

Sociology of Deviance and Social Control
SYA7933/CCJ5934
Spring 2023
Dr. Marian J. Borg

Course Meetings: Wednesdays, 2:00-5:00 Little, Room 125
Office: 3364 Turlington
Office Hours: Thursdays (zoom) and Fridays, Noon-1:30 and by appointment
e-mail: mborg@ufl.edu

Seminar Description:

In this seminar, we will examine some of the major sociological approaches to studying deviance and social control. In addition to examining theoretical and empirical explanations of deviant behavior, our conversations will encourage you to think about social control as a dependent variable. That is, to examine social control as a process that itself is influenced by social variables such as cultural diversity, inequality, organizational capacity, mobility, and social integration. Toward this end, we will examine theories of both deviance and social control and evaluate empirical applications of these theories in a variety of social settings (for example, the workplace, families, the neighborhood, schools, the courts); employing different units of analysis (individuals, groups, organizations, conflicts/deviant acts themselves); and using a variety of empirical approaches (i.e., using both quantitative and qualitative analytical techniques).

Besides providing a strong theoretical foundation for research you may pursue in the future, the seminar is designed to also foster your professionalization skills. During the course of the semester, we will have two in-class “workshops,” one devoted to teaching and the other to publication. Our discussion time in other meetings will not only include critiquing and applying the theoretical perspectives we study, but also thinking through and teasing out some of the implications of those theories for public policy. While some of you plan academic careers centered on research, others may be working towards a career focused on teaching, and some will establish careers in governmental, NGO or private organizations where your work will involve policy development. Our seminar discussions will hopefully allow you to develop skills relevant and valuable to each of these arenas.

Seminar Objectives:

With these broad goals in mind, our seminar is organized to accomplish the following specific objectives:

1. Compare and contrast major sociological theories that examine deviant behavior and social control, including their conceptual frameworks, analytic approaches and empirical support;
2. Build your own portfolio of empirical information on a topic related to deviance or social control;
3. Develop your teaching portfolios by examining the pedagogical literature and engaging in conversations about teaching philosophies and techniques;
4. Construct a research proposal OR an undergraduate course syllabus on a topic related to deviance or social control;
5. Illustrate the links between theory and research and practice grounding your own empirical work within a theoretical framework.

Seminar Materials:

The seminar reading material consists primarily of readings that I will make available on our course website (on Canvas) and/or via Google Scholar or Library West. In addition, there are two required books for the course. The first (below) is required of everyone, and the second is one that you will choose from the list below (or another that we agree upon).

Black, Donald. 1976. *The Behavior of Law*. Orlando: Academic Press.

One of these books (or another we agree upon):

- *No Way Out: Precarious Living in the Shadow of Poverty and Drug Dealing*, Waverly Duck
- *The Other Wes Moore: One Name, Two Fates*, Wes Moore
- *On the Run: Fugitive Life in an American City*, Alice Goffman
- *Code of the Streets: Decency, Violence and the Moral Life of the Inner City*, Elijah Anderson
- *Code of the Suburb: Inside the World of Young Middle-Class Drug Dealers*, Scott Jacques and Richard Wright
- *The Moral Order of a Suburb*, M.P. Baumgartner
- *The Other Jim Crow: Mass Incarceration in the Age of Colorblindness*, Michelle Alexander
- *Ghettoside: A True Story of Murder in America*, Jill Leovy
- *Street Justice: Retaliation in the Criminal Underworld*, Jacobs Bruce A. and Richard Wright
- *Stigma: Notes on the Management of Spoiled Identity*, Erving Goffman
- *Outsiders: Studies in the Sociology of Deviance*, Howard S. Becker
- *Moral Time*, Donald Black

Seminar Requirements:

Your grade in the course will be based on several required components.

1. Research Portfolio (150 points—15 points for each item)

At the beginning of the semester, you will select a topic related to deviance or social control to examine in-depth and then, over the course of the semester, compile a portfolio of empirical items related to it. The portfolio will consist of a minimum of 10 items, 5 of which must be peer-reviewed journal articles focused on research related to your chosen topic of interest. The other 5 items may be from sources of your choice—perhaps a data set that includes variables allowing you to “test” hypotheses related to your topic; TedTalks or documentaries you might include in an undergraduate course on the topic; a written review of the book you will present during the semester; other journal articles; etc. For each of the items, you will provide a 1-2 page discussion, the particular substance of which will depend on the nature of the item. More specifics on this in class.

2. Class Participation (50 points total)

Over the course of the semester, each of you will lead our discussions of the seminar readings for the week. The others will be expected to participate. Each week (unless you are the discussion leader), you will be asked to submit your reactions to the readings (see below for specifics). These reactions will be expected no later than **Wednesday at Noon** so that the discussion leader can compile them and be ready to lead the seminar on Thursday afternoon.

- 1) Discussion leader (15 points)
 - a. Responsible for compiling responses and leading seminar discussion
- 2) Discussion contributions (10 points)
 - a. 2-3 specific things (from at least 2 readings) you learned that you didn't know before;
 - b. 2 questions you had related to theory, method, outcome, etc.
 - c. 2 ideas for future research related to at least 2 of the readings;
 - d. 1 limitation, weakness or criticism and 1 strength, contribution of each reading

3. Book Review (50 points)

Over the course of the semester, you will read one book chosen from the list provided in the syllabus or an alternative selection that we have discussed in advance. The goal here is for you to read more on a topic related to deviance or social control that interests you and to think about how the book relates to the theories and other material we have discussed in the seminar. One seminar day will be devoted exclusively to presentations of each person's book to our class (so roughly 20-25 minutes each). We will discuss more specifics as to what your presentation should include. *If you wish*, you may also include a formal, written "book review" as one of the items in your semester portfolio.

4. Teaching Workshop Assignment (50 points)

One of our seminar meetings will be devoted to a "teaching workshop," designed to help you develop your teaching portfolio. Our activities will be aimed at engaging you in general conversations about teaching philosophies, styles, experiences, advice, etc., as well as encouraging you to develop specific components of a course you might teach, either on deviance or social control in general, or on a specific topic related to deviance or social control (i.e., a course on *The Sociology of Homicide*, *The Sociology of Law*, *Restorative Justice*, etc.).

Your assignments for this workshop will include:

- 1) conducting an interview with one of our department faculty on their own teaching experiences, philosophies, etc. (we will develop the questions in class and discuss this in more detail);
- 2) sharing the results of your interview in a short reflection paper posted on Canvas and then in discussion during our seminar meeting;
- 3) familiarizing yourself with various resources for developing appropriate and innovative semester assignments for your "course" and sharing these with the rest of us (more specifics on this in class). *If you wish*, you may develop one of these assignments more fully and include it as one of the items in your semester portfolio.

5. Publishing Workshop Assignment (50 points)

One of our seminar meetings will be devoted to a “publishing workshop,” designed to acquaint you with the process of publishing in social science journals in our field. My goal with this activity is for you to learn more about various stages in the process of publication—from coming up with and developing ideas for publication, through the writing, submission and revision processes. Obviously, doing justice to each of these areas requires much more time than one seminar meeting, but my goal is that you will at least have a more concrete understanding of some of the steps involved in getting a manuscript accepted for publication, be aware of some of the pitfalls to avoid in the process, and benefit from the experiences of myself and other faculty.

Toward this end, your main assignment for the workshop will be to conduct an interview with one faculty member in our department focused on their own publication experiences, especially as graduate students, and then share the results of your interaction in a short reflection paper posted on Canvas and in discussion with us in seminar. We will develop questions in class for these interviews and discuss the assignment in more detail.

6. Qualifying Exam Question (50 points)

To contribute to your preparation for qualifying exams, you will be asked to respond to one exam question from a list of question choices I will provide. The experience will hopefully provide you with a better sense of what these questions “look like,” what is expected of you in terms of a response, and what the actual process of preparing and writing a response to these questions is like. One of our seminar meeting times will be scheduled for the exam question; we will not meet on that day, and you may elect to use that time (or another) to actually write all or part of your response. Your response will be due at the following week’s scheduled meeting time (see the seminar schedule for specific dates).

