

San José State University
College of Health and Human Sciences
Department of Justice Studies
JS157, Deviance and Justice
Section 1 Fall 2018

Instructors:	Harold W. Peterson, JD Elizabeth Tejada, JD
Class Days/Time:	Tuesday/Thursday 4:30-5:45 pm
Classroom:	MacQuarrie Hall 523
Contact/Office Hours: <i>Harold Peterson</i>	MacQuarrie Hall 508 Tues./Thurs. 2:00 pm to 3:00 pm (408) 924-2754 harold.peterson@sjsu.edu
Office Location: <i>Elizabeth Tejada</i>	Health Building 125 Tues./Thurs. 10:15 – 10:45am and 2:30 – 3:00pm, and by appointment. elizabeth.pacheco@sjsu.edu
Pre/Co-requisite:	Any 100W Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

Course 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.

Course Goals

Are you a “deviant”? In today’s everchanging social environment it is hard to know. Unfortunately, labels matter. Whether formal or informal, the designation comes with consequences. Come explore: Why are particular attributes or behaviors “deviant”? Who gets to construct and impose those norms? What are the social, economic, and political consequences of deviant designations? And how one becomes deviant and navigates a deviant identity.

In this course, you will grapple with theories that underlie these questions to apply the concepts and theories of deviance to the world around them.

We explore "deviance" by examining the major theories used by social scientists to analyze, understand, and explain deviant behavior. First, we grapple with the question “what is deviance?” Next, we explore theories that seek to explain how one becomes deviant and navigates a deviant identity. Finally, we apply

the theories to various contemporary forms of deviant behavior and identities, paying particular attention to the role of power in constructing deviance in our society.

Department's Course Learning Outcomes:

From this course, you will be able to:

1. Explain and apply competing theories of deviance. *Achieved through the readings, class discussions, papers, and exams.*
2. Apply legal discourse to analyze social problems, policies, and practices in the U.S. *Achieved through the readings, class discussions, papers, and exams.*
3. Prepare analyses and recite the scholarly journals defining the theories relating deviance and the structures that underlie it. *Achieved through the readings, class discussions, papers, and exams.*
4. Compare and contrast how deviance is defined by and for various cultures. *Achieved through the readings, class discussions, papers, and exams.*
5. Define and understand the differences between deviant and non-deviant behaviors. *Achieved through the readings, class discussions, papers, and exams.*
6. Critically analyze these differences using theories. *Achieved through the readings, class discussions, papers, and exams.*
7. Analyze the implications of constructions of deviance for individuals labeled in this way and for society. *Achieved through the readings, class discussions, papers, and exams.*
8. Develop policies to help solve some of the problems and inequities caused by concepts of deviance. *Achieved through the class discussions and papers.*
9. Read, write, and contribute to discussion at a skilled and capable level. *Achieved through the readings, class discussions, papers, and exams.*

Required Texts/Readings

Constructions of Deviance: Social Power, Context, and Interaction , 8th Edition
Patricia A. Adler; Peter Adler, ISBN-10: 1-305-09354-2; ISBN-13: 978-1-305-09354-6

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes *academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum*. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within a specific course, semester, or academic program but also over a lifetime.

Credit Hour Requirement

SJSU classes are designed so to succeed students must spend **at least forty-five hours for each unit of credit**. Learning in this course is accomplished primarily through (1) class exercises and discussion, (2) reading textbook, (3) reviewing supplemental videos and materials *posted on Canvas*, and (4) assignments, quizzes and exams. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course Requirements and Assignments

Grading Information

- **Final Grade**

The final course grade is based on the final weighted score	Category Total
Reflections (Reading/Class Discussion)	5%
Recitations (Reading/Analysis)	15%
First Mid-Term (in-person exam)	25%
Second Mid-Term (take home paper)	25%
Final Exam (in-person)	30%
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Total	100 %

More details can be found from [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.

- **Grading Scale**

The grading scale is based on **these percentages**:

	A 100 – 92%	A- 91– 89%
B+ 88– 86%	B 85– 82 %	B- 81– 79%
C+ 78– 76%	C 75– 72%	C- 71– 69%
D+ 68– 66%	D 65– 62%	D- 61– 59%
F 58% or below		

“This course must be passed with a C or better as a CSU graduation requirement.”

- **Late Assignment**

Since the course is cumulative, late submissions strictly follow this policy. Varying reasons come up for students (work, family, illness, etc.), so I will not decide “worthy” vs. “unworthy” causes. For your privacy, I need not know the reason it is late. Maintain your privacy and **do not email me medical or doctor’s notes**.

