

**San José State University**  
**Spring 2015 Semester**  
**Justice Studies 157-1 (JS Area A Elective)**  
**Deviance and Justice**  
**Dr. Chris Hebert**  
**Tuesday and Thursday 10:15 – 11:45 in MAQ 520**

able **act** action activity american another **behavior** between cannot  
career **case** come control conventional course definition **deviance**  
**deviant** different does **drug** effects enforcement even experience  
fact feel find first **get** good got **group** high himself homosexual important  
individual interest **job** kind **know** law life man **marihuana**  
**may** mean members men might moral **musician** must necessary  
new often organization others outsiders own particular **people**  
person play point position **problems** process professional question really  
research **rules** see should situation **social** society sociology  
something squares state **study** take theory things think thus time two  
**use** user value view want whose without **work** york

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**Pre/Co-requisite:** Upper-division standing. Restricted to Justice Studies majors and minors or with instructor consent.

**Catalog Description:** This course examines various areas of norm violations and rule-breaking behaviors including, alcohol and drug use/abuse, criminal violence, corporate deviance, gang violence, and sexual deviance, child abuse, hate crime, mental illness, computer piracy and evaluates justice policies.

**Note:** To be accepted for credit towards a degree in Justice Studies, a grade of “C” or better in this course is required.

**Section Specific Description and Student Learning Objectives:** This course takes a social interactionist approach to the study of deviance. Students are expected to develop a reflective sociological analysis of the processes by which certain behaviors come to be considered as deviant while other, often very similar behaviors are not.

## Office Hours

**General Statement on Office Hours:** My practice of meeting with students is best described as an “open door or knock or spotted walking around” policy. Outside of office hours, I’m happy to talk with you 19 out of 20 times. All I ask is that if I tell you that I can’t talk right then, please respect my wishes.

**Tuesday and Thursday:** 11:50 – 12:15  
 ..... 4:20 – 4:55

If the question is class related (but not personally related as in missing a scheduled quiz or assignment) please bring it up class. If you don’t understand something, chances are other students, students shyer than you, don’t understand it either and they will (quietly, as they are shy) appreciate your asking what they could not vocalize.

**Chat:** I will be offering optional “Chat” sessions through Canvas. I want to check with the class to get an idea of when would be the most convenient time for most students, and of course, for me as well. The Chat session time may well change during the semester and if it seems unproductive, unceremoniously dropped.

**Required Text:** There are two required textbooks for the course. Additional required readings may be assigned. All additional material will either be distributed in class or referenced on the WWW.

- 1) Becker, Howard S. (1973 [1963]) **Outsider: Studies in the Sociology of Deviance.** Any edition. The Free Press, Worldwide
- 2) Adler, Patricia A. and Peter Adler (2016) **Constructions of Deviance: Social Power, Context, and Interaction.** 8<sup>th</sup> edition.
- 3) Additional readings as assigned.

**Outsider: Studies in the Sociology of Deviance** is a classic (and best seller) in sociology. There are only two editions, the first published in 1963, while the second was published in 1973. Four chapters of the book were originally published, in slightly different form in the early to mid 1950s. I bring this up because some students take umbrage and then shut off their mind over Becker's use of the words "Negros" and "homosexuals." I assure you that at the time *Outsiders* was written, those words were the non-prejudicial and preferred usage, the equivalent of "African-America" and "gay" today. The only difference between the editions is an additional chapter, a chapter that is not assigned. Either edition, paperback or hardback will do just fine. Copies can be found at campus bookstores, on-line, new and used bookstores and possibly in your parent's attic. If the latter, be polite and don't ask them why there is vegetative matter stuck in the binding.

**Constructions of Deviance: Social Power, Context, and Interaction.** 8<sup>th</sup> edition is so damn new it hasn't been published yet. No, it will be out before 2016. When selected for the course, it was scheduled to be published on January 16<sup>th</sup>. Being a new edition, used editions are not available and don't drink your text money as it will set you back \$140.00 more or less to purchase. On the bright side, if you decide to sell it after the semester, you won't get stuck with it and should get ½ of the original price.

