

SOCIOLOGY 342: DEVIANCE & SOCIAL ORDER

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Monday, Wednesday, Friday: 11:15AM–12:05PM, Machmer W-15

Katie's Office Hours: Mondays 2:00–4:00PM

Zoom link: <https://umass-amherst.zoom.us/j/3921513628>

INTRODUCTION

Why are some behaviors and identities considered deviant while others are not? When do we conform to the group and why? How does society exert its control on us for the sake of social order? When is deviating from social norms a social good? In this course, we will explore different theoretical orientations and cases to help us answer these questions. In the first part of the course we will learn about theories of deviance. In the latter section of the course, we will apply these theoretical orientations to our analysis of sexuality, gender, race, social class/status, law, criminology, and mental health.

Course Objectives

- Discuss the major theoretical and social psychological explanations of deviance and conformity.
- Analyze and explain how power produces the social norms which determine what we define as normal versus deviant.
- Discuss the relevance of race, class, gender, and sexual orientation as they relate to studies of deviance.
- Use history to explain current definitions of conformity and deviance in both behaviors and identities.
- Explain how institutions (criminal justice, healthcare, and education) are products of history and power relations.

REQUIREMENTS

- Quizzes/Attendance: 20%
- Reading Reflection Papers (x3): 30%
- Memoir Paper: 25%
- Final Paper: 25%

ASSIGNMENTS

1. Quizzes/Attendance

Quizzes will be administered randomly in the first 10 minutes of classes. Each quiz will consist of one open response question over the assigned material for that day and will be worth 2 points—one point will be awarded for attendance and a second point will be awarded for a correct answer. If you did the reading, these quizzes will be easy. If you were not able to do the reading for that day but you still came to class, you will get the 1 point for attendance by turning in a piece of paper with your name on it. Quizzes and attendance points *cannot be made up*. I will drop your lowest **10%** of quiz grades to allow for sick days and other absences. Thus, if we have a total of 20 quizzes, then your lowest scores on 2 of these will be dropped. Students will be able to miss approximately one full week of class and still be able to get a 100% on

quizzes/attendance. If you foresee needing to miss more than a week of class this semester, then this class might not be a good fit for your needs. I highly recommend saving these absences for sickness, covid, and/or emergencies.

Come to each class prepared to engage in discussion, writing, and listening. This will be an intensive seminar-style course, which necessitates attendance and in-class engagement. You are required to come to class with comments, questions, critiques of the assigned readings (not just summaries), as well as relevant examples from other research, current events, and your life. If you struggle to talk in class, come see me and we can discuss participation strategies.

2. *Reading Reflection Papers*

Reading reflection papers ask you to reflect on the materials assigned for a given day. These are NOT just summaries of the reading. If you turn in a summary, you will not score well on the assignment. I want to see you engaging with the class material. Here are a few examples of prompts you could use for a reading reflection paper:

- Relate the reading to something from your life, the news, another course, a movie, a book, etc.
- Talk about the implications of a reading for social, legal, political, or governmental change.
- Talk about how you will use what you have learned from a reading to change your own behaviors, perspective, or actions.
- Make up an experiment to test something that the reading talks about.
- Explain why a reading is wrong and use evidence.
- Anything else!

These papers should be about 500 words (2 pages double spaced), but it is okay if it is a little shorter or longer. That said, it will be difficult to write a strong reading reflection in 300 words. Please turn these in via Moodle in either a PDF or Word Document.

Deadline: You can choose when you write these three papers, but they must be on the content for the following day's class. For example, if you want to write your paper for the reading on labeling theory, which is due on 02/15, then your reading reflection paper on that reading would be due by 02/14 at 11:15AM, **24 hours before the class for which it is assigned**. If you turn your paper in at 11:16AM on the 14th, I will not accept it. You will need to write another reflection paper on a different reading and turn that in more than 24 hours in advance.

Deadline: Up to you!

3. *Memoir Paper*

You will write an 7–10 page, double-spaced paper analyzing a memoir of deviance. Assignment details can be found in a separate assignment description on Moodle. A list of the memoir options is included in the assignment document. I encourage you to start this paper **as soon as possible**. You can turn it in any time. If you turn this paper in late, then you will be docked one letter grade for each day late.

Deadline: Memoir Papers Due 04/28 by 11:59PM

4. Final Paper

For the final paper, you will do research on any example of deviance and/or social order that you choose. Topics for this paper **MUST** be pre-approved. Each of you will submit a paragraph proposal for your final paper topic on or by 04/14 by 11:59PM (turn in via email). More detailed instructions for the final paper assignment will be linked on Moodle. If you turn your final paper in late, then you will be docked one letter grade for each day late.

Deadline: Final Papers Due 05/22 by 11:59PM

REQUIRED TEXTS

All readings for this course will be available on Moodle with the exception of your selected memoir book. Given the financial constraints of many college students, I try to make my course materials free for all students. If you plan in advance, you should be able to order your memoir books through the library or inter-library loan (come see me if you need help with this). If you would prefer to buy a copy of the book, then you may do so. If your financial situation does not allow you to purchase your memoir book and you are not able to get it through the library, come see me. I have copies of many of these books that I am willing to loan to you. We will figure out a way for you to get your memoir book with no cost.

ATTENDANCE POLICY

I expect you to attend class. It will be very difficult to do well in this course if you miss multiple classes. Your quiz/attendance grade is 25% of your grade and depends on regular attendance. If you have other commitments this term that require you to be away for multiple class periods, you may want to consider taking a different class or taking this class at a different time.

If you do miss class, you do not need to provide me with an explanation. You are adults who must sometimes make decisions about where to spend your time. I am not interested in determining which absences are more or less legitimate, so I build in absences to assume that all of you may need to miss one or two classes during the semester for sickness, work, family obligations, or some other reason. Do not ask me for lecture notes if you miss class—ask your classmates. Turn to the student to your right and left on the first day of class and exchange email addresses. If/when you miss class, you have two people to contact for notes.

Classmate Email #1 _____

Classmate Email #2 _____

LATE POLICY

I will accept the memoir and final paper late with a one-letter grade deduction per day late. If you have an unusual circumstance that you believe warrants an exception to this policy, come see me in office hours and I may recommend you go see the Dean of Students office. The flexibility of the reading reflection papers allows you to determine when is best for you to complete the assignment, and thus, I will not accept ANY late papers for reading reflections. If you write on one reading assignment but then miss the deadline for that day, then you will need to write another paper on the assigned material for a different day. If you miss all available days to write a reading reflection paper, then you will get a 0. Please plan accordingly.

In very rare circumstances you may go to the Dean of Students' office and request they override my course policies. Examples of situations that would warrant such a request include a family death during the semester, a health emergency, an unforeseen surgery, etc. If the Dean of Students instructs me to override a course policy for a student, then I will do so. Otherwise, I will uphold the course policies detailed in the syllabus (See Dean of Students section below).

RELIGIOUS OBSERVANCES

Some students may wish to take part in religious observances that occur during this semester. Should you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of class to discuss appropriate accommodations. If you fail to set up these accommodations in the first two weeks, then I will not create them retroactively.

ACADEMIC HONESTY

You are expected to familiarize yourself with and uphold all aspects of the Academic Honesty Policy and Procedures. See <https://www.umass.edu/honesty/>. You may not receive or provide assistance on any quiz in this class. Anything turned in with your name on it must be solely your own work, and submitted only for this class. Plagiarism is the submission or presentation of work, in any form, that is not your own, without acknowledgment of the source. This includes AI-generated work. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the UMass community. As such, dishonesty of any kind will not be tolerated and students found in violation of the Academic Honesty Policy will be notified and reported to the appropriate authorities. Cheating and other forms of dishonesty (such as plagiarizing) often result when students feel that they do not have the time or tools to achieve their goals. If you are falling behind or feeling overwhelmed, please come see me *before* you violate the Honesty Policy.

CONTACTING ME

You can **always** contact me with questions via email or drop by my office. Please come to office hours whether or not you have questions—you can (and should!) come by just to chat! What are office hours? Office hours are a time I set aside every week to answer your questions and to get to know you, so please think of this time as time for you. This material is challenging and I am here to help you. Asking questions is never a bother. I expect each of you to set up at LEAST one meeting with me this semester during office hours. If you have classes/work that conflict with office hours, then we can set up a separate time for our meeting. Setting up this meeting is your responsibility.