7. A final research proposal OR a course syllabus (100 points)

The final assignment for the seminar asks you to complete EITHER a research proposal OR a detailed course syllabus on the topic of deviance or social control upon which your semester portfolio is based. You will use the items in your portfolio to develop the proposal or the syllabus. Some of these items will require little additional work besides accumulating and organizing them appropriately (i.e., your summaries of peer-reviewed research articles will form the basis of your literature review if you choose to submit a research proposal; the teaching assignment you constructed will form the basis for the assignment in your course syllabus). Obviously, the sooner you decide on your “focus topic” and which of these two products you will produce at the end of the semester, the more effectively you can use your portfolio-development time to select the most appropriate individual items to include.

I will distribute more detailed criteria for each of the options (i.e., what the components of the research proposal should be and what the components of a course syllabus should include) in class. Your initial tasks will be to

1) (very soon) decide on a topic around which to construct your semester portfolio; and then

2) (as quickly as possible) decide whether your end product will be a research proposal or a course syllabus.

Attendance:

I expect everyone to attend and participate actively in each seminar meeting. Because part of your grade is based on class participation, excessive and/or unexcused absences could adversely affect your course grade. You are allowed one absence over the course of the seminar, no questions asked. After that, additional absences will adversely affect your grade at my discretion.

Reading Assignments/Seminar Schedule:

Attached is the proposed schedule of topics, reading material, and due dates for various assignments for the semester (subject to some change as necessary). Since this is a seminar, I expect that you will have completed and thought about the assigned readings before our meeting time each week, and that you have contributed your written reflections to Canvas for the discussion leaders to compile and present during seminar. Besides clearly understanding the content of each reading, you should be able to critically assess its strengths and weaknesses, identify its significance and/or unique contribution to the field, and apply it to the general seminar topic for that week. Everyone should be prepared to participate in a discussion of each reading, unless otherwise assigned. The quality of our meetings will depend on everyone’s preparation and involvement.

Grading Breakdown:

Final grades will be determined from the assignments outlined above, according to the following structure:

Semester portfolio (15 points each item)	150 points
Discussion leader points	15 points
Discussion participant points	10 points
Book Presentation	50 points
Teaching Workshop	50 points
Publication Workshop	50 points
Qualifying Exam Question	50 points
Research or Teaching Presentation	25 points
Research Proposal or Course Syllabus	100 points
Total possible points	500 points

Points Earned	Percent	Grade	Corresponding Grade Points
461-500	93-100%	A	4.00
450-460	90-92%	A-	3.67
435-449	87-89%	B+	3.33
400-434	80-86%	B	3.00

385-399	77-79%	C+	2.33
350-384	70-76%	C	2.00
335-349	67-69%	D+	1.33
300-334	60-66%	D	1.00
0-299	Below 60%	E	0.00

Students Requiring Accommodations:

“Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.”

Additional Emergency Contact Information:

The Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575;
The University Police Department: 392-1111 or 9-1-1 for emergencies.

Course Evaluations:

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.”

Academic Honesty:

“UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.”

Seminar Schedule (subject to some change):

Week 1. January 11:

- a. Topics:**
 - 1) Introduction to the seminar
 - 2) Discussion of requirements
- b. Next time:**
 - 1) Think about your topic
 - 2) Find and read/browse 2 peer-reviewed journal articles related to your topic and bring to seminar next week
 - 3) Make your book selection
 - 4) Set up your teaching interview

Week 2. January 18:

- a. Topics:**
 - 1) Perspectives on Deviance and Social Control
 - 2) Critiquing Theory
- b. Required readings:**
 - 1) Akers, Chapter 1
 - 2) Deflem, et al., Chapters 1, 2 and 4
- c. Agenda:**
 - 1) **Discuss readings (please submit your comments on Canvas by Wednesday at Noon)**
 - 2) Review your articles and identify perspectives
 - 3) Discuss chosen topics and books

Week 3. January 25:

- a. Topic: Perspectives on Social Control as Conflict Management**
 - 1) Range of Variation: Forms and Styles of Social Control
 - 2) Range of Variation: Quantity of Social Control
- b. Required Readings:**
 - 1) Black, Donald. 1984. "Social control as a dependent variable." Pages 1-36 in *Toward a General Theory of Social Control, Volume 1: Fundamentals*. Edited by Donald Black. Orlando: Academic Press.
 - 2) Black, Donald. 1993. "The elementary forms of conflict management." Pages 74-94 in *The Social Structure of Right and Wrong*, edited by Donald Black. New York: Academic Press.
 - 3) Horwitz, Allan V. 1990. Chapters 2-5 (pp. 19-95) in *The Logic of Social Control*. New York: Plenum Press (split/choose one).
 - 4) **Choose one:**
 - a. Baumgartner, M.P. 1992. "War and peace in early childhood." *Virginia review of sociology*, 1-38.
 - b. Baumgartner, M.P. 1984. "Social Control in Suburbia." *Toward a General Theory of Social Control, Volume 2 (1984)*: 79-103.
 - c. Manning, Jason. 2012. "Suicide as social control." *Sociological Forum* 27:207-227.
 - d. Cooney, M. 2014. "Death by family: Honor violence as punishment." *Punishment & Society* 16:406-427.

- e. Cooney, M. 1998. "The dark side of community." *Sociological Focus* 31: 135-153
- f. Campbell, Bradley. 2009. "Genocide as social control." *Sociological Theory* 27:150-172.
- g. Cooney, Mark and Scott Phillips. 2013. "With God on one's side: The social geometry of death row apologies." *Sociological Forum* 28:159-178.
- h. Borg, Marian J. 1998. "The effect of vicarious homicide victimization on support for capital punishment: A test of Black's theory of law." *Criminology* 36:537-568.
- i. Senechal de la Roche, Roberta. 1996. "Collective violence as social control." *Sociological Forum* 11:97-128.
- j. Black, Donald. 2004. "The geometry of terrorism." *Sociological Theory* 22:14-25.

c. Agenda:

- 1) Discuss readings
- 2) Conceptualization exercise
- 3) Group work: conceptualizing your topic as social control

d. For Next Time:

Find 2 research articles that examine some aspect of your topic from the perspective of strain or general strain theory; read and be ready to discuss in class next week.

Week 4. February 1

a. Topic: Theories of Deviance: Strain and General Strain Theory

b. Required Readings:

- 1) Kubrin, et al., Chapter 5, 107-136, Anomie and Strain Theories
- 2) Find and read 2 additional research articles on Strain or GST related to your topic
 - i. post your articles on-line for others to browse;
 - ii. one or both of these could be included in your portfolio if you decide to write them up in a precis.

c. Agenda:

- 1) Discussion leaders:
 - i. discuss/summarize comments;
 - ii. present a critique of GST (or Strain Theory) according to Akers' criteria;
 - iii. conceptualize your topic using GST; discuss the journal articles you read
 - iv. other?
- 2) Discuss questions/assignment for Teaching Workshop.

Week 5. February 8

a. Topic: Teaching Workshop

b. Required Readings:

- 1) Bring one article from *Teaching Sociology* to share in class

c. Agenda:

- 1) Discuss the results of your faculty interviews
- 2) Discuss a possible assignment from *TS* for your course
- 3) Share your reflections

d. Assignment due:

- 1) Reflection paper

Week 6. February 15

- a. **Topic: Theories of Deviance: Social Learning, Social Bond, Life Course**
- b. **Required Readings:**
 - 1) Kubrin, Chapters 6 and 7, 167-186
 - 2) Laub, John H., and Robert J. Sampson. 2006. *Shared Beginnings, Divergent Lives: Delinquent Boys to Age 70*, Chapters 6, 7, and 8 (**choose one chapter**)
 - 3) Find and read 1 additional article on either SB, SL or Life Course Development related to your topic
 - i. post on-line for others to browse;
 - ii. this could be included in your portfolio if you decide to write it up in a precis.
- c. **Agenda:**
 - 1) Discussion leaders:
 - i. discuss/summarize class comments;
 - ii. present critique of SB/SL according to Akers' criteria;
 - iii. conceptualize your topic using either SL or SB; discuss the journal article you read
 - iv. other?
- d. **Update:** progress on your portfolio and research proposal or course syllabus
- e. **Next time:** "Implications" discussion: research a program that is suggested by Black's theory of self-help or one of the other theories we have discussed; more details TBA.

Week 7. February 22

- a. **Topic: Self Help as Social Control**
- b. **Required Readings:**
 - 1) Borg, Marian J. 1999. "Using violence as social control: Applying a theory of conflict management to juvenile disputes." *Journal of Law and Public Policy* 10:313-339.
 - 2) Phillips, Scott. 2003. "The Social Structure of Vengeance." *Criminology* 41:673-708.
 - 3) Cooney, Mark and Scott Phillips. 2005. "Aiding peace, abetting violence: Third Parties and the management of conflict." *American Sociological Review* 70:334-35.
- c. **Agenda:**
 - 1) Discussion leaders:
 - i. discuss/summarize class comments;
 - ii. other
 - 2) "Implications" exercise—discuss one program suggested by Black's theory or one of the others we have covered.

Week 8. February 1:

- a. **Topic: Book Club**
- b. **Agenda:** book review presentations

Week 9. March 8

a. Topic: Theories of Deviance: Labeling, Shaming, Mediation, Restorative Justice

b. Required Readings:

- 1) Kubrin, et al., Chapter 8, 198-218
- 2) Pager, Devah. 2003. "The mark of a criminal record." *AJS*, 108:937-975.
- 3) Umbreit, Mark and Vos. 2000. "Homicide survivors meet the offender prior to execution: Restorative justice through dialogue." *Homicide Studies* 4:63-87
- 4) Radelet, Michael L. and Marian J. Borg. 2000. "Comment on Umbreit and Vos: Retributive vs. Restorative Justice." *Homicide Studies* 4:88-92.
- 5) Umbreit, Mark and Vos. 2000. "Reply to Radelet and Borg." *Homicide Studies* 4:93-97.

c. Agenda:

- 1) Discussion leaders:
 - i. discuss/summarize class comments;
 - ii. present critique of Labeling according to Akers' criteria;
 - iii. conceptualize your topic using Labeling or Shaming;
 - iv. other?

d. Update: progress on your portfolio and research proposal or course syllabus

SPRING BREAK!

10. Week 10. March 22

a. Topic: Legal Social Control

b. Required Reading:

- 1) Black, *The Behavior of Law*
- 2) *Optional (or choose one?):*
 - i. Radelet, Michael L. 1989. "Executing whites for crimes against blacks: Exceptions to the rule?" *Social Science Quarterly* 30:529-544.
 - ii. Borg, Marian J. 1998. The effect of vicarious homicide victimization on support for capital punishment: A test of Black's theory of law." *Criminology* 36:537-568.
 - iii. Stanko, Elizabeth Anne. 1999. "The impact of victim assessment on prosecutors' screening decisions: The case of the New York county district attorney's office." Pages 405-416 in *The Social Organization of Law*, edited by M.P. Baumgartner. New York: Academic Press.
 - iv. Borg, Marian J. and Karen F. Parker. 2001. "Mobilizing law in urban areas: The social structure of homicide clearance rates." *Law and Society Review* 35:901-931.

11. Week 11. March 29

SSS Conference—No Seminar meeting

12. **Week 12. April 5**
Qualifying Exam Question: No seminar meeting
Exam question due in seminar, April 12

13. **Week 13. April 12:**
 - a. **Topic: Publication Workshop**
 - b. **Agenda:**
 - 1) Discuss the results of your faculty interviews
 - 2) Discuss the results of your journal exploration
 - 3) Share your reflections
 - c. **Assignment due:**
 - 1) Reflection paper

14. **Week 14. April 19:**
Student Presentations
 - a. **Teaching presentation (or)**
 - b. **Research presentation**

15. **Week 15. April 26**
Student Presentations
 - a. **Teaching presentation (or)**
 - b. **Research presentation**

Additional Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.