### **Distribution of Course Material:**

Most, possibly all, course material except the exams will be posted to Canvas. For the first time in years, I am distributing, I can't bring myself to say it exactly, so I'll refer to them as Study \*\*\*\*\*s for this course. "What do I have against Study \*\*\*\*\*s?" I often am asked. Just this: Some, well, most students equate being on the Study \*\*\*\*\* as being "important" or even worse as "all that I need to know." Nonsense. Think about it this way: There are dozens of textbooks that I could have assigned for this class, many of which are full of material that I consider unimportant, irrelevant, or mistaken. But I didn't assign you one of those; instead I chose a textbook that, while I am not in 100% agreement with all aspects of its content, exposition, and organization, I feel is the best choice for the course. Unless specifically stated in the Study \*\*\*\*\* you are responsible for all the material in the chapter. I use the Study \*\*\*\*\* to explain aspects that students have had difficulty with in the past, to provide background on the development of the material, to extend the material into areas that the text does not, and, on occasion, a disagreement with the author regarding conclusions or interpretations of theoretical or empirical material.

Course material will be found in Modules. Modules will be numbered corresponding to the assigned chapters and I will do my best to open up modules well in advance of the assigned week. I may use other sections of Canvas, but not many and do not pay any attention to grades nor depend on its announcement section for notifications. The course schedule is found in the greensheet and any changes, other than a one day change in a quiz date, will be announced and an updated greensheet distributed. Please **do not** use the "Conversation" feature as I will rarely check it.

**Course Requirements:** The course grade is based on student performance on; 1) three exams (two mid-terms and a Final); 2) "Self As Outsider," a six to eight page paper in which the student reflects on a time in their life when they were, or were close to becoming, an outsider and interprets this experience through the social interactionism perspective; 3) three RQAs (Reading Questions and Answers) consisting of two questions and the answers from assigned readings and; 4) class participation.

**Exams:** All exams will consist largely or entirely of short answer / essay questions and are open note / open book. You will need to provide a green/blue book for the exams. Please use a pen, not a pencil. Any unauthorized use of an electronic device is prohibited. Unless prior arrangements are made with the instructor, all devices shall be powered down and stored out of sight for the duration of the exam. Violations of this rule are presumptively regarded as evidence of academic dishonesty. The prohibition includes the use of a computer, so if you take notes on a laptop, print your notes out if you plan on using them for the exam.

Make an extra effort to be on time for class on exam days and if you are late, enter only through the front door (if possible) and wait quietly for my instructions. Talking or engaging in any behavior that could reasonably be construed as disturbing another student, intentionally or not, may result in a penalty ranging from 5% to 100% of the exam grade. Whether late arriving students are allowed time to work on the exam past the scheduled end of the exam period is entirely at my discretion.

**RQAs (Reading Questions and Answers):** The class has been split into four groups based on the student's last name. The grouping is merely for scheduling and has no meaning beyond that. Each group appears on the schedule three times and it is on those dates and for the readings assigned that day your RQA is due. You may choose to or you may choose not to work with one other person from the group on all the readings assigned that day. You are not required to continue working with that person, though you are entirely free to do so. If you work with another person, only one submission is required (or accepted) and both receive the same grade. Further instructions will be posted to Canvas.

Students are responsible for all assigned readings, not merely those that they develop RQAs. In fact, I see the RQAs as an ideal instrument to formally measure ...

**Participation:** Both student and instructor-initiated questions, comments, and answers will count towards participation. All students will have an opportunity to participate in the course and all will, at one point or another in the class, be expected to participate.

## Assignment Weights

ASSIGNMENT	# OF EACH	X	% VALUE EACH	% OF COURSE
RQAs	3	X	5%	15%
MID TERMS	2	X	15%	30%
SELF AS OUTSIDER	1	X	25%	25%
QUIZ	1	X	5%	5%
FINAL EXAM	1	X	20%	20%
PARTICIPATION			10%	10%
TOTAL	BUILT IN EXTRA-CREDIT >>>			105%

**Percentage To Letter Grade Table:** All material is graded on a percentage basis unless otherwise noted.

Percent to Letter Grade Correspondence											
A+	96%	A	93%	A-	90%	B+	86%	B	83%	B-	80%
C+	76%	C	73%	C-	70%	D+	66%	D	63%	D-	60%
F	Less Than 60%										

**Late Test and Assignment Policy:** No to full credit depending on circumstance. The possible combinations of circumstance are damn near infinite and thus an attempt to assign specific penalty weights a truly Herculean task. Instead, the following are the factors I consider, along with examples of good, OK, and bad excuses.

