

McGill University
Fall 2015

Sociology 377: Deviance

Arts W-120, Tuesdays and Thursdays, 4:00 – 5:30

Instructor: Eran Shor

Email: eran.shor@mcgill.ca

Office: Leacock 840

Office Hours: Mondays 3-5 and by appointment

Teaching Assistant: Aylish Cotter

Email: aylish.cotter@mail.mcgill.ca

Office: TBD

Office Hours: TBD

Course Description

The objective of this course is to introduce you to the concept of deviance as it is studied by social scientists. The course is designed to provide students with a broad overview of the major biological, psychological and sociological approaches to deviance and introduce classic and contemporary writings in the field. We will examine how particular attributes and behaviors come to be defined as deviant and how norms, values and rules are socially constructed. We will also look at the consequences of formal and informal deviant behaviors and the responses they elicit. Topics to be discussed include sexual behaviors and orientations, mental illness, drug and alcohol use/abuse, and various forms of criminal behaviors.

Readings

Students are expected to complete weekly readings prior to the period for which they have been assigned so they can have a better grasp of the subject matter and participate in class. The required readings consist of selections from scholarly books and journal articles. Copies of all reading material are **available as coursepacks at McGill's book store, but ALSO on WebCT**. The class webpage, <http://www.mcgill.ca/webct>, will function as the primary source of information exchange. Be sure to check the webpage regularly for updated materials such as handouts and readings. Class-related documents will be in Adobe Portable Document Format (.PDF) or appear as MS Word files. Additional readings may be assigned during the semester and will be available on the class WebCT site.

Although there is no required textbook for this class, there are many textbooks on deviance and criminology that you may find helpful. Listed below are a few optional textbooks that you may want to consult. Each of these textbooks should give you a good overview of some of the topics covered in class and may serve as a supplement to class lectures.

- Clinard, Marshall and Robert Meier. *Sociology of Deviant Behavior*. Thompson Wadsworth
- Tepperman, Lorne. *Deviance, Crime, and Control: Beyond the Straight and Narrow*. Oxford University Press
- Downew, David, Paul Rock, and Chris McCormick. *Understanding Deviance: Canadian Edition*. Oxford University Press
- Schmallegger, Frank and Rebecca Volk. *Canadian Criminology Today: Theories and Applications*. Pearson/Prentice Hall

Class Attendance and Participation

Along with the readings, class discussions and lectures are a vital source of information about course material. Lectures are not based on specific readings for the week, but rather, they are designed to supplement the readings and discuss some of them in more detail. Lecture material will NOT be posted on WebCT and is only available during class time, so students are advised to attend class regularly and to visit me or the TA during office hours if any clarifications are needed. Routine class participation is highly encouraged since you will be tested on materials and discussions that take place in class. Students are responsible for all information provided in lectures, readings, and class discussions. **If you must miss class, be sure to get notes from someone else in class.**

Participation in class through asking and answering questions and expressing your own views is also strongly encouraged. Students should feel free to express their opinions in class. However, you are expected to do it in a socially responsible and respectful way. The use of Mobile computing and communications devices is permitted as a tool to assist in taking lecture notes or accessing WebCT insofar as their use does not disrupt the teaching and learning process. It is NOT okay to use them for any of the following: chat with friends, watch movies or YouTube videos, surf the web, explore Facebook/Twitter, or any other non-academic activity.

Course requirements

Exams: There will be two exams, midterm (on October 20) and final. Both will consist of predominantly multiple-choice questions but MAY also contain fill-in-the-blank, true-false or short essay questions. The midterm and final exam may be in different formats (the specific format breakdown will be given to you in class prior to the exams). The exams are NOT cumulative. They will cover lectures, discussions, films, documentaries and reading materials from the sections in which they are given. This means that the midterm will cover materials from the first day of class up to the day of the first exam. Similarly, the final exam will cover material after the first exam and up to the day of the second exam. Late (makeup) exams will only be allowed under the most severe, documented emergency situations. In the event you will be allowed to take a make-up exam, the make-up exam may differ in both content and format.

Course Grade

Your grade in this course will be determined by your performance on the exams. **No extra credit will be offered.** If you feel you have been graded unfairly on an exam and would like to have it reviewed, write a one page summary detailing the error/inconsistency. **Note:** Upon review, your grade may either increase or Decrease. The first review will be done with the TA. If, after this review, you still feel the grade is not acceptable, you may bring it to me for review. Please also note that in the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Exam 1 (midterm): 40%
Exam 2 (final): 60%

Grading Breakdown:

A	4.0	85 – 100%
A-	3.7	80 – 84%
B+	3.3	75 – 79%
B	3.0	70 – 74%
B-	2.7	65 – 69%
C+	2.3	60 – 64%
C	2.0	55 – 59%
D	1.0	50 – 54%
F	0	0 – 49%

NOTE: Extra credit will NOT be offered in this class under any circumstances

Academic Integrity and Misconduct

McGill University values academic integrity. Academic misconduct (i.e. cheating, plagiarism) will not be tolerated. Suspected infractions will be forwarded to the university's academic misconduct office for review (see www.mcgill.ca/integrity for more information on McGill's Code of Student Conduct and Disciplinary Procedures).

Right to submit in English or French written work that is to be graded

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Course Outline¹

Week	Dates	Topic	Readings
1	Sept. 8, 10	Introduction and review of syllabus; The social construction of deviance	<p>* Miller, J., Richard Wright, and David Dannels (2001). "Is Deviance 'Dead'? The Decline of Sociological Research Specialization." <i>The American Sociologist</i> 32:43-59.</p> <p>* Goode, Erich (2002). "Does the Death of the Sociology of Deviance Claim Make Sense?" <i>The American Sociologist</i> 33:107-118.</p> <p>* Becker, Howard (1963). <i>Outsiders: Studies in the Sociology of Deviance</i>. Simon & Schuster Ltd.</p> <p>* Costello, Barbara (2006). "Cultural Relativism and the Study of Deviance." <i>Sociological Spectrum</i> 26:581-94.</p>
2	Sept. 15, 17	Social responses to the violation of daily norms	<p>* Goffman, Erving (1959). <i>The Presentation of Self in Everyday Life</i>. Anchor Books.</p> <p>* Fox, Kate (2004). <i>Watching the English: The Hidden Rules of English Behavior</i>. London: Hodder and Stoughton (pp. 1-13; 25-72; 84-87).</p>
3	Sept. 22, 24	Evolutionary, biological and psychological explanations of deviance and crime	<p>* Thornhill, Randy & Craig Palmer (2000). "Why Men Rape." <i>The Sciences</i> Jan/Feb: 30-36.</p> <p>* Gao, Tu et al. (2010). "Association of Poor Childhood Fear Conditioning and Adult Crime." <i>American Journal of Psychiatry</i> 167: 56-60.</p> <p>* Rocque, Michael, Brandon Welsh and Adrian Raine. (2012). "Biosocial Criminology and Modern Crime Prevention." <i>Journal of Criminal Justice</i> 40:306-312.</p> <p>* Alper Joseph (1995). "Biological Influences on Criminal Behavior: How Good is the Evidence?" <i>British Medical Journal</i> 310:272-273.</p>
4	Sept. 29, Oct. 1	Sociological approaches: Functionalism, and Anomie	<p>* Bem, Daryl J. (1996). "Exotic Becomes Erotic: A Developmental Theory of Sexual Orientation." <i>Psychological Review</i> 103:230-35.</p> <p>* Durkheim, Emile (1895). "The Functions of Crime" (excerpts from <i>The Rules of Sociological Method</i>).</p> <p>* Merton, Robert (1938). "Social Structure and Anomie." <i>American Sociological Review</i> 5:672-82.</p>
5	Oct. 6, 8	Sociological approaches: Conflict, labeling and control theories	<p>* Spitzer, Steven (1975). "Toward a Marxian Theory of Deviance." <i>Social Problems</i> 22:638-51.</p> <p>* Bemiller, Michelle (2005). "Men Who Cheer." <i>Sociological Focus</i> 38:205-22.</p> <p>* Sampson, Robert, Stephen Raddenbush, and Felton Earls (1997). "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." <i>Science</i> 277:918-924.</p>
6	Oct. 13, 15	Sociological approaches: Learning approaches and exam preparation	<p>* Becker, Howard (1953). "Becoming a Marihuana User." <i>The American Journal of Sociology</i> 59:235-42.</p> <p>* Matsueda, Roos & Karen Heimer (1987). "Race, Family Structure, and Delinquency: A Test of Differential Association and Social Control Theories." <i>American Sociological Review</i> 52: 826-40.</p>
7	Oct. 20, 22	Midterm Exam (October 20); Introduction to sexual deviance: "Normal" sexuality	

¹ **Note:** Dates and topics are **tentative**; we may move more quickly or more slowly depending on class circumstances and may also add or skip some topics accordingly. Any changes will be announced in class.

Week	Dates	Topic	Readings
8	Oct. 27, 29	Sexual deviance I: pornography and sex work	<p>* New York Times Debate (2012). "Should Pornography Come Out of the Closet?"</p> <p>* Sweet, Nova and Richard Tewksbury (2000). "What's a Nice Girl Like You Doing in a Place Like This?": Pathways to a Career in Stripping." <i>Sociological Spectrum</i> 20:325-43.</p> <p>* Sherman Heyl, Barbara (1977). "The Madam as Teacher: The Training of House Prostitutes." <i>Social Problems</i> 24:545-55.</p> <p>* Farley, Melissa et al. (2004). "Prostitution and Trafficking in Nine Countries." <i>Journal of Trauma Practice</i> 3:33-74.</p>
9	Nov. 3, 5	Sexual deviance II: Pedophilia and incest	<p>* Holt, Thomas, Kristie Blevins and Natasha Burkert (2010). "Considering the Pedophile Subculture Online." <i>Sexual Abuse</i> 22:3-24.</p> <p>* Jay_h (1997). "The Boylove Manifesto." Available at: http://en.boypwiki.org/wiki/Text_of_the_Boylove_Manifesto_(English)</p> <p>* Turner, Ashley (2008). "Incest, Inbreeding, and Intrafamilial Conflict: Analyzing the Boundaries of Sexual Permissiveness in Modern North America." <i>Sexuality & Culture</i> 12:38-44.</p> <p>* Shor, Eran and Dalit Simchai. (2009). "Incest Avoidance, the Incest Taboo, and Social Cohesion: Revisiting Westermarck and the Case of the Israeli Kibbutzim." <i>American Journal of Sociology</i> 114:1803-1842</p>
10	Nov. 10, 12	Sexual deviance III: Sexual and gender minorities	<p>* Rich, Adrienne (1980). "Compulsory Heterosexuality and Lesbian Existence." <i>Signs: Journal of Women in Culture and Society</i> 5:631-60.</p> <p>* Humphreys, Laud (1970). <i>Tearoom Trade: Impersonal Sex in Public Places</i>. Piscataway, NJ: Aldine Transaction.</p> <p>* Stone, Amy (2009). "More than Adding a T: American Lesbian and Gay Activists' Attitudes towards Transgender Inclusion." <i>Sexualities</i> 12:334-54.</p>
11	Nov. 17, 19	Mental disorders: The social construction of mental illness	<p>* Szasz, Thomas (1960). "The Myth of Mental Illness." <i>The American Anthropologist</i> 15:113-118.</p> <p>* Rosenhan, David (1973). "On Being Sane in Insane Places." <i>Science</i> 179:250-58.</p> <p>* Pescosolido, Bernice. 2013. "The Public Stigma of Mental Illness: What Do We Think; What Do We Know; What Can We Prove?" <i>Journal of Health and Social Behavior</i> 54:1-21.</p> <p>* Johnston, Josephine & Carl Elliott (2002). "Healthy limb amputation: ethical and legal aspects." <i>Clinical Medicine</i> 2:431-35.</p>
12	Nov. 24, 26	Substance abuse I: Managing the drug and the stigma	<p>* Link, Bruce et al. (1997). "On Stigma and Its Consequences: Evidence from a Longitudinal Study of Men with Dual Diagnoses of Mental Illness and Substance Abuse." <i>Journal of Health and Social Behavior</i> 38:177-90.</p> <p>* Jackson-Jacobs, Curtis (2004). "Hard Drugs in a Soft Context: Managing Trouble and Crack Use on a College Campus." <i>The Sociological Quarterly</i>. 45:835-56.</p> <p>* Baker, Phyllis & Amy Carson (1999). "I Take Care of My Kids": Mothering Practices of Substance-Abusing Women." <i>Gender & Society</i> 13:347-63.</p>
13	Dec, 1, 3	Substance abuse II: Should drugs be legalized? Punishment	<p>* Bellis, Mark, Karen Hughes, and Helen Lowey (2002). "Healthy Nightclubs and Recreational Substance Use: From a Harm Minimization to a Healthy Setting Approach." <i>Addictive Behaviors</i> 27:1025-1035.</p> <p>* Hughes, Caitlin and Alex Stevens (2010). "What Can We Learn from the Portuguese Decriminalization of Illicit Drugs?" <i>British Journal of Criminology</i> 50:999-1022.</p> <p>* Gourley, Michelle (2004). "A Subcultural Study of Recreational Ecstasy Use." <i>Journal of Sociology</i> 40:59-73.</p>