DEAN OF STUDENTS OFFICE

The Dean of Students Office provides students with resources, support, and referrals. If you or your family are in crisis, please contact the Dean of Students. Some examples of what the Dean of Students office can assist with include: financial struggles, mental or physical health needs, student conduct issues, food insecurity, death of a loved one, and similar personal challenges. Deans serve as a single point of contact at the university for you and your family, and they will contact your instructors to advocate for your needs. In addition, they can point you to

other appropriate campus resources if you have a concern, need, or question. Phone: (413)545-2684. Hours: Monday–Friday from 8:30AM–5:00PM.

TECHNOLOGY POLICY

I do not allow students to use laptops, iPads, cellphones or other electronic devices in class during lecture and full-class discussion, because research suggests that students are more engaged, learn more, and enjoy class more without them. That being said, I will allow you to use technology in small group discussions to refer to the readings. If I notice that people are not referring to readings during these designated times, then I reserve the right to change the class to fully no technology and require all of you to print all of the readings and bring them to class. Outside of small group discussions about readings, the class will be no technology. Of course if you have a disability and need to use a screen as a result, we will make sure this class works for you. Please read the disability accommodations below.

DISABILITY ACCOMMODATIONS

UMass Amherst is committed to providing equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services, you may be eligible for academic accommodations to help you succeed in this course. *If you have a documented disability that requires an accommodation, please notify me as soon as possible* (ideally the first week of the semester). If you receive a diagnosis throughout the course of the semester, then please come talk to me as soon as possible about accommodations. We will work together to make appropriate arrangements for you. If you think you might have a disability, but it is not documented, visit the Office of Disability Services (umass.edu/disability or office #160 in Whitmore) to learn about disability testing and documentation. I am also happy to talk to you about this process if you believe accommodations would best serve your ability to learn and thrive in this class.

Importantly, **accommodations are not applied retroactively**. Thus, if you email me at the end of the semester after receiving documented accommodations, those accommodations will only apply to the class from the date they are granted. If you are interested in accommodations, please come see me as soon as possible so we can make the class work for you.

Assistive Technology Center (ATC): The ATC is located on the lower level of W.E.B. DuBois library and is open to **any** UMass student, whether you have a documented disability or not. The ATC provides instruction, training, and support for assistive technology tools. They also offer workspace for you to access specialized equipment and software for anyone who could benefit from assistive technology. Visit the ATC website (<https://www.umass.edu/it/assistive>) or email atc@umass.edu to learn more or to schedule a consultation.

COUNSELING/MENTAL HEALTH SERVICES

The Center for Counseling and Psychological Health (CCPH) helps students who experience a wide variety of personal challenges, and provides individual and group counseling. Visit umass.edu/counseling to learn about the services they provide (including those related to stress, eating disorders, suicidal thoughts, relationship problems, and much more). CCPH has a 24/7 on call clinician available for mental health emergencies: (413)-577-5000. Additionally, the National Suicide Prevention Lifeline provides 24/7 free, confidential, suicide prevention and intervention services: 1-800-273-TALK(8255) or 988. For more mental health resources, check out the mental health resource page listed on Moodle.

DIFFICULT TOPICS

Our subject matter can be difficult intellectually *and* emotionally. We will review tough topics, including racism, homophobia, transphobia, sexual assault, rape, violence, social class and gender issues, and more. If you anticipate distress as a result of encountering a particular topic, talk to me ahead of time to arrange an alternative assignment in lieu of your participation. You do not need to disclose to me why a particular topic is distressing to you; I trust that if you are requesting an alternate assignment that you have a legitimate reason to do so and that you have a right to privacy about such sensitive matters. If you become so distressed that you need to leave class, talk to me afterward (via email or in person) and we can arrange another assignment. I will not “warn” students about particular topics (i.e. provide trigger warnings), because sensitivity to a topic varies between people. That being said, the syllabus should be clear about different potentially distressing topics in the subjects of each week and titles of the readings.

Please note: There is a difference between being *triggered* (in the sense of post-traumatic stress and/or an anxiety disorder) and feeling *uncomfortable*. I hope you have emotional reactions to these materials—many of them make me angry, sad, anxious, and generally upset. Emotional reactions and emotional discomfort are part of intellectual, personal, emotional, and spiritual growth—being psychologically traumatized is not.

LANGUAGE

Part of this course will be talking about and examining the language that we use and how that language relates to power, history, and marginality. I ask everyone in our class, including myself, to try to use person-first language when referring to different groups of people. Person-first language is meant to respect the dignity and unique qualities of individuals. You can think about person-first language as emphasizing the person first rather than the illness, quality, or identity. For example, instead of saying “schizophrenics,” I would invite you to say, “people with schizophrenia” or “people living with schizophrenia.” The first example reduces people to their diagnoses while the second acknowledges the individuals’ personhood first and foremost. I do not expect that people will always know what language to use. In speaking frequently and openly about language in class, we will be able to consider the pros and cons of certain language in order to make more informed decisions about the language we choose to use. If/when you do not know what language to use, please bring it up so we can talk about it as a class!

INCLUSION & EQUITY

It is important to me that every student feel welcome and respected in this class. I encourage all students to share their views while being respectful of other students in the course. I would like for all of us to assume that we are trying our best and that we will make mistakes, including myself. In turn, I ask all of us to be willing to admit when we mess up and learn from those mistakes. I ask that we all assume best intentions, while also equally giving attention to the impact of our actions. I will say more about intentions and impact in class. All of this is to say, respect of all individuals’ humanity is of utmost importance to me.

RECOMMENDATION LETTERS

I am happy to write recommendation letters for students. If you would like me to write a recommendation letter on your behalf please send the following information to me in an email: 1) the deadline(s) for the letter(s), 2) a list of the programs or recipients of the letter(s), 3) your CV or resume, 4) a draft of your personal statement or other relevant writing material; 5) a

paragraph detailing what I should emphasize in your letter. Given the number of recommendation letters I write every semester, I ask students to give me **at least 2 weeks advance notice for a recommendation letter request**. If you are applying to something last-minute you may still ask me, but I cannot guarantee I will have the time or capacity to write a letter with short notice.

COURSE WEBSITE

We will use Moodle for this course. All readings, films, and assignments will be visible on Moodle (except for the memoir books). All papers must be submitted via Moodle by the indicated deadlines.

SYLLABUS

WEEK 1: INTRODUCTION TO CONFORMITY & DEVIANCE

02/06 Monday:

Adler, Patricia A., and Peter Adler. 2016. **“Introduction”** In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs. 1–9.

02/08 Wednesday:

Adler, Patricia A., and Peter Adler. 2016. **“Defining deviance”** In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs. 11–15.

Erikson, Kai T. 2016. **“On the sociology of deviance”** In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs. 17–24

02/10 Friday: Theories of Deviance

Adler, Patricia A., and Peter Adler. 2016. **“Theories of deviance”** In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs. 57–72.

WEEK 2: THEORETICAL PERSPECTIVES

02/13 Monday: Absolutist Perspective

Hendershott, Anne. 2016. **“Natural law and the sociology of deviance”** In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs. 45–50.

02/15 Wednesday: Labeling Theory

Becker, Howard S. 2001. **“Labeling theory: Outsiders”** In *Deviance and social control: A reader*. New York: McGraw-Hill. Pgs. 92–5.

02/17 Friday: Feminist Theory

Chesney-Lind, Meda. 2016. “**Feminist theory**” In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs 98–104.

hooks, bell. 2000. “**1. Feminist politics**” and “**2. Consciousness raising**” In *Feminism is for everybody: Passionate politics*. South End Press: Cambridge, MA. Pgs. 1–12.

WEEK 3: THEORETICAL PERSPECTIVES CONTINUED

02/20 Monday NO CLASS – President’s Day

02/22 Wednesday (Monday Schedule): Conflict Theory

Conyers, Addrain. 2012. “**Conflict theory**” In *Routledge Handbook of Deviant Behavior*, Pgs. 135–40. Routledge.

02/24 Friday: Constructionism (NO CLASS—Katie has a conference)

Best, Joel. 2016. “**The constructionist stance**” In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs. 105–8.

WEEK 4: SOCIAL PSYCHOLOGY OF CONFORMITY & DEVIANCE

02/27 Monday

Aronson, Elliot and Joshua Aronson. 2012. “**4. Conformity**” In *The Social Animal*. Worth Publishers: New York, NY. Pgs. 109–32.

03/01 Wednesday

McLeod, Saul A. 2018. “**Solomon Asch – Conformity experiment.**” Retrieved from <https://www.simplypsychology.org/asch-conformity.html>.

03/03 Friday

Cherry, Kendra. 2022. “**What was the Milgram experiment?**” Retrieved from <https://www.verywellmind.com/the-milgram-obedience-experiment-2795243>.

WEEK 5: SEXUALITY

03/06 Monday

d’Emilio, John. 2007. “**Capitalism and gay identity**” In Ann Snitow, Christine Stansell, and Sharon Thompson (eds.), *Powers of desire: The politics of sexuality*, Pgs. 100–13.

03/08 Wednesday

Carpenter, Laura M. 2005. “**7. Virginity lost**” In *Virginity Lost: An Intimate Portrait of First Sexual Experiences*. NYU Press: New York, NY. Pgs. 194–205.

03/10 Friday:

Orde, Audre. **"The Uses of the Erotic"** In *The uses of the erotic: The erotic as power*. Out & Out Books: Brooklyn, NY. Pgs. 87–91.

SPRING RECESS March 12-19th

WEEK 6: GENDER

03/20 Monday

West, Candace and Don H. Zimmerman. 1987. **"Doing gender."** *Gender & society* 1(2): 125–51.

03/22 Wednesday

Pascoe, C.J. 2015. **"Dude you're a fag': Adolescent masculinity and the fag discourse."** *Sexualities* 8(3): 329–46.

03/24 Friday

Siegel, Derek P. 2019. **"Transgender experiences and transphobia in higher education."** *Sociology Compass* 13(10): 1–13.

WEEK 7: GENDER—Sexual Scripts and Sexual Assault

03/27 Monday

Khan, Shamus R., Jennifer S. Hirsch, Alexander Wambold, and Claude A. Mellins. 2018. **"I didn't want to be that girl': The social risks of labeling, telling, and reporting sexual assault."** *Sociological Science* 5: 432–60.

03/29 Wednesday

England, Paula. 2016. **"Is a 'warm hookup' an oxymoron?"** *Contexts* 15(4). Pgs. 58–59.

Kitroeff, Natalie. 2013. **"In hookups, inequality still reigns."** *The New York Times*. Retrieved from: <https://well.blogs.nytimes.com/2013/11/11/women-find-orgasms-elusive-in-hookups/>.

All UMass students get a free subscription to The New York Times. Follow the instructions at this link to set up your UMass NYT account and access NYT articles: <https://guides.library.umass.edu/nytimes>

03/31 Friday

Scully, Diana and Joseph Marolla. 2016. **"Convicted rapists' vocabulary of motive"** In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs. 309–24.

WEEK 8: RACE

04/03 Monday

Zinn, Howard. 2003. **“Drawing the Color Line”** In *A People’s History of the United States: 1492-Present*. Harper Collins: New York, NY. pgs. 23–38.

04/05 Wednesday

Bonilla-Silva, Eduardo. 2018. **“1. The strange enigma of race in contemporary America.”** In *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Rowman & Littlefield: Lanham, Maryland. Pgs. 1–17.

04/07 Friday

Kendi, Ibram X. 2019. *How to Be An Antiracist*. **“My Racist Introduction” (pgs. 3-11)**. Random House: New York, NY.

Kendi, Ibram X. 2019. *How to Be An Antiracist*. **Excerpt from Ch. 1 (pgs. 17–23)**. Random House: New York, NY.

Kendi, Ibram X. 2019. *How to Be An Antiracist*. **Excerpt from Ch. 3 (pgs. 35–43)**. Random House: New York, NY.

WEEK 9: SOCIAL CLASS/STATUS

04/10 Monday

Lareau, Annette. 2002. **“Invisible inequality: Social class and childrearing in black families and white families.”** *American Sociological Review* 67(5): 747–76.

04/12 Wednesday

Jack, Anthony Abraham. 2016. **“(No) harm in asking: Class, acquired cultural capital, and academic engagement at an elite university.”** *Sociology of Education* 89(1): 1–19.

04/14 Friday

Adelman, Larry, director. *Unnatural Causes: In Sickness and in Wealth*. Kanopy, Public Broadcasting Service, <https://www.kanopy.com/en/umass/video/62769>.

Pizzigati, Sam. 2016. **“The Death Gap.”** *Portside*, Pgs. 1–2. Retrieved from: <https://portside.org/2016-04-24/death-gap>.

**PARAGRAPH PROPOSAL FOR FINAL PAPER DUE 04/14 by 11:59PM
(Turn in via email)**

OPTIONAL 4th READING REFLECTION PAPER EXPIRES 04/14 by 11:59PM

WEEK 10: LAW AND CRIMINOLOGY

04/17 Monday – NO CLASS PATRIOT’S DAY

04/19 Wednesday

Hassett-Walker, Connie. 2019. “**The racist roots of American policing: From slave patrols to traffic stops.**” *The Conversation*. Retrieved from: <https://theconversation.com/the-racist-roots-of-american-policing-from-slave-patrols-to-traffic-stops-112816>.

Liptak, Adam. 2020. “**A vast racial gap in death penalty cases, new study finds.**” *The New York Times*. Retrieved from: <https://www.nytimes.com/2020/08/03/us/racial-gap-death-penalty.html>.

4/21 Friday

NYT Editorial Board. 2016. “**Unequal sentences for blacks and whites.**” *The New York Times*. Retrieved from: <https://www.nytimes.com/2016/12/17/opinion/sunday/unequal-sentences-for-blacks-and-whites.html>.

Please take the **Implicit Association Test** and come to class prepared to talk about your results and reactions: <https://implicit.harvard.edu/implicit/takeatest.html>

WEEK 11: LAW AND CRIMINOLOGY CONTINUED

04/24 Monday

Alexander, Michelle. 2010. “**The Color of Justice**” In *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press: New York, NY. Pgs. 97–114.

04/26 Wednesday

Quinney, Richard. 2016. “**Social Power: Conflict Theory of Crime**” In *Constructions of deviance: Social power, context, and interaction*. Cengage Learning: Boston, MA. Pgs. 51–56.

04/28 Friday

Felton, Emmanuel. 2021. “**As redistricting begins, states tackle the issue of ‘prison gerrymandering.’**” *The Washington Post*. Retrieved from: https://www.washingtonpost.com/national/as-redistricting-begins-states-tackle-the-issue-of-prison-gerrymandering/2021/09/28/917f9670-167a-11ec-ae9a-9c36751cf799_story.html.

MEMOIR PAPERS DUE 04/28 by 11:59PM

WEEK 12: MENTAL HEALTH

05/01 Monday

Billings, Katie. (Forthcoming 2023). “**Mental illness and culture.**” Wiley Blackwell Encyclopedia of Health, Illness, Behavior, and Society.

05/03 Wednesday

Luhrmann, Tanya. 2015. “**Auditory hallucinations may vary across cultures.**” Podcast on *National Public Radio*. Retrieved from:
<https://www.npr.org/2015/06/21/416272772/auditory-hallucinations-may-vary-across-cultures>.

05/05 Friday

Irvine, Janice M. 2022. “**Asylum stories.**” In *Marginal People in Deviant Places: Ethnography, Difference, and the Challenge to Scientific Racism*. University of Michigan Press. Pgs. 141–61.

WEEK 13: MENTAL HEALTH CONTINUED

05/08 Monday

Horwitz, Allan V. 2002. “**Conclusion: Mental illnesses as social constructions**” In *Creating Mental Illness*. The University of Chicago Press: Chicago, IL. Pgs. 208–29.

05/10 Wednesday

Wexler, Lisa M. 2006. “**Inupiat youth suicide and culture loss: Changing community conversations for prevention.**” *Social Science & Medicine* 63(11): 2938–48.

05/12 Friday (TBD)

WEEK 14: Class Selected Topic (TBD)

05/15 Monday (TBD)

05/17 Wednesday (Last Day of Classes) (TBD)

FINAL PAPERS DUE 05/22 by 11:59PM

Potential Topics for Week 14 (Will be determined by class vote):

Drugs

Serial Killers

Cults

Hook Up Culture/Sexuality in College

Gender (Continued)

Race (Continued)

Sexuality (Continued)

Social Class (Continued)

Law and Criminology (Continued)

Disability/Ableism

Suicide/Death and Dying

SAMPLE