode 172-188)
- ♦ *Freak Fucker: Stereotypical Representations of Sexuality in British Disability Art*, Ronda Gowland*
- ♦ *Personal agency disavowed: Identity construction in asexual women of color*, Foster et al.*

-Writing Assignment 3 Due April 16-

Week Fourteen: Youth

(April 20-April 22)

- ♦ *The Mask You Live In—The Representation Project*
- ♦ *Reassessing the Relationship Between High School Sports Participation and Deviance: Evidence of Enduring, Bifurcated Effects*, Douglas Hartmann and Michael Massoglia*
- ♦ *Theories of Juvenile Crime and Delinquency*-Cesar Rebellon*

* reading available on Canvas

TENTATIVE CLASS SCHEDULE & READINGS

Week Fifteen: Substances

(April 27-April 29)

- ♦ *The History of Drug Control Policies in the United States*, John C. McWilliams*
- ♦ *Primary Socialization Theory. The Influence of the Community on Drug Use and Deviance*, Eugene Oetting, Joseph Donnermeyer, and Jerry Defenbacher*
- ♦ *Men, blue collar work and drinking: Alcohol use in an industrial subculture*, Craig Janes and Genevieve Ames*
- ♦ *Drug Use as Deviance* (Goode pp. 349-368)

-Writing Assignment 4 Due April 30-

Week Sixteen: Gangs

(May 4)

- ♦ *Gangs, Culture, and Society in the United States*, Martín Sánchez-Jankowski *
- ♦ *Gang-Related Gun Violence: Socialization, Identity and Self*— Paul Stretesky and Mark Pogrebin*
- ♦ *Criminal and routine activities in online settings: Gangs, offenders, and the internet*, Pyrooz et al*

FINAL EXAM

**-Course Project Due-
May 10, 2021**

* reading available on Canvas