

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CITY UNIVERSITY OF NEW YORK  
524 West 59th Street, New York City, NY 10019

## CRJ 769: DEVIANT BEHAVIOR SPRING 2025

**Instructor:** May Pascaud

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**Zoom link:**

<https://jjay-cuny.zoom.us/j/86395898601?pwd=4rBQ10EpSQdU84eFvoMS3ahlxNi0nr.1>

**Wednesdays 6-8 PM**

**Room:** New Bldg 1.109

**Office hours:**

Wednesdays 5-6 PM or by appointment at

<https://jjay-cuny.zoom.us/my/maypascaud>

**Course description:** Analyzes the social origins of criminal behavior and the impact of crime on society. Examines the various categories of deviant, delinquent and criminal behaviors, and explores attempts to control such behavior socially and legally. Focuses on connections between social institutions, social problems and illegal activities, and the response of the public to the threat of crime.

### **Learning goals**

Throughout the course, students will learn to:

- Critically analyze the meaning and social significance of deviant behavior, generating definitions for deviance anchored in psychology, sociology, philosophy and criminology;
- Question the deviant character of behaviors and events that are both sanctioned by law, and sanctioned by society;
- Develop and present persuasive oral and written arguments related to deviant behavior;
- Think critically and creatively about policies and practices related to deviance and its social factors, identifying their positive and problematic aspects and the intentions underlying them.

By the end of this course, students should have:

- A knowledge of the core literature and debates that make up the discipline of criminology. Students will be able to show evidence of having read and understood the core literature and debates, the ability to carry out a thorough review of the existing literature and apply theory to subject area of interest, critically engage with and cite relevant literature and demonstrate an ability to contextualize their thinking in relations to the criminological literature.

- The ability to compellingly synthesize complex texts, and generate relevant and thought-provoking discussion questions that encourage students to reflect on said texts.
- The ability to critically apply their learned knowledge of theory in their writings on issues of crime and deviance. They will produce papers that are grammatically sound, well organized, and written with correct citations and bibliography; compose a clear analysis of the evidence, data or findings; draw appropriate and informed conclusions.

### **Course requirements**

All course requirements must be met for a passing grade based on the grading scale discussed below. Should a student have an unforeseen event/issue that prevents the completion of course requirements, he/she/they is encouraged to contact, and must meet with, the instructor prior to the due dates, to discuss and schedule alternatives to submission/completion of any of the outlined criteria below.

- **Attendance (5%):** This is a small class and attendance is absolutely crucial. Any unjustified absences will affect your grade.
- **Class participation and reading summary (45%):** This is a discussion-based class; participation is a must. In order to participate, students must be prepared (read all assigned materials/participate in class discussions/complete written assignments) prior to all class meetings. Each student will be required to read one collectively assigned reading for each class, and will be assigned an individual reading each class which they will be required to summarize and lead a discussion on.
- **Paper 1 (20%):** Define deviant behavior using one of the theoretical perspectives outlined in the first section of class.
- **Paper 2 (20%):** Choose a category of behavior from the practical applications section. Present arguments for and against categorizing the behavior as deviant. Discuss the impact of the behavior on the self, the community, and the social structure at large. Use a theoretical perspective to structure your argument. Conclude with suggestions on how societies should mitigate, prevent, or create space for said behavior.
- **Class presentations (10%):** Conduct two short class presentations. The first (week 4.5) will involve presenting an example of a situation that could be constituted as deviant behavior by some, and not by others - in other words, a situation holding 'moral ambiguity.' The second (week 13) will involve a presentation of your final paper topic to the class.

### **Incomplete Grade Statement**

An Incomplete Grade is not an option for this course. All course requirements must be met in order to earn a passing grade in the course (as outlined above).

### **Attendance**

To ensure that all students benefit from the course, it is imperative that they attend all classroom sessions. Students are encouraged to speak to the professor regarding any hardships. Student participation is a requirement for this course, and unjustified absences will not be tolerated.

### **Punctuality**

Arriving late to class is disruptive and disrespectful to the other students in the class. To discourage lateness, students who are consistently late will lose participation points for the session. As with absences, students are encouraged to speak to the professor regarding any hardships.

### **Brightspace**

The professor will communicate with students via Brightspace. Each student must have an account and access Brightspace. Students will be required to check our Brightspace Course Page daily for updates and/or announcements.

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## **Academic Integrity:**

### **Statement of the College Policy on Plagiarism**

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(John Jay College of Criminal Justice Undergraduate Bulletin,

<http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards)

Students may not submit written work they previously submitted to any other professor/course. The aforementioned constitutes cheating and is against university policy.

### **Plagiarism Software Statement**

This course will make use of Turnitin.com services. All written assignments are to be submitted to turnitin.com by noon on the day they are due (see weekly outline below).

### **Americans with Disabilities Act (ADA) Policies**

“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3.

([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### **Classroom Conduct and Electronic Policy**

All students are to participate in class discussions in a respectful manner.

Guests should not be invited into the classroom without prior permission.

All electronic devices must be turned off before entering the class. Students may use iPads, tablets, and laptops to take notes on the class discussion; however, the professor reserves the right to revoke the permission if the devices are not being used for the sole purpose of the class activity.

Electronic devices are not to be used during student presentations or guest speakers

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## Course schedule

<b>NO CLASS ON JANUARY 29TH</b>		
<u><a href="#">Week 1</a></u>	Course introduction	February 5th
<b>NO CLASS ON FEBRUARY 12TH</b>		
<b>THEORETICAL PERSPECTