CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: CAS/GRS Sociology

DATE SUBMITTED: Sept 1 2016

CAS   GRS

COURSE NUMBER: SO 459/859

COURSE TITLE: Deviance and Social Control (revision of CAS SO 559)

INSTRUCTOR(S): Dr. Jessica Simes

TO BE FIRST OFFERED: Sem./Year: _Fall_ / 2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

D | V | I | A | N | C | E | & | S | O | C | T | R | L

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

This seminar explores sociological explanations for why and how certain attributes and behaviors are defined as deviant, the consequences of deviant labels, and how rules and sanctions are created and enforced.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

   Junior or senior standing and at least two previous sociology courses; or consent of instructor.

2. Explain the need for these prerequisites:

   Students without a proper foundation in sociology will not succeed in this course.

CREDITS: (check one)
☐ Half course: 2 credits  ☐ Variable: Please describe.
☐ Full course: 4 credits  ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This course meets both credentials for 4 credits explained above. The course will meet for 2 hours and 45 minutes (total of 165 minutes) each week and will require at least 12 hours/week of student effort to succeed.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☐ No.
☐ Yes. If yes, please indicate which division ____________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☐ Once a year, fall  ☐ Once a year, spring  ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

This course is being created to re-number the current SO 559 seminar. As SO 559 is not significantly different in course load from our 400 level offerings, its advanced numbering is misleading and is often the cause for nervous undergraduate questions about why the course is labeled at the 500-level. Further, without a graduate section similar to those offered by our current piggyback 400/800 level course, the course loses out on those potentially interested graduate students who never see it in GRS course listings.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

This course will enroll 15 undergraduate and 5 graduate students in all of its offerings for the foreseeable future.
CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   ○ No.
   Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

   Aside from SO 559, there are no other offerings that we know of that significantly overlap the content of this course.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

n/a

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

This course will be placed in the usual rotation of course offerings in place of SO 559.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No new budgetary costs.
EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Hannah Walters, Undergraduate Program Coordinator

DEPARTMENT CONTACT EMAIL AND PHONE: HWALTERS@BU.EDU; 617-353-2597

DEPARTMENT APPROVAL: _______________________________  9-1-16
               Department Chair  Date

_________________________  __________________________
Other Department Chair(s) (for cross-listed courses)  Date
DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date: ______________________
☐ Tabled Date: ______________________
☐ Not Approved Date: ______________________

Divisional Studies Credit:

☐ Endorsed
  ☐ HU
  ☐ MCS
  ☐ NS
  ☐ SS

☐ Not endorsed

______________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ______________________

______________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ______________________

☐ Approved ☐ Not Approved

______________________________
Curriculum Administrator Signature and Date

Comments:
Course Description

This seminar explores sociological explanations for why and how certain attributes and behaviors are defined as deviant, the consequences of deviant labels, and how rules and sanctions are created and enforced. A sociology of deviance is a sociology of rule or norm breaking behavior; a sociology of social control examines how we prevent, sanction or punish people from breaking rules or norms. We will explore how institutions that respond to deviant behavior or attributes are linked to social marginality and vulnerability. By considering these concepts, this seminar ultimately explores how these arrangements reflect how society is organized. Key themes for the course include criminal deviance, sexual and body deviance, poverty, substance use, mental illness, and historic shifts in regimes of punishment, policing, and institutions of social welfare.

The first part of the course examines core theories of deviance, with an emphasis on the social construction of deviance. We then discuss methodologies in deviance studies. Then, we turn to a variety of case studies that examine the deviance-social control relationship. In a research project, students will select from a wide range of research topics from behaviors and conditions perceived as deviant (e.g., criminal violence, mental illness, homelessness) to methods of control (e.g., legal sanction, medical treatment, social exclusion).

Course Objectives

- To understand how deviance is defined and produced
- To gain a working knowledge of the key sociological theories of deviance and social control
- To apply conceptual tools of these theories to selected case studies
- To critically evaluate institutional responses to deviance and control
Required Texts

There are two required texts, both available for purchase at the BU Bookstore. The full text of Culture of Control is available online through the BU Library.

- Supplemental readings available on the course Blackboard.

Course Assignments

There are four components to the course: participation, an exam, two critical essays, and a final research paper. Aside from the in-class midterm exam, all assignments must be uploaded to the course Blackboard by the given deadline. Your final grade will be determined from these assignments as follows:

- **20%** Participation
- **20%** Exam
- **20%** Critical Essays (2)
- **40%** Final Paper

*Participation.* This course is taught in seminar format. Therefore, active and informed participation is considered a major requirement of the course (overall, participation counts for one-fifth of your grade). Serious participation that reflects a familiarity and understanding of the readings and thoughtful consideration of the lecture presentations and your fellow students’ remarks will be graded highly. Little or no participation or attempts to dominate the discussion will not reflect well on your grade.

*Note:* 859 students must read the recommended readings to receive full credit for participation.

Attendance (and arriving promptly at 9:30am) is a significant part of your participation grade. Students are expected to attend each class session unless they have a valid reason (i.e. emergency or medical condition) for being absent. If you are unable to attend class or participate in an exam due to religious observance, please notify me in advance so I may provide you the opportunity to make up the assignment/exam you will miss. If you miss class, you are responsible for obtaining missed lecture notes and handouts from a fellow classmate.

*Exam.* There will be one in-class exam during the semester. This midterm will cover material from the first half of the semester and will consist of short answer and essay questions. Except
for a documented medical emergency or religious observance, under no circumstances can you make up the exam.

- **Note:** Both 459 and 859 students are required to take the exam

**Critical Essays.** After the exam, the course will delve into case studies. During this portion of the course, you are to write two critical essays on case studies of your choosing, each worth 10% of your grade. In a critical essay you should accomplish three goals: (1) summarize the main points, (2) relate the readings to theories of deviance and social control, (3) offer a critical reflection of the assumptions, concepts, and analyses presented in the readings. Essays may highlight issues of controversy and suggest resolution. When relevant, you may pull in current events or media that relate to your essay, but this should not be in place of the three goals stated above. The critical essay should be 4-5 pages in length, double-spaced, 12 point font and must be uploaded to Blackboard by 5pm the Tuesday before the class in which we will discuss the case study.

- **Note:** 859 students are required to incorporate the recommended readings into their critical essays.

**Final Paper.** The final paper will be the culmination of your knowledge of key theories and an opportunity to demonstrate your ability to apply conceptual tools and present a critical evaluation of a concept presented in our course. For all final papers, you are expected to demonstrate mastery of the deviance concept or topic you have chosen, show extensive gathering of primary and secondary data sources, and present new findings (where appropriate). While this course and case studies focus primarily on the United States, students may choose to explore cross-national or non-U.S. contexts. The idea is to design a final paper that will be meaningful to you and your interests, or your academic and career goals. Our last class meeting will be dedicated to short presentations of your initial findings and work, to be held on the last class meeting. The final paper requirements are different for 459 and 859 students:

**459 Final Paper.** For the final paper, there are two options:

- **History of Deviant Concept.** Examine the treatment of a deviant behavior or attribute across time. How did this behavior become defined, sanctioned, and how did it evolve? Use examples from newspaper articles, editorials, scholarly journals, periodicals from different disciplines (i.e. psychology, medicine, public health, criminology, etc.) to examine the treatment of the concept in historical context.

- **Original Research.** Conduct research using sociological methods (i.e. ethnography, fieldwork, surveys, interviews, quantitative analysis, etc.) on a topic of your choosing. In this paper, you will collect and analyze data relating to deviance and social control.

459 final papers must be 15-20 pages in length, double-spaced, and written in 12 point font. **You must provide a short paragraph by the third class meeting** describing the topic you have chosen and which final paper you plan to write.
859 Final Paper. For the final paper, there are two options:

- **Original Research Paper.** Conduct research using sociological methods (i.e. ethnography, fieldwork, historical/comparative analysis, surveys, interviews, quantitative analysis, etc.) on a topic of your choosing. In this article-style paper, you will collect and analyze data relating to deviance and social control. Note that, if you are interested in developing a final paper for publication that directly involves contact or observation with respondents, you may wish to consider seeking consult from the Boston University Institutional Review Board for research using human subjects. Students may also consider a service-learning component to this paper option.

- **Research Proposal.** Prepare a formal proposal for research on a topic in deviance and social control. Describe in detail the project you intend to pursue, outlining the sociological significance, current state of the literature, and the plan for research. The plan for research must include the proposed research methods and sources of data, a timeline, and resources needed to conduct the research. You should conclude with a brief discussion of expected findings. If appropriate, this option could be framed as a draft dissertation prospectus.

859 final papers must be 25-30 pages in length, double-spaced, and written in 12 point font. **You must provide a short paragraph by the third class meeting** describing the topic you have chosen and which final paper you plan to write.

**The final paper is due DAY, MONTH DATE at XXpm.** Except for a documented medical emergency, no late final papers will be accepted.

### Course Policies and Expectations

#### Grading

The course will follow the Boston University grading system, detailed below:

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<th>Honor Points</th>
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<th>Explanation</th>
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<td>0–60</td>
<td>Fail, no credit</td>
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Collaboration and Academic Conduct

I strongly encourage students to work together and discuss ideas. A strong intellectual environment is one that fosters interaction and the open exchange of ideas. However, for all assignments, you must develop your own answers by reviewing course materials, lecture notes, and readings. You may talk with your fellow students when discussing the readings or lectures and you should feel free to test out your preliminary ideas. But your written submission must be entirely your own—conceptually and in your own words. Do not share your outlines or text with others. Bear in mind that excessive similarities between students are easily discerned and will be noted. Do not turn in someone else’s work—in part, or in full—as your own. For 459 students, please refer to the Boston University Academic Conduct Code for more information on undergraduate academic policies. For 859 students, please refer to the Boston University GRS Academic Conduct Code.

Accessibility

Any student who needs accommodations for this course due to a documented disability should contact me privately and present a letter of accommodation as soon as possible. Please contact the Boston University Office of Disability Services to coordinate reasonable accommodations for a documented disability.

Expectations

Out of respect for the professor, your fellow students, and the guidelines of the university, phone use is strictly prohibited during class meetings, and laptop use is limited to course-related work. I reserve the right to also ban tablets and laptops if you are not adhering to this rule. Your participation grade will be penalized if you are seen texting or using your personal electronics for non-course purposes.

Office hours are held on Thursdays, 1:00pm – 2:00pm in Room 259, 96 Cummington Mall. If you let me know you are coming by ahead of time, it helps me to be better prepared to answer your questions, but you can always just drop by. If you cannot make this time, please contact me to set up an appointment.

You should expect me to be engaged, available, and helpful. I am here to offer my guidance and advice—whether in class or during office hours. I will make every effort to be easy to get in touch with. As a general rule, please give me a 48-hour courtesy in replying to your e-mails during the school week. If you e-mail me after 5pm Friday, I may not be able to get back to you until Monday morning.

I will post any lecture notes or slides to Blackboard, which should be used as a resource for your assignments. I will also post resources that may be useful such as articles, data sources, and advice on writing social science research papers.
Schedule

*Note: Complete the readings before the date that they are assigned. “A&A” refers to the course textbook, Constructions of Deviance.

PART 1. THEORIES OF DEVIANCE AND SOCIAL CONTROL

Week 1, 09/08: What is Deviance?
- “Who’s Afraid of Gender-Neutral Bathrooms?” Suk Gersen (Blackboard)
- “General Introduction” (A&A)
- “On the Sociology of Deviance,” Erikson (Ch 1 A&A)
- “Applying an Integrated Typology of Deviance to Middle-Class Norms,” Heckert and Heckert (Ch. 2 A&A)

Recommended Readings:

Week 2, 09/15: Functionalism, Natural Law, and Structural Theories of Deviance
- “Functionalism: The Normal and the Pathological,” Durkheim (Ch. 6 A&A)
- “Natural Law and the Sociology of Deviance,” Hendershott (Ch. 4 A&A)
- “Social Structure and Anomie,” Merton (Ch. 7 A&A)

Recommended Readings:
- The Division of Labor in Society, Book III: The Abnormal Forms, Durkheim (Blackboard)

Week 3, 09/22: Labeling, Learning, and Control Theories of Deviance
- “Relativism: Labeling Theory,” Becker (Ch. 3 A&A)
- “Blowing Smoke: Status Politics and the Smoking Ban,” Tuggle and Holmes (Ch. 16 A&A)
- “Control Theory,” Hirschi (Ch. 9 A&A)
- “The Devil Made Me Do It: Use of Neutralizations by Shoplifters,” Cromwell and Thurman (Ch. 28 A&A)
- “Differential Association,” Sutherland and Cressey (Ch. 8 A&A)

Recommended Readings:
- Outsiders, Becker (Blackboard)

**RESEARCH PROPOSALS DUE**
Week 4, 09/29: Conflict and Feminist Theories of Deviance

- “Social Power: Conflict Theory of Crime,” Quinney (Ch. 5 A&A)
- “Feminist Theory,” Chesney-Lind (Ch. 10 A&A)
- *Discipline and Punish*, p. 3–31, 73–103, 195–231, Foucault (Blackboard)

Recommended Readings:

- “Atheists As ‘Other’: Moral Boundaries and Cultural Membership in American Society,” *American Sociological Review*, Edgell, Gerteis, Hartmann (Blackboard)

Week 5, 10/06: Studying Deviance and Theory Review

- “Child Abuse Reporting,” Besharov and Laumann-Billings (Ch. 12 A&A)
- “Survey of Sexual Behavior of Americans,” Laumann et al. (Ch. 13 A&A)
- “Researching Dealers and Smugglers,” Adler (Ch. 14 A&A)
- “Convicted Rapists’ Vocabulary of Motive,” Scully and Marolla (Ch. 27 A&A)
- “Gender and Victimization Risk among Young Women in Gangs,” Miller (Ch. 37 A&A)

Recommended Readings:

- *Bad Blood: The Tuskegee Syphilis Experiment*, Chapter 1, Jones (Blackboard)

Week 6, 10/13: Midterm Exam (in class)

Part 2. Case Studies of Deviance and Social Control

Week 7, 10/20: Mass Incarceration

- *The Culture of Control* (Ch. 1–4 Garland)
- *The Growth in Incarceration in the United States*, Ch. 9–11 (Blackboard)

Recommended Readings:

- *The New Jim Crow*, Alexander (Blackboard)

Week 8, 10/27: Race, Criminal Violence, and Policing

- *The Culture of Control* (Chap. 7–8 Garland)
- *The Condemnation of Blackness*, Muhammad, Introduction, Ch. 1–2 (Blackboard)
- *Punished: Policing the Lives of Black and Latino Boys*, Rios, Ch. 1–3 (Blackboard)
- “The Science of Justice: Race, Arrests, and Police Use of Force,” Center for Policing Equity (Blackboard)

Recommended Readings:

- *Down, Out and Under Arrest: Policing and Everyday Life in Skid Row*, Stuart (Blackboard)
Week 9, 11/03:  Substance Use, Moral Panics, Rule-Making

- Watch Frontline Documentary *Chasing Heroin* (Link on Blackboard)
- “Constructing Deviance” (Part IV, p. 149–158 A&A)
- “The Social Construction of Drug Scares,” Reinarman (Ch. 15 A&A)
- “Drug Use and Disordered Eating Among College Women,” Sirles (Ch. 34 A&A)

Recommended Readings:

- *Righteous Dopefiend*, Bourgois and Schonberg (Blackboard)
- *When a Heart Turns Rock Solid*, Black (Blackboard)

Week 10, 11/10:  Homelessness and Poverty as Deviance

- *Evicted*, Prologue, Ch. 1, 6–9, 17–18, 24, Epilogue, Desmond (Blackboard)
- *Banished: The New Social Control in Urban America*, Introduction, Ch. 1, Beckett and Herbert (Blackboard)
- “Fitting In and Fighting Back: Homeless Kids’ Stigma Management Strategies,” Roschelle and Kaufman (Ch. 32 A&A)

Recommended Readings:

- *Punishing the Poor*, Wacquant (Blackboard)

Week 11, 11/17:  Heteronormativity and the Politics of Gender Deviance

- “The Paradox of the Bisexual Identity,” Weinberg, Williams, and Pryor (Ch. 24 A&A)
- *Transgender History*, Ch. 1–3, Stryker (Available online via BU Library)
- “Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System,” Westbrook and Schilt (Blackboard)
- “‘A Rose is a Rose’: On Producing Legal Gender Classifications,” Meadow (Blackboard)

Recommended Readings:

- “I Don’t Like Passing as a Straight Woman’: Queer Negotiations of Identity and Social Group Membership,” *American Journal of Sociology*, Pfeffer (Blackboard)

Week 12, 11/24:  Thanksgiving Break
Week 13, 12/01: Mental Illness, Stigma, and the Asylum

- *Stigma*, Ch. 1 & 5, Goffman ([Blackboard](#))
- *Conscience and Convenience: The Asylum and Its Alternatives in Progressive America*, Ch. 9–10, Rothman ([Blackboard](#))
- “Anorexia and Bulimia” (Ch. 25 A&A)
- “Obstacles to Exiting Emotional Disorder Identities” (Ch. 49 A&A)

**Recommended Readings:**

- “Geneticization of Deviant Behavior and Consequences for Stigma: The Case of Mental Illness,” Phelan ([Blackboard](#))

Week 14, 12/08: Student Presentations of Research Projects

**FINAL PAPER DUE on DATE at TIME**