

# **Deviant Behaviors and Deviant Cultures**

## **16:920:572:01 and 01:920:492:05**

*Professor Karen A. Cerulo*  
*Department of Sociology*  
*Class Time: Tuesdays 1:00PM to 3:40PM*  
*Location: Davison Hall, Room 127*

**Office:** Davison Hall – Room 130 (or, depending on circumstances, Zoom)

**Phone:** 908-591-4368

**Soc. Dept.** 848-932-7654 (to be used in emergencies only)

**Email:** [cerulo@sociology.rutgers.edu](mailto:cerulo@sociology.rutgers.edu)

**Office Hours:** Tuesdays 11:45AM to 12:45PM ... *by appointment*

### **COURSE DESCRIPTION**

What exactly is deviance? Is it an objective quality or is it subjectively defined? Is deviant behavior “caused” by some internal or external factor or is it “negotiated,” ever changing and culturally constructed? Does deviance serve a purpose for a society ... if so, for whom? Can any society eliminate deviance?

These are questions that, as sociologists, we might think are settled. But during the semester, we will review a wide variety of theories that address these very issues. Some of these theories are classics and still have significant impact on the field—e.g. strain theory, differential association theory, labeling theory, neutralization theory, control theory, etc. Other theories are relatively new and have refreshed and excited the field—i.e. theories of moral panics, critical race, feminist, and queer theories, theories about risk, and those about creativity and innovation, etc.

In reviewing the literature, we will see that some theories take a macro approach to deviance and others take a micro approach. Some prioritize the place of social structure, some the role of culture in the construction/perceived prevalence of deviance, others contain some combination of both. The theories have been applied to wide varieties of behaviors including crime, violence, the body, race, gender, identity, creativity and artistic expression, independence and freedom, media images, small group interactions, and much, much more.

Over the course of the semester, we will explore different schools of thought in the deviance literature—different perspectives on why we conform or deviate ... different ideas about our lived experience as insiders or outsiders, sinners or saints, members of the silent majority or part of a vocal, even resistant subculture. We will look at both the abstract theoretical ideas and the substantive applications of those ideas. In several classes, we will attempt to illuminate theories by applying them to audio or video clips or accounts from both historical and contemporary news events. In so doing, we will see how a particular theory does or does not give us insight into action.

## BOOKS

All required readings will be posted on Canvas. Therefore, **this is a cost free course for you.** To access the course materials:

- ✓ Go to the Rutgers Canvas site: <https://canvas.rutgers.edu/>
- ✓ Log in
- ✓ Click on our course: Deviant Behaviors and Deviant Cultures 16:920:572:01 (or for undergrads 01:920:492:05)
- ✓ Look down the left side of the screen and click the blue link called “module.”
- ✓ Open the “module” that corresponds to the class meeting listed on the syllabus.
- ✓ Watch/read/listen to everything in that module.

Read the works assigned for each class. *All readings must be completed prior to class.* Our classes revolve around discussion. So, familiarity with the material is essential.

If you get stuck on the site, contact Canvas Help at [help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu) or try **833-OIT-HELP**. They are super!

## CLASS ENVIRONMENT

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

Knowing this, our classroom should be considered a “safe place” for everyone. Students are encouraged to engage in discussion and debate related to the readings and topics scheduled for the class provided that one’s views are not intended to provoke, insult, or damage another member of the class or the instructor. To facilitate such an environment, all of us (students and instructor) must act with mutual respect and common courtesy.

## OBJECTIVES AND LEARNING GOALS

This course examines the interrelations between culture, structure, and the definitions of conformity and deviance. We will explore a variety of issues, with an eye to mastering the following topics:

- Understanding the meaning of deviance—how is it defined and how much consensus, if any, surrounds the definition.
- Understanding different theoretical approaches in the study of deviance.
- Understanding the contemporary debates in the field.
- Understanding the applications and forms of analysis that each theory demands.
- Understanding the role of deviance in contemporary society.
- Understanding the paradox of deviance and its prevalence in societies devoted to maintaining conformity.