Dimension	Good	OK	Bad
Notification:	Notification delivered in class at least one class meeting prior to absence	Note in mailbox / e-mail day of exam.	Five weeks after assignment due date.
Reason:	Work-related travel. Getting Married, personal illness, serious illness of a close relative, death of a close relative.	Too much coursework/job stress. Relationship troubles, ceremonial participation.	Hung over, forgot, getting married more than once, weekly participation in ceremonies of death or other.
What Missed:	No such thing	Reading Set, Quiz.	Mid-Term, Paper, Final.
Documentation:	Newspaper, Dr./Clinic appointment, receipt for automotive repair, court summons	Note from Mom.	Insultingly bad forgery.
Made up by:	Next Class Meeting or Prior to Due Date.	Two Class Meetings	Final Exam Week.
Participation:	I can recall something you said in class.	Pretty sure that you are in one of my classes.	Couldn't pick you out of a lineup.

It is your responsibility to notify me of your need to take a make-up exam or quiz and to arrange a time that accommodates my schedule. Except under extraordinary circumstances, if an exam has not been taken within two weeks or a quiz within one week, of its administration to the class, you will be given an opportunity to take all missed quizzes and exams during the last regularly scheduled course meeting. This applies to all exams, regardless of the number of exams that you have missed and wish to make up.

**Communication / Interaction:** I'm usually available outside of my office hours, though with an extremely heavy workload this semester, I won't be as available as much as I prefer. If you need to talk and see me in the hallway or outside the buildings, or in my office, just walk up and say hi. If my office door is closed, go ahead and knock. 95%+ of the time I'll be more than happy to talk to you about just about anything. Once in a great while, I'll be too tired, cranky, distracted, or busy to chat, and I'll just tell you that straight-out.

If the conversation is institution-related (course advising, graduation requirements, etc.) I'll be able to help you much more efficiently if you take the time to do a little prep work. If you need course advising, I need to know what courses you have taken, where taken, if you are a transfer student, and the grades you received. If you get an incomprehensible bureaucratese letter, bring it and any documents that relate to the letter.

My general rule on servicing students is first-come, first-served. Having notified me of intent to stop by and being a current rather than a former student are used as tie breakers. That said, I will sometimes engage in a form of triage, serving students who arrive later before others who have been waiting in line. A common example is a student coming by to pick up a paper who arrived after a student seeking an academic advising session.

**e-mail:** Students are expected, though not required to attend classes (University Policy F69-24: <http://www.sjsu.edu/senate/f69-24.htm>). There are precious few matters that could not have been raised and resolved in person. If you have a course-procedural or course-content related question, it should be brought up in the class as it's a good bet that other students have the same or a similar question. If further clarification is needed, then see me outside of class. Matters that are to remain confidential should be communicated in-person during or outside of office hours.

Now, if you find something that you think I'd find interesting or amusing, by all means, send me an-email. Or if you would like my judgment on whether a particular website has solid information or not, feel free to e-mail me.

**Phone** Good for contacting me on Tuesday or Thursday. I'm much more likely to answer if I'm not teaching a course at the time. If you leave a message, it's best to follow it with an e-mail.

**Recording and Distribution of Course Material:** The following is reproduced from SJSU Policy S12-7.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

So, talk to me if you need to make a recording in class. Just as a reminder "Audio recording without consent in private settings is prohibited by California Penal code 630-635 (SJSU Policy S12-7).

## Mandatory Statements

**Academic Integrity:** In the long run academic dishonesty hurts only you. Academic dishonesty can also cause pain in the short run, see Academic Senate Policy S07-2: <http://www.sjsu.edu/senate/S07-2.htm>. Other publications concerning student rights and responsibilities can be found at: [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html).

**Accessibility:** "If you need course adaptations or accommodations because of a disability, or if you need 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 register with the Accessible Education Center (AEC) to establish a record of their disability (from Academic Senate Policy F06-2)."

**Common-Sense:** “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Religious Accommodation:** [Included under protest as appears to be a violation of the 14<sup>th</sup> (Equal Protection) Clause.]

“San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.”

Note: I will continue to use my long-standing and far more liberal notification requirement specified above.

### **Miscellaneous (but not trivial):**

Assignments are distributed by e-mail. Be sure that MySJSU has your current e-mail address.

In brief, you are responsible for yourself. If you miss an exam or quiz, you must contact me in order to arrange a time to make it up. If you are absent or arrive late on a day when I am returning assignments, you will have to come by my office to pick it up. If you didn't receive an assignment, the most likely cause is that the MYSJSU has an incorrect e-mail address for you or you haven't checked that address. Please do not ask me to resend an assignment. Make friends with a classmate or three, which will prove its value over time.

Attendance is strongly encouraged, as some of the material on the exams will be presented only in class. Turn off your cellphones, smartphones, dumbphones, PDAs, PMDs, beepers, and heart monitors. Just kidding about the last one.

All assignments will be distributed via e-mail. I will try to remember to tell the class when I have sent out an assignment, but if I forgot, remind me, please.

As a courtesy to your classmates, do not munch during class. Liquids are OK, as long as you dispose of the container properly. In fact, treat the classroom as if it were a wilderness area: Pack in, pack out.

Papers and greenbooks are returned in class when I have finished grading and recording them. I'll only bring each set of papers to class once, so if you are late or miss the day that I hand them back, it's your responsibility to come to my office and pick them up.

**More on Academic Integrity:** Most cases of academic dishonesty can be classified as instances of forgery or counterfeiting. The essence of these offenses is that they involve attempting to pass off something false as something true. Unless specifically indicated by the instructor, the assumption is that any work – be it an exam, research paper, term paper, or field notes – turned in by you is an original creation of your own making. As a result, when substantive copying occurs without indicating the source (e.g., citing) a fraud has occurred because what you claim is true (the assumption that you created the work) is false (you didn't create the work).

That said, there are few absolute guidelines for determining when original research becomes unoriginal plagiarism. If you have any doubt about whether a citation is needed for a paper or don't understand the difference between working together on an assignment (usually allowed) and reciprocal copying of an assignment (almost never approved of), in this or any other class, please do not hesitate to talk to me about it.

**This greensheet, like all greensheets is subject to revision.**

# Justice Studies 157-1

## SPRING 2015

### Schedule

Date	Readings	Deliverable Dates
January 22	First Day of Classes	
January 27	OUTSIDERS Chp. 1 <i>Outsiders</i>	
January 29	OUTSIDERS Chp. 2 <i>Kinds of Deviance: A Sequential Model</i>	
February 3	OUTSIDERS Chp. 2 <i>Kinds of Deviance: A Sequential Model</i> Last Day to Drop	Bring instructions for <b>Self As Outsider</b> to class
February 5	OUTSIDERS Chp. 3 <i>Becoming a Maribuana User</i>	
February 10	OUTSIDERS Chp. 4 <i>Maribuana Use and Social Control</i> Last Day to Add	
February 12	OUTSIDERS Chp. 4 <i>Maribuana Use and Social Control</i>	
February 17	OUTSIDERS Chp. 5 <i>The Culture of a Deviant Group: The Dance Musician</i>	
February 19	OUTSIDERS Chp. 5 <i>The Culture of a Deviant Group: The Dance Musician</i> and OUTSIDERS Chp. 6 <i>Careers in a Deviant Occupational Group: The Dance Musician</i>	
February 24	OUTSIDERS Chp. 6 <i>Careers in a Deviant Occupational Group: The Dance Musician</i>	
February 26	OUTSIDERS Chp. 7 <i>Rules and Their Enforcement</i>	
March 3	OUTSIDERS Chp. 7 <i>Rules and Their Enforcement</i> and OUTSIDERS Chp. 8 <i>Moral Entrepreneurs</i>	
March 5		<b>MID-TERM #1</b>
March 10	CONSTRUCTIONS OF DEVIANCE: General Introduction Defining Deviance <i>On the Sociology of Deviance (Erikson)</i>	
March 12	CONSTRUCTIONS OF DEVIANCE: <i>Applying an Integrated Typology ... (Heckert and Heckert)</i> <i>Relativism (Becker)</i>	<b>Self As Outsider due</b>
March 17	CONSTRUCTIONS OF DEVIANCE: <i>Natural Law and the Sociology of Deviance (Hendershott)</i> <i>Social Power: Conflict Theory of Crime (Quinney)</i>	<b>Student Group 1</b>
March 19	CONSTRUCTIONS OF DEVIANCE: <i>The Constructionist Stance (Best)</i> <i>The Social Construction of Drug Scares (Reinerman)</i>	<b>Student Group 2</b>
March 24	<b>Spring Break!</b>	

Date	Readings	Deliverable Dates
March 26		
March 31 (T)	<b>Cesar Chavez Day – Campus Closed</b>	
April 2 (Th)	CONSTRUCTIONS OF DEVIANCE: <i>Blowing Smoke: Status Politics ... (Tuggle and Holmes)</i> <i>The Disadvantage of a Good Reputation: Disney as a Target for Social Problem Claims (Best and Lowney)</i>	<b>Student Group 3</b>
April 7	CONSTRUCTIONS OF DEVIANCE: <i>Legitimated Suppression: Inner-City Mexican ... (Durán)</i> <i>Homophobia and Women's Sports (Blinde and Taub)</i>	<b>Student Group 4</b>
April 9	CONSTRUCTIONS OF DEVIANCE: <i>The Mark of a Criminal Record (Pager)</i> <i>Doctors and the Context of Medical Crime ... (Liederbach)</i>	<b>Student Group 1</b>
April 14		<b>Quiz 1</b> (Material since Mid-Term #1)
April 16	CONSTRUCTIONS OF DEVIANCE: <i>The Paradox of the Bisexual ... (Weinberg, Williams, and Pryor)</i> <i>Challenging a Marginalized Identity: The Female (Opsal)</i>	<b>Student Group 2</b>
April 21	CONSTRUCTIONS OF DEVIANCE: <i>Convicted Rapists' Vocabulary of Motive (Scully and Marolla)</i> <i>The Devil Made Me Do It: Use of ... (Cromwell and Thurman)</i>	<b>Student Group 3</b>
April 23	CONSTRUCTIONS OF DEVIANCE: <i>Contesting Stigma In Sport: The Case of Men ... (Bemiller)</i> <i>Passing as Black: Identity Work Among Biracial Americans (Khanna and Johnson)</i>	<b>Student Group 4</b>
April 28	CONSTRUCTIONS OF DEVIANCE: <i>Cybercommunities of Self-Injury (Adler and Adler)</i> <i>Hezbollah's Global Criminal Operations (Arena)</i>	<b>Student Group 1</b>
April 30	CONSTRUCTIONS OF DEVIANCE: <i>Artificial Love: The Secret Worlds of iDollators (Herman-Kinney, Kinney, Taylor, and Miller)</i> <i>Subculture and Community: Pain and ... (Newmabr)</i>	<b>Student Group 2</b>
May 5	CONSTRUCTIONS OF DEVIANCE: <i>Sexual Assault on ... (Armstrong, Hamilton, and Sweeney)</i> <i>Deciding to Commit a Burglary (Wright and Decker)</i>	<b>Student Group 3</b>
May 7	CONSTRUCTIONS OF DEVIANCE: <i>Social Smoking: A Liminal Position (Whitesel and Shuman)</i> <i>Pimp-Controlled Prostitution (Williamson and Cluse-Tolar)</i>	<b>Student Group 4</b>
May 12		<b>MID-TERM #2</b>
May 20 (W)	<b>FINAL EXAM @ 9:45 – 12:00</b>	<b>FINAL EXAM</b>
May 22	<b>FINAL EXAM CONFLICT DAY*</b>	

\* Students having more than two final exams scheduled during a 24-hour period may request that a final be rescheduled. Requests must be made at least three weeks prior to the final exam date. (Academic Senate Policy S06-4).

**(More)**

Readings from *Constructions Of Deviance* are in order of appearance, but not all chapters have been assigned.

Student Group Assignments	
Name	Group #
Aaa – Ezz	1
Faa – Lzz	2
Maa – Ozz	3
Paa – Zzz	4