“Deviants never exist except in relation to those who attempt to control them” (Pfohl 1994: 3).

Course Description
This course explores the topic of non-conforming behavior in a wide-ranging way that goes beyond the deviance and crimes from below to analyze various forms of non-conforming behaviors and social control and their relationship to power. This course evaluates non-conforming behavior and social control in some of the following contexts: state criminality; corporate crime; conformity and obedience to authority; the politicization of the criminal justice system; poverty, crime, and social control; and political dissent in pre- and post -911 eras.

Course Goals and Student Learning Objectives
1. To develop knowledge of some of the major theoretical perspectives in non-conforming and social control theory.
2. To enhance critical comparative and historical analysis in order to understand the varying instances of non-conforming behavior and social control and their relationship to power.
3. To enhance critical thinking, comprehension, verbal, and analytical skills.

Required Texts/Readings
All readings will be available on Canvas usually a week or two before it is assigned. This course is on https://sjsu.instructure.com/ and you will find the syllabus and other material for this course on this website. Assistance is available at http://www.sjsu.edu/at/itss/index.html if you have problems accessing this site.
Classroom Protocol

Teaching and learning are most likely to take place in a classroom environment that is characterized by mutual respect and freedom from unnecessary distractions. It is very distracting when students engage in private conversations, talk or text on cell phones, listen to headphones, read the newspapers, and surf and face-book on the Internet. Cell phones and similar devices must be adjusted so that they do not ring or beep during class. Laptops and other devises are only allowed for note taking.

In addition, an exchange of ideas is more likely to occur in an atmosphere free from ridicule, insults, or personal attacks. An exercise of common courtesy on the part of both the instructor and the students will enhance the success of this class. Please come to class prepared to discuss the issues in the reading. You will be call upon on occasion to response with comments about the reading and their larger relevance.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

COURSE REQUIREMENTS AND ASSIGNMENTS

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Course Evaluation & Grading Policies

Your final course grade will depend on the following:

1. Midterm is worth 100 points and will consist of short responses (in class).
2. Final is worth 150 points and will consist of short responses (in class). It will be non-cumulative, meaning that the exam will cover material since the mid-term exam.
3. Two Short Critical Response Papers. Each short response paper is worth 100 points. Instructions will be provided during the semester.
4. Participation is worth 30 points of your grade will be determined by your participation in class. Class participation is defined by engaging in class discussion, either on the individual level or in group projects.
Each class, students will present brief (5 minutes) summaries of the readings at the start of class. This assignment is designed to enhance students’ ability to identify relevant issues in the readings and spur critical dialogue around these issues.

Instructions for summary presentations: (1) Summarize a main issue in one of the week’s readings; (2) What are its strengths and weaknesses?; and (3) How is this issue relevant. Students will present two summary presentations and will submit their brief notes before they present. This is worth 50 points, 25 points per summation presentation. A list of presenters will be developed and placed on Canvas.

Grading Scale: Final grade will be based on a 530 point scale.

**GRADE SCALE:**

- A+ ≥ 97 < 100
- A  ≥ 93 < 97
- A- ≥ 90 < 93
- B+ ≥ 87 < 90
- B  ≥ 83 < 87
- B- ≥ 80 < 83
- C+ ≥ 77 < 80
- C  ≥ 73 < 77
- C- ≥ 70 < 73
- D+ ≥ 67 < 70
- D  ≥ 63 < 67
- D- ≥ 60 < 63

**Important Information about Course:**

1) Missed or Late assignments will not receive full credit unless there is adequate documentation (e.g., medical documentation).

2) In order to do well in this course you will need to do all the readings before class, take notes, actively engage the ideas in the reading, and participate in class discussion.

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/
The below readings will be discussed in class and must be read before class. All exams are based on these readings, class discussion, and video clips/documentaries.

Note: the reading schedule is subjected to change. In which case, you will be informed in class and on Canvas to any changes to readings. Changes may include adding additional readings, including short video clips and documentaries, and/or skipping particular readings due to time constraints.

### Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
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| 1    | M 8/25/14 | Introduction to class  
What Is Nonconforming Behavior and Social Control?  
“Images of Deviance and Social Control” / Stephen Pfohl |
|      | W 8/27/14 |                                                                                                        |
| 2    | M 9/1/14  | Labor Day – Campus Closed  
What Is Nonconforming Behavior and Social Control? Cont’d  
|      | W 9/3/14  |                                                                                                        |
| 3    | M 9/8/14  | The State as Criminal  
“Defining the State as Criminal” / Penny Green and Tony Ward  
“Revisiting Crimes by the Capitalist State” / Gregg Barak |
|      | W 9/10/14 |                                                                                                        |
| 4    | M 9/15/14 | What is Elite Deviance?  
“The Nature of Elite Deviance” / David R. Simon  
“The Nature of Elite Deviance” / David R. Simon Cont’d |
|      | W 9/17/14 |                                                                                                        |
| 5    | M 9/22/14 | Conformity: Obedience to Authority  
“Eichmann in Jerusalem: A Report on the Banality of Evil” (excerpts) / Hannah Arendt  
“Socialization and Institutional Evil” / Larry May  
“The Bureaucratic Machine” / Max Weber |
|      | W 9/24/14 |                                                                                                        |
| 6    | M 9/29/14 | A Critical Look at Conformity and Collaboration?  
“When They Come After Ward Churchill” – a talk. |
|      | W 10/1/14 |                                                                                                        |
| 7    | M 10/6/14 | Midterm – Instructions handed out with deadline  
Politicization of the CJS: Class, Race, and Prisons  
“Street Crimes and Suite Misdemeanors” (excerpts) / John Hagan |
|      | W 10/8/14 |                                                                                                        |
| 8    | M 10/13/14 | Politicization of the CJS: Class, Race, and Prisons Cont’d  
“Efficiency and Decency” and “Control of the Dangerous Classes” in Crime Control as Industry (excerpts) / Niles Christie.  
“Race, Incarceration, and American Values” / Glenn C. Loury  
"America's New Peculiar Institution" Loic Wacquant. |
|      | W 10/15/14 |                                                                                                        |
| 9    | M 10/20/14 | Politicization of the CJS: Class, Race, and Prisons Cont’d  
“The Birth of Mass Incarceration” in The New Jim Crow / Michelle Alexander |
|      | W 10/22/13 |                                                                                                        |
| 10   | M 10/27/14 | Prison Industrial Complex  
“Big Bucks form the Big House: The Prison Industrial Complex and Beyond” / Christian Parenti. |
<p>|      | W 10/29/14 |                                                                                                        |</p>
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| 11   | M 11/3/14| **Policing the Poor**  
"Fortress L.A." / Mike Davis  
"Police and Neighborhood Safety: Broken Windows" / Wilson and Kelling  
Documentary TBA |
|      | W 11/5/14|                                                                                                         |
| 12   | M 11/10/14| **Capitalism and Crime**  
“The law of vagrancy” / Richard Chambliss  
“Toward a Marxian Theory of Deviance” / Steven Spitzer  
W 11/12/13 | “Karl Marx, the Theft of Wood, and Working-Class Composition: A Contribution to the Current Debate” (chapter) - Pater Linebaugh |
|      | W 11/12/13|                                                                                                         |
| 13   | M 11/17/14| **Poverty, Crime, and Social Control**  
“Known Sources of Crime” / Jeffery Reiman  
The Poor and Welfare as a Means of Control (Excerpts)/ Regulating the Poor / France Piven and Richard Cloward  
W 11/19/13 | “The Framing of Fears of the Street” (chapter) / John Hagan |
|      | W 11/19/13|                                                                                                         |
| 14   | M 11/24/13| **Urban Riots and Mechanisms of State Control**  
“The Return of the Repressed: Riots, ‘Race’ and Dualization in three Advance Societies” / Loic Wacquant  
W 11/26/13 | “Why Don’t American Cities Burn?” / Michael Katz |
|      | W 11/26/13|                                                                                                         |
| 15   | M 12/1/14| **Social Dissent and State Control in the Pre-9/11Era**  
The “Civil Rights Movement, Black Power Movement and other Social Movements of the 1960s and 1970s (TBA)  
W 12/3/14 | Documentary TBA |
|      | W 12/3/14|                                                                                                         |
| 16   | M 12/8/14| **Social Dissent and State Control in the Post-9/11 Era**  
“9/11: Racism in a Time of Terror” / Manning Marable  
"The Fear Factory" by Guy Lawson.  
W 12/10/14 | Last Day of Instruction |
|      | W 12/10/14|                                                                                                         |
| Final Exam | Tuesday, Dec. 16 | 12:15-2:30                                                                 |