## ACHIEVING THE LEARNING GOALS-- DESIGN OF THE CLASS

There are several requirements for the course:

1) You are expected to attend every class having read all assigned readings and fully participate in class discussions of the readings. I have tried to keep your reading assignments to 50-60 pages per week. If you are taking the course for credit, **this portion of the course will account for 10% of your grade.**

2) Each week, you must produce a **2-3 page typed, double-spaced** “reaction paper” to the readings. **Please—no longer than the requested length!** Each paper should do three specific things:

- **briefly** summarize the overall themes represented by the array of the week’s assigned readings
- share 2 brief critiques (or strengths) of any or all of the readings
- provide 2 questions that you will raise in class discussion. **This is especially important**

Your comments must be emailed to me ([cerulo@sociology.rutgers.edu](mailto:cerulo@sociology.rutgers.edu)) **by 9AM** on the day of the course meeting. **Please do not send me emails through Canvas—email me directly at my Rutgers address.** If you are taking the course for credit, **this portion of the course will account for 40% of your grade.**

3) Each class will have a “free style discussion topic.” We will try to apply the theories and concepts discussed in the class to probe ways of studying the discussion topic. Over the course of the semester, each student should lead **one** class discussion. **Don’t let this scare you.** You’ll simply use your weekly reaction papers to guide you. If you are taking the course for credit, **this portion of the course will account for 15% of your grade.**

4) Each student must propose a research topic and write a research proposal. The topic may be in any substantive area of sociology, but the project must build on any of the theories and concepts from this course.

The proposal should follow this structure—use it as a rough guide:

- a) State your topic/problem/question/puzzle—however you like to think about it. (This section should be 1 to 1 ½ pages in length)
- b) Explain how theories and concepts from this course will enhance the project—how will the course materials help you address your topic/problem/question/puzzle? What contemporary themes does your question address ... what gaps in the literature does it fill ... what puzzles does it solve? In other words, what will your project contribute to the field? (This section should be about 2-4 pages in length)
- c) Discuss 6-10 relevant articles or books that inform your topic of inquiry. You should use readings we have covered in class ... **but** you can also add related readings not covered in class. (This section of your proposal should be about 5-10 pages in length.)

*Achieving the Learning Goals, continued on next page*

- d) Explain the method you will use to study your topic—i.e. interviews, focus groups, survey method, content analysis, ethnography, etc. Explain how you will execute the project. I will be especially impressed if you can identify a viable funding source for your project. **You will not do the project, just explain your proposed methodology.** (This section should be about 2-4 pages in length)
- e) Provide a reference list at the end of your proposal. (This section should be about 1-2 pages in length)

Overall, you can see that your final product will be about 11-21 double-spaced pages in length. If you are taking the course for credit, **this portion of the course will account for 35% of your grade.**

## **ANNOUNCEMENTS**

Class announcements will be sent via Canvas “announcements” which also interfaces with **your Rutgers provided emails**. Please **check your email or “announcements” on Canvas once daily** so you will know what’s going on. **This is really important.**

## **SNOW DAYS**

Class cancellations due to snow used to pose quite a problem. But if the campus is closed due to inclement weather, we should be able to avoid the problems involved in rescheduling and meet virtually via Zoom. So on such days, I will send you a zoom link and we will meet at the appointed time.

***OK—Let’s Get Going!***

## CLASS SCHEDULE

### MTG. 1—1/18: Intro to the Course (Materials can be found in Module 1)

Welcome back to campus or to our Zoom classroom—another year begins! Today...

- we will review the organization of the course as well as the course requirements.
- we will visit the question “What is Deviance?” I will deliver a short lecture on contrasting definitions of deviance and some general distinctions or paradigms that guide the theoretization of deviance. We will discuss these issues as a group.

**Assignment:** No reading for the first class, but please make sure you can access the Canvas site as everything we do will emerge from it.

### MTG. 2—1/25: Demonic Theories and Moral Panics (Materials can be found in Module 2)

The devil made me do it! Sounds ridiculous, right? But when we review the historical development of demonic theories of deviance, and then examine newer theories of “moral panics,” we see that “old” ideas (e.g. the devil, evil), while not realistically discussed as “causes” of deviance in contemporary culture, may indeed be lurking in the popular mindset when people wonder why individuals become deviant.

Today ...

- We will quickly review the early demonic theories.  
If you want to follow up, much of what I say in lecture can be found in Stephen Pfohl’s book *Images of Deviance and Social Control* (New York: Waveland Press). The relevant pages are available upon request.
- *Free style discussion:* We will look at contemporary uses of demonic causation— What role does demonization play in our description of deviants? *I will lead this discussion to give you an example of what I expect.*
- In the second half of class, we’ll explore a major transformation of these ideas via work on moral panics. All of the assigned reading will rest in that area.

**Assignment:** *(Please read in this order)*

- Falkof, Nicky. 2017. ““The devil destroyed us”: Satanism and gender violence in South Africa.” *Feminist Media Studies* 17: 3: 426-439. (14 pp.)
- Tosh, Sarah. 2019. “Drugs, crime, and aggravated felony deportations: moral panic theory and the legal construction of the “criminal alien”.” *Critical Criminology* 27: 2: 329-345. (16pp)
- Hier, Sean. 2019. “Moral panics and digital-media logic: Notes on a changing research agenda.” *Crime, Media, Culture* 15: 2: 379-388. (10 pp.)
- Cain, Cindy L. 2020. “Quelling moral panics? The case of physician aid in dying in California.” *Poetics* 82: 1-12. (12 pp.)

Oh ... one more thing: **Today is my birthday!** So after today’s class, make sure to tell me how youthful I look. ;-)

### MTG. 3—2/1: Biological Theories of Deviance (Materials can be found in Module 3)

Historically, people have had some interesting ideas regarding the connections between our bodies, biology and deviant behavior. Early theories penned by Lombroso, Sheldon, the “twin study” scholars, and the chromosomal theorists have now been largely dismissed. Today, the action centers in theories of the brain or the endocrine system. But have the general models changed that much?

**Assignment:** (Please read in this order)

- “Biological theories of crime and deviance” 2020. Various Sources—helpful links are in the file. (9pp.)

Expansions of this summary can be found in ...

Pfohl, Stephen. 2009. “The Physiological Pathology Tradition: From Body Types to Chromosomes.” Pp. 108-116 in *Images of Deviance and Social Control*. New York: Waveland Press.

Rafter, Nicole. 2008. “Contemporary Biocriminology” Pp. 199-236” in *The Criminal Brain: Understanding Biological Theories of Crime*. New York: NYU Press.

These articles are available upon request.

- Heide, Kathleen M., and Eldra P. Solomon. 2006. "Biology, childhood trauma, and murder: Rethinking justice." *International Journal of Law and Psychiatry* 29: 3: 220-233. (14 pp.)
- Lehrner, Amy, and Rachel Yehuda. 2018. "Cultural trauma and epigenetic inheritance." *Development and Psychopathology* 30: 5: 1763-1777. (14 pp.)

- **Before class, view *Brains on Trial* (PBS):** Part 2: [https://www.youtube.com/watch?v=cBK\\_fgTZvk](https://www.youtube.com/watch?v=cBK_fgTZvk)

(Part I can be seen here *only if you are interested*: <https://www.youtube.com/watch?v=o0eSqIAmKxU> )

*Free style discussion:* Our discussion will be based on *Brains on Trial*. Can biological theories escape causality?

### MTG. 4—2/8: Strain Theory (Materials can be found in Module 4)

Robert Merton’s strain theory is arguably one of the most influential deviance theories penned in the 20th. It is no surprise then that some scholars, rather than rejecting it, work to expand, amend and update it. Today, we’ll discuss the original theory as well as some newer iterations, and we’ll look at a major challenge to strain theory—control theory. Then, we will have a free style discussion regarding elements that are neglected by each theory—most notably “power.”

**Assignment:** (Please read in this order)

- Brezina, Timothy et al. 2019. "General strain theory." In *Handbook on Crime and Deviance*, pp. 145-160. Springer, Cham, 2019. (15pp)
- Tusini, Stefania. 2019. "Reading religious radicalization by Merton’s strain theory." *Quaderni di Sociologia* 81: LXIII: 47-69. (22 pp.)
- Schreck, Christopher J. 2014. “Social control theories.” Pp. 1-8 in *The Encyclopedia of Theoretical Criminology* DOI: 10.1002/9781118517390.wbetc132.

*Free Style Discussion:* Where does power fit in any iteration of Strain Theory? What other criticisms can you make regarding these theories? What does control theory add if anything?

## MTG. 5—2/15: Goals, Strain and Cultural Capital (Materials can be found in Module 5)

The original strain theory considers strain and deviance in relation to the “American Dream”—i.e. economic success goals and the strain they create. Today, using physical appearance as our site of inquiry, we will consider some cultural changes, updates and alternatives to strain theory—specifically the role of cultural capital in a) creating strain and b) creating deviance. We will also explore attempts to change cultural images and values in ways that could diminish strain. *Several video clips will aid our discussion.*

**Assignment:** *(Please read in this order)*

- Bourdieu, Pierre. 1986. “The Forms of Capital” (7 pp.)  
(In print on Canvas but can also be found here:  
<https://www.marxists.org/reference/subject/philosophy/works/fr/bourdieu-forms-capital.htm>)
- Gailey, Jeannine A. 2021. "The violence of fat hatred in the “Obesity Epidemic” Discourse." *Humanity and Society* 0160597621995501, pp. 1-22. (22 pp.)
- Sarpila, Outi, Aki Koivula, Iida Kukkonen, Erica Åberg, and Tero Pajunen. 2020. "Double standards in the accumulation and utilisation of ‘aesthetic capital’." *Poetics* 82: 1-11. (11 pp.) (If you get a message that says “Something went wrong” click “Return to article”)
- Meghji, Ali. "2019. Encoding and decoding black and white cultural capitals: Black middle-class experiences." *Cultural Sociology* 13:1: 3-19. (16 pp.)
- Links to short video clips can be found in Module 5

*Free Style Discussion:* How does consensus differ from cultural capital?

## MTG. 6—2/22: When consensus breeds deviance: The obsessive need for order (Materials can be found in Module 6)

Remember that strain theory emerged from the causal paradigm. Such theorists believe that conformity is the product of societal consensus. Today, I would like to examine some historical and some recent cases that suggest consensus can be overdone and, in and of itself, impose a strict order that is oppressive and can induce deviance or harm.

**Assignment:** *(Please read in this order)*

- Miller, Lulu. 2020. *Why Fish Don't Exist?* Read pages 3-4.5; 47-54.5; 128-140. (22 pp.)  
(The author talks about this book in *On the Media* (September 3) (This is a podcast; If you like, you can listen here: <https://www.wnycstudios.org/podcasts/otm/episodes/brooke-speaks-lulu-miller-about-her-new-book-why-fish-dont-exist> ).
- Schwartz, Molly. 2021. “Bias in the Library.” *On the Media* (September 3) radio broadcast. <https://www.wnycstudios.org/podcasts/otm/segments/bias-library-on-the-media?tab=summary>
- Evans, Forrest. 2020. The Racial Undertone of the Dewey Decimal System.” *Bookclub* (December 8) (4 pp.) <https://www.bookclub.com/post/the-racist-undertone-of-the-dewey-decimal-system>

*Meeting 6 continued on the next page*

- Kramer, Brandon L., Mary S. Himmelstein, and Kristen W. Springer. 2017. "Getting to the heart of masculinity stressors: Masculinity threats induce pronounced vagal withdrawal during a speaking task." *Annals of Behavioral Medicine* 51: 6: 846-855. (9 pp.)
- Litzky, Barrie E., Kimberly A. Eddleston, and Deborah L. Kidder. 2006. "The good, the bad, and the misguided: How managers inadvertently encourage deviant behaviors." *Academy of Management Perspectives* 20: 1: 91-103. (12 pp.)
- O'Neil, Cathy. *Weapons of math destruction: How big data increases inequality and threatens democracy*. Pp. 50-67. Crown, 2016. (18 pp.)

*Free Style Discussion:* What sorts of deviance are created by algorithms—a prime rigid organizer?

### **MTG. 7—3/1: Who Would Your Label As Deviant? (Materials can be found in Module 7)**

This week, we will begin with Sutherland's classic differential association theory. This theory is really a starting point for thinking about deviance and conformity as variably viewed based on subcultural beliefs. It is a precursor to Constructionist theory. After covering the basic theory, we will look at some historical cases of "activism" and ask: are these people deviant ... why ... and for whom?

**Assignment:** (*Please read in this order*)

- Matsueda, Ross L. 2001. "Differential Association Theory." *Encyclopedia of Criminology and Deviant Behavior* 1: 125-130. (6pp.)
- Angry White Men. 2020. "Robert Rundo announces creation of the Rise Above Movement's Media Arm." (This article is on Canvas, but you can also access it here: <https://angrywhitemen.org/2020/10/01/robert-rundo-announces-creation-of-the-rise-above-movements-media-arm/>) (3pp.)
- PBS: Frontline. 2019. "Documenting Hate: Charlottesville." (**Watch Robert Rundo minute 25:20 to 28:48 in the video—the link will take you to the video**) [https://www.youtube.com/watch?v=jPLvWO\\_SOgM](https://www.youtube.com/watch?v=jPLvWO_SOgM)
- The American Experience: *Women in American History*. 2019. "Emma Goldman (1868-1940)" (This article is on Canvas, but you can also access it here: <https://www.pbs.org/wgbh/americanexperience/features/goldman-1869-1940/>) (6 pp.)
- The American Experience. 2019. Emma Goldman: An Exceedingly Dangerous Woman: Part 4. (**Watch the Video before class—the link will take you there**) [https://www.youtube.com/watch?v=RIm2Wx7\\_s4c&list=PL8F077D855BEADA37&index=3](https://www.youtube.com/watch?v=RIm2Wx7_s4c&list=PL8F077D855BEADA37&index=3)
- Marantz, Andrew. 2018. "How social-media trolls turned UC Berkeley into a free-speech circus." *The New Yorker* (July 2) 1-26. (This article is on Canvas, but you can also access it here: <https://www.newyorker.com/contributors/andrew-marantz>) (26 pp.)
- Cole, David. 2017. "Why We Must Still Defend Free Speech." *New York Review of Books* (September 28) (This article is on Canvas, but you can also access it here: <https://www.sandyspringmuseum.org/wp-content/uploads/2019/01/Community-Cafe-February-Readings.pdf>) (5pp)

*Free Style Discussion:* How does ideology influence positions on free speech? Should it?



## MTG. 8—3/8: Paper Topics

Today, we will devote the class to discussing each person's research topic for the final assignment. In essence, we will "workshop" your ideas as a group, trying on topics and approaches and seeking out literature that may be helpful to you.

## *Cut Loose! Spring Break!*

### MTG. 9—3/22: Interactionist and Constructionist Theories of Deviance (Materials can be found in Module 9)

Interactionist and Constructionist theories opened the door for a more dynamic understanding of deviance ... one that problematized ideas of fixed pathologies, objective criteria or consensus on universal goals. In part 1 of today's class, we look at some of the basic concepts at the core of these theories: the definitional process, labeling, dramaturgy, impression management, primary and secondary deviance, master status, retrospective interpretation, and finally, power. In part 2 of the class, we will look at some media constructions of deviance and see when and if these concepts come alive.

#### Assignment: (Please read in this order)

- Thomas, W. I. 1923. "The definition of the situation" Pp. 42-44 and 49-50 in *Unadjusted Girl*. New York: Little, Brown and Company. (3 pp.)
- Goffman, Erving. 1959. "The art of impression management." Pp. 30-34 and 208-212 in *The Presentation of Self in Everyday Life*. New York: Doubleday. (10 pp.)
- Becker, Howard. 1963. "Definitions of deviance." Pp. 3-18 in *Outsiders: Studies in the Sociology of Deviance*. Glencoe, IL: The Free Press. (14pp.)
- Lemert, Edwin M. 1951. "Primary and secondary deviance" Pp. 214-219 in *Social Pathology*. New York: McGraw Hill. (6 pp.)
- Hughes, Everett Cherrington. 1945. "Dilemmas and contradictions of status." *American Journal of Sociology* 50:5: 353-359. (7 pp.)
- Edwin Schur. 1971. "Retrospective interpretation." Pp. 52-56 in *Labeling Deviant Behavior*. New York: Harper and Row. (5 pp.)
- Nordberg, Jenny. 2014. "The Afghan girls who live as boys." *The Atlantic* (September 8) (This article is on Canvas, but you can also access it here: <http://www.theatlantic.com/features/archive/2014/09/the-underground-girls-of-kabul/379762/>) (14 pp.)
- Jackson, Lauren Muciele. 2020. "The Layered Deceptions of Jessica Krug." *The New Yorker* (September 12) (This article is on Canvas, but you can also access it here: <https://www.newyorker.com/culture/cultural-comment/the-layered-deceptions-of-jessica-krug-the-black-studies-professor-who-hid-that-she-is-white>) (pp. 1-5)
- Woldemikael, Eve, and Olivia Woldemikael. 2021. "From suits to royals: The politics of Meghan Markle's racial ambiguity." *Women's Studies International Forum* 85: 1-6 (6 pp.) 2021.

*Free Style Discussion:* Who is doing the labeling in cases of racial passing? The last two readings are the focus here.

### **MTG 10—3/29: Critical Race Theory and Deviance (Materials can be found in Module 10)**

In today's class, we will explore the ideas presented in critical race theory and apply them to some contemporary issues. We will also ask: does structure play a central role in deviance as strain theory suggests? In what ways is critical race theory similar and different?

(Note: If you need a quick refresher course on the definition of "Critical Race Theory," look here: [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/critical\\_race\\_theory.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/critical_race_theory.html) )

**Assignment:** (Please read in this order)

- Brown, Tony. 2003. "Critical race theory speaks to the sociology of mental health: Mental health problems produced by racial stratification." *Journal of Health and Social Behavior* 43: 3: 292-301. (11 pp.)
- Bonilla-Silva, Eduardo. 2019. Toward a new political praxis for Trumpamerica: New directions in critical race theory. *American Behavioral Scientist* 6: 13: 1776-1788. (13 pp.)
- Siegel, Michael. 2020. Racial disparities in fatal police shootings: an empirical analysis informed by critical race theory. *BUL Rev.*, 100, 1069-1092 (24 pp).
- Dixson, Adrienne D. 2018. "'What's going on?': A critical race theory perspective on Black Lives Matter and activism in education." *Urban Education* 53: 2: 231-247. (16 pp)

*Free Style Discussion:* Adapt critical race theory arguments to inequalities in medical health systems and media imagery.

### **MTG. 11—4/5: Feminist and Queer Theoretical Approaches to Deviance**

In today's class, we will explore the ideas presented in feminist and queer theories of deviance. In both cases, we will focus on violence as a case study of how these ideas apply.

**Assignment:** (Please read in this order)

- McPhail, Beverly A. 2015. "Feminist framework plus knitting feminist theories of rape etiology into a comprehensive model." *Trauma, Violence, & Abuse* 16:2: 1-16. (17 pp.)
- True, Jacqui. 2015. "Winning the battle but losing the war on violence: a feminist perspective on the declining global violence thesis." *International Feminist Journal of Politics* 17: 4: 554-572. (18 pp.)
- Cannon, Clare, Katie Lauve-Moon, and Fred Buttell. 2015. "Re-theorizing intimate partner violence through post-structural feminism, queer theory, and the sociology of gender." *Social Sciences* 4: 3: 668-687. (20 pp.)

*Free Style Discussion:* Reading Media with a Feminist and Queer Eye—we'll do an exercise in class.

### **MTG. 12—4/12: Individual meetings**

Today, we will not meet as a class. Rather, I am setting aside a huge block of office hours so that every student can meet with me and discuss issues or problems connected to the final assignment. By meeting today, you can finalize things in advance of the assignment due date.

### **MTG. 13—4/19: Deviant Identities: Acquisition, Neutralization, Exits.**

Today, we explore the process by which people become (or unbecome) deviant. Focusing on the actor, we explore the steps in becoming deviant, ways in which actors neutralize their behavior, and how actors exit from deviant identities.

**Assignment:** *(Please read in this order)*

- Becker, Howard. 1963. "Deviant careers." Pp. 25-39 in *Outsiders: Studies in the Sociology of Deviance*. Glencoe, IL: The Free Press. (8 pp.)
- Bryant, Emily, Emily Brooke Schimke, Hollie Nyseth Brehm, and Christopher Uggen. 2018. "Techniques of neutralization and identity work among accused genocide perpetrators." *Social Problems* 65: 4: 584-602. (18 pp.)
- Granberg, Ellen M. 2013. "Now my 'old self' is thin" Stigma exits after weight loss." *Social Psychology Quarterly* 74: 1: 29-52. (23 pp.)
- Gurusami, Susila. 2019. "Motherwork under the state: The maternal labor of formerly incarcerated Black women." *Social Problems* 66:1: 128-143. (16 pp.)

*Free Style Discussion:* Pick a recent media case and show how either the victim or the offender was constructed as deviant ... or reformed.

### **MTG: 14—4/26: Stigma, Carnival and Edgework**

In today's class, we look at a case of intellectual evolution in the deviance literature. We begin with Goffman's notion of "stigma"—typically defined as one or more discrediting traits that reduce one's life chances. We move on to Bakhtin's notion of "carnival." Carnival is a new way of considering stigma—one that focuses on the celebration of stigma. Finally, we explore the concept of "edgework." Edgework centers on using stigmatized actions as a form of resistance.

**Assignment:** *(Please read in this order)*

- Goffman, Erving. 1963. "Stigma and social identity." Pp. 256-265 in T. Anderson (ed.) *Understanding Deviance: Connecting Classical and Contemporary Perspectives*. New York: Routledge. (9 pp)
- Booth, Paul. 2014. "Slash and porn: media subversion, hyper-articulation, and parody." *Continuum* 28.3: 396-409. (13 pp.)
- Lyng, Stephen. "Edgework: A social psychological analysis of voluntary risk taking." *American Journal of Sociology* 95: 4: 851-886. **Read only Pp. 851-top 853 and 855-863.** (11 pp.)
- Newburn, Tim, Rachel Deacon, Beka Diski, Kerris Cooper, Maggie Grant, and Alex Burch. 2018. "'The best three days of my life': Pleasure, power and alienation in the 2011 riots." *Crime, Media, Culture* 14: 1: 41-59. (18 pp.)

*Free Style Discussion:* None. This week I will end class early and hold an extra office hour.

***That's a Wrap!!!***  
***Final Papers due on 4/29 by noon – no late papers accepted!***