No requests for an extension should be made. Instead, **late submissions are treated the same regardless of reason**. “Late submission” means the due date and time that applies to you; this means it is respectful of any applicable AEC approved accommodations. Late-submissions, regardless of reason, are subject to a grade reduction from what could have been earned.

For Reflection Papers:

All submissions must be made, even if it is late. Failure to do so can result in an “Incomplete” course grade. Any submission more than 24 hours late, will at most receive a “meets expectations.”

For the Midterm Paper:

1– 60 minutes: points equal to 10% reduction (e.g., illustration: A to A-)

61 – 120 minutes: points equal to 20% reduction (e.g., illustration: A to B-)

121 – 720 minutes: points equal to 30% reduction (e.g., illustration: A to C-)

721 minutes – 24 hours : points equal to 40% reduction (e.g., illustration: A to D-)

over 24 hours (even by a minute) – are not accepted for points; submission will receive “0” points

- **Grading Criteria:** The goals and objectives vary depending on the submission. So, each has its own grading criteria that is provided in the instructions. The assignments range in difficulty level and due dates/times.
So consider your options carefully. You must contact me immediately with questions or if you would like to discuss.

General questions or clarifications must be posted on the course Question & Answer discussion board on Canvas. (note- the board is not confidential, so do not post any discussion specific to your submission, grade, etc.)

All grades are final; no re-grading will occur. The above Late Policy applies to all deadlines that occur before I receive notification from AEC about accommodations. So if you have a disability that might require accommodations, speak to the AEC immediately to arrange.

- **Ethical Conduct –**

Faculty members must report infractions to the office of Student Conduct and Ethical Development. Academic misconduct could cause failure for an assignment or course, and even in expulsion from the university.

Academic misconduct occurs according to University policy. Academic misconduct includes cheating, fabrication, plagiarism, violating course rules, and facilitating academic dishonesty. Violations can be unintentional or inadvertent.

So ask if you are in doubt. Plagiarism includes but is not limited to:

- presentation of another’s words or ideas as one’s own without attributing the proper source
- copying material from books and journals
- taking material from the internet
- privately purchasing or obtaining papers from others, which one then presents as one’s own
- Any material taken word-for-word from another source must be placed in quotation marks and footnoted or cited.

Even those ideas and information from other authors that are not a direct quote must be acknowledged with a citation. All citations be contained within the text (immediately following the sentence it belongs to); a “work cited” list at the end of the paper does not suffice.

Submissions are processed through Turnitin. This course requires: any information in your paper from a source that is not you must have a corresponding citation. Failure to follow these citing requirements will: at minimum, reduce your grade for failing to follow instructions, and could be considered plagiarism.

For more information see, the University Academic Integrity Policy S07-2 (at <http://www.sjsu.edu/senate/docs/S07-2.pdf>)

Course Expectations

Reading

You are expected to complete the reading before we meet. Everyone must complete all required reading. You either are assigned to recite the reading in class or write a reflection on the material and class discussion.

This course covers a complex historical issue that is largely unfamiliar to most students. It challenges you to think critically about the issues; thus, it is heavily-based on reading and analysis. You are presented with varying views and theories on the topic. You are not expected to memorize or retain the reading in detail. The reading, instead, gives the history and theories you use to support your analyses in the reflections, recitation, and exams.

To help budget your time, the schedule lists a page count for each session. The reading schedule accounts for the complexity of the corresponding reading and subject. Not all the reading is to be closely and meticulously reviewed; some text is assigned as background to be skimmed as designated by [S]. Also notice that some reading is labeled as “optional.”

Students know their study needs. But suggested approaches are provided and discussed in Canvas. You also will find links to student supports and resources.

Participation

Classes involve discussion, group workshop, and exercises. So you must do more than be physically present; you must contribute to a collaborative learning environment. You already must understand the material and be up-to-date on your reading.

- You must
 - show you are engaged and actively contributing to the class discourse that day.
 - voluntarily participate; I otherwise will volunteer you. Each class is subject to random cold calling. This means, you can by chance be called on repeatedly.
 - maintain professionalism and respect to the University, the instruction, and your fellow students.
 - Arrive on time and stay for the duration.
 - Refrain from cell phone use entirely (calls, texts, emails). Phones and ear buds must remain out of sight (not on the desk).
 - ***Never record or take pictures without express instructor approval for that occurrence.***
 - Never share or distribute any instructor/class material to persons outside of this class.

- Special Note re Laptop Use:

Laptops can be used only during times I designate and for class purposes (notetaking and approved class exercises). It must be put away during class discussions and exercises.

Presentation/Recitations

15%

After each session, several students are assigned to prepare a recitation of the reading for the next session. Based on the schedule, you can volunteer for specific articles or we will assign you.

The entire class must read the material and be prepared to discuss it. When assigned a recitation, you are responsible for summarize the facts, identify the pertinent questions or issues and discuss (with fellow students and the instructor) the analysis or reasoning of the assigned articles.

The recitation is graded as: “below expectations” (0 points); “meets expectations” (1 point); or excellent” (3 points). Recitations are based on our determination that your discussion reflects an understanding of the article/journal; can identify and meaningfully discuss the pertinent issues raised in it; and can tie it to the course topics.

If I determine you are absent, unprepared, or otherwise refuse to present on the day you are assigned, you will be assigned an additional recitation which will at most receive a “meets expectations.”

Reflections

5%

If you are not assigned to recite during that day, you must prepare a brief reflection paper. The reflection paper is tied to the reading and class discussion for that session. Your reflection is based on our determination that your discussion reflects an understanding of the discussion and class material; can identify and meaningfully discuss the pertinent issues raised in it; and can tie it to the course topics. The reflections allow you to assess honestly whether you understood the lesson material and to identify questions you have.

You are graded as: “below expectations” (0 points); “meets expectations” (1 point); or excellent” (3 points). You must submit the reflection even it is late. Failure to do so can result in an “incomplete” grade. Any submission more than 24 hours late, will at most receive a “meets expectations.”

All writing assignments must adhere to the 10 Rules of Formal Writing located on the Canvas. Written Assignments not conforming to these rules will receive a significant reduction in grade.

Take-Home Midterm

25%

The second Midterm is an open book, open note take-home paper. It tests your comprehension of the fundamental ideas, key terms, basic historical events, and important concepts. It consists of an essay. You are asked to explain key course concepts and provide relevant supporting examples from your course materials. It measures you completed the course materials, thought critically about the concepts, and can apply it the other course topics.

No collaboration or reference to sources outside the assigned course material is allowed. The mid-term exam question and instructions will be opened on Canvas on **Tuesday 10/30**. Your answer (doc. or docx.) must be uploaded to Canvas **by Tuesday 11/6 at 10:00PM**. **The late policy and grade reduction applies.**

In-Class Exams

<u>First Midterm Exam</u> – Thurs. 9/27	25%
<u>Final Exam</u> – Mon. 12/17 2:45 p.m. to 5:00 p.m.	30%

The in-person exams could be short answer, multiple choice, true/false, matching, and/or fill in the blank. **You need a scantron for the exam.**

The class will have a review session before the exams; the expectations and parameters for the exam will be given then.

The exam is cumulative. It tests your comprehension of the fundamental ideas, key terms, basic historical events, and important concepts. Expect the exam to cover all significant class readings and activities. So take careful notes on the course materials and class lessons.

Missed exams may only be made-up with proper documentation of illness, incapacity and/or prior and valid notification and reason for absence.

Add and Drop:

Students must add or drop the class by the University deadline. Check the university calendar for the last day to drop the class without a “W” grade. Students must know of the deadlines and penalties for dropping classes.

More information can be found at: 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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>.

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

Course Format

All Communications and Paper Submissions Through Canvas

This course is facilitated through in-person sessions and through Canvas. All handouts, supplemental materials, and communications must be made in Canvas.

Programs

You need a computer and reliable internet connectivity to run Canvas and its programs. Assignments, quizzes, and/or exams require that the submission be in word-processing software (.doc or .docx), and software and hardware requirements that meet Canvas platform needs.

You must also have the related software and hardware requirements to access and download readings from the SJSU, library, and related websites, including but not limited to Adobe Acrobat Reader or equivalent.

Course lessons and videos require that you have access to mp4 and media player, Youtube, Zoom and other conferencing programs. So you must have access to computer microphone and speakers.

Course Materials-

Updates and supplementary course materials - such as syllabus, handouts, notes, assignment instructions, readings, etc. – will frequently be posted for the course. It will be posted on either: (a) posted on Canvas and/or (b) a hyperlink link will be given on Canvas to where it can be accessed.

Canvas website is <http://sjsu.instructure.com>. You must regularly check Canvas and the email address associated with your MySJSU account at <http://my.sjsu.edu> to learn of any updates. Any difficulty accessing the materials must be reported to me before the deadline.

Course Communication –

All communication with me must be sent through Canvas. My announcements will be sent to you in Canvas. Make sure Canvas has your current contact information and that you set Canvas to send you immediate notifications of updates.

If you have general questions regarding the course, policies, and schedule, post it on the course's Q&A Discussion board.

Course Assignment, Quiz, and Exam Submissions

Class assignments, quizzes, and exams are submitted in Canvas; no email submissions accepted. Submissions must be completely uploaded to Canvas by the due date and time; "late" submissions (meaning one minute or more) are subject to the "Late Policy" reduction below.

Technical difficulties are your responsibility (e.g. personal computer glitches, poor internet connection, software compatibility, etc.). So you must have a computer and reliable internet connectivity to run Canvas and its programs.

If a Canvas outage occurs, students must do each of: 1) take a screen shot to document the difficulty 2) submit a request to Canvas for help (keep written request of the request), and 3) immediately send us an email of the issue. I must receive notice of the Canvas outage before the due date and time. This course's Canvas page has information and links to Canvas guides and tutorials.

See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Student Resources

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. For more information on student resources see the course's module on Canvas has links and information to assist you with this.

Summer Tutoring at the Writing Center

The SJSU Writing Center will be open for tutoring this summer. You can visit them in their library location (on the second floor) starting on June 6th and ending on August 10th. They are open M-F, 10:00-3:00. Students can schedule appointments on our website. See Canvas for its flier.

Student Technology Resources

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Academic Liaison Librarian

Higgins, Silke: Silke.Higgins@sjsu.edu; (408) 808-2118; <http://libguides.sjsu.edu/justicestudies>

Disabilities

The winter session is on an accelerated schedule. So any student who has needs academic accommodations for a disability must contact without delay the Accessible Education Center (AEC) (at <http://www.sjsu.edu/aec>) to register and get assistance. Telephone: 408-924-6000; email: aec-info@sjsu.edu. See Presidential Directive 97-03 (at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>”

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA), on the 5th floor of MacQuarrie Hall, provides advising for undergraduate students majoring in or wanting to major in programs offered in CASA. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education (GE) advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MH) 5331. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. **The CASA Student Success Center also provides study space and laptops for checkout.**

Course Schedule – JS157

The schedule is subject to change. Due dates and times on Canvas governs. So you must check Canvas frequently for announcements, updates, and changes.

Week	Day	Readings, Assignments & Deadlines
1	Tuesday 8/21	Reading: None Lecture & Discussion: Introduction; Syllabus; Class Mechanics; Characteristics of culture (beliefs, values, norms, symbols, technology, language)
	Thursday 8/23	Reading & Discussion: What is Deviance?
2	Tuesday 8/28	Reading & Discussion: Part I: <i>Defining Deviance</i> — Chapter 1 (Erikson) – On the sociology of Deviance— Chapter 2 (Heckert) – An integrated typology of deviance applied to 10 middle-class norms
	Thursday 8/30	Reading & Discussion: Part I: <i>Defining Deviance</i> — Chapter 3 (Becker) – Relativism: labeling theory— Chapter 4 (Hendershott) – The morality of deviance
3	Tuesday 9/4	Reading & Discussion: Part I: <i>Defining Deviance</i> — Chapter 5 (Quinney) – Social power: conflict theory of crime— Chapter 6 (Durkheim) – Functionalism: the normal and the pathological
	Thursday 9/6	Reading & Discussion: Part I: <i>Defining Deviance</i> — Chapter 7 (Merton) – Social structure and anomie
4	Tuesday 9/11	Reading & Discussion: Part II: <i>Theories of Deviance</i> — Chapter 8 (Sutherland & Cressey) – Differential association
	Thursday 9/13	Reading & Discussion: Part II: <i>Theories of Deviance</i> — Chapter 9 (Hirschi) – Control theory— Chapter 10 (Chesney-Lind) – Feminist Theory
5	Tuesday 9/18	Reading & Discussion: Part II: <i>Theories of Deviance</i> — Chapter 11 (Best) – The constructionist stance— Chapter 12 (Besharov) – Child abuse reporting
	Thursday 9/20	Reading & Discussion: Part III: <i>Studying Deviance</i> — Chapter 13 (Laumann, Gagnon, Michael & Michaels) – Survey of sexual behavior of Americans— Chapter 14 (Adler) – Researching dealers and smugglers
6	Tuesday 9/25	First Midterm Examination Review
	Thursday 9/27	First Midterm Review Examination
7	Tuesday 10/2	Reading & Discussion: Part IV: <i>Constructing Deviance</i> — Chapter 15 (Reinarman) – The social construction of drug scares— Chapter 16 (Tuggle & Holmes) – Blowing Smoke: Status Politics & the Smoking Ban
	Thursday 10/4	Reading & Discussion: Part IV: <i>Constructing Deviance</i> — Chapter 17 (Jenkins) – Failure to Launch: Why Do Some Social Issues Fail to Detonate Moral Panics? Chapter 18 (Brunson & Miller) – Gender, Race & Urban Policing

8	Tuesday 10/9	Reading & Discussion: <i>Part IV: Constructing Deviance—Chapter 19 (Blinde & Taube) – Homophobia & Women’s Sport—Chapter 20 (Pager) – The Mark of a Criminal Record</i>
	Thursday 10/11	Reading & Discussion: <i>Part IV: Constructing Deviance—Chapter 21 (Chambliss) – The Saints & the Roughnecks—Chapter 22 (Liederbach) – Doctors’ Autonomy & Power</i>
9	Tuesday 10/16	Reading & Discussion: <i>Part V: Deviant Identity—Chapter 23 (Degher & Hughes) – The Adoption & Management of a “Fat” Identity—Chapter 24 (Weinberg, Williams & Pryor) – Becoming Bisexual</i>
	Thursday 10/18	Reading & Discussion: <i>Part V: Deviant Identity—Chapter 25 (McLorg & Taub) – Anorexia Nervosa & Bulimia—Chapter 26 (Scully & Marolla) – Convicted Rapists’ Vocabulary of Motive</i>
10	Tuesday 10/23	Reading & Discussion: <i>Part V: Deviant Identity—Chapter 27 (Cromwell & Thurman) – The Devil Made Me Do It: Use of Neutralizations by Shoplifters—Chapter 28 (Bemiller) – Men Who Cheer</i>
	Thursday 10/25	Reading & Discussion: <i>Part V: Deviant Identity—Chapter 29 (Simi & Futrell) – Negotiating White Power Activist Stigma—Chapter 30 (Rochelle & Kaufman) – Fitting In & Fighting Back: Homeless Kids’ Stigma Management Strategies</i>
11	Tuesday 10/30	Take-home Midterm Examination (Open) Reading & Discussion: <i>Part V: Deviant Identity—Chapter 31 (Martin) – Collective Stigma Management and Shame: Avowal, Management & Contestation</i>
	Thursday 11/1	Reading & Discussion: <i>Part VI: The Social Organization of Deviance—Chapter 32 (Sirles) – Drug Use & Disordered Eating Among College Women—Chapter 33 (Adler & Adler) – Cyber Communities of Self-Injury</i>
12	Tuesday 11/6	Take-home Midterm Examination Due Reading & Discussion: <i>Part VI: The Social Organization of Deviance—Chapter 34 (Jenkot) – Cooks are like Gods: Hierarchies in Methamphetamine-Producing Groups—Chapter 35 (Miller) – Gender & Victimization Risk Among Young Women in Gangs</i>
	Thursday 11/8	Reading & Discussion: <i>Part VI: The Social Organization of Deviance—Chapter 36 (Godson & Olson) – International Organized Crime—Chapter 37 (Rothe) – War Profiteering: Iraq & Halliburton</i>
13	Tuesday 11/13	Reading & Discussion: <i>Part VII: The Structure of the Deviant Act—Chapter 38 (Turvey) – Autoerotic Sexual Asphyxia—Chapter 39 (Draus & Carlson) – Trading Sex for Crack: Gender & Power</i>
	Thursday 11/15	Reading & Discussion: <i>Part VII: The Structure of the Deviant Act—Chapter 40 (Durkin) – Show Me the Money: Cybershrews & Online Money Masochists—Chapter 41 (Armstrong, Hamilton, Sweeny) – Sexual Assault on Campus</i>
14	Tuesday 11/20	Reading & Discussion: <i>Part VII: The Structure of the Deviant Act—Chapter 42 (Engdahl) – Opportunity Structures for White-Collar Crime</i>
	Thursday 11/22	No Class: <i>Thanksgiving</i>

15	Tuesday 11/27	Reading & Discussion: <i>Part VIII: Deviant Careers</i> — Chapter 43 (Wright & Decker) – <i>Deciding to Commit A Burglary</i> — Chapter 44 (Yip) – <i>Gay Male Christian Couples & Sexual Exclusivity</i>
	Thursday 11/29	Reading & Discussion: <i>Part VIII: Deviant Careers</i> — Chapter 45 (Williamson & Cluse-Tolar) – <i>Pimp-Controlled Prostitution</i> — Chapter 46 (Adler & Adler) – <i>Shifts and Oscillations in Upper-Level Drug Traffickers' Careers</i>
16	Tuesday 12/4	Reading & Discussion: <i>Part VIII: Deviant Careers</i> — Chapter 47 (Howard) – <i>Obstacles to Exiting Emotional Disorder Identities</i>
	Tuesday 12/6	Final Examination Review
17	Monday 12/17	Final Examination (2:45 p.m. to 5:00 p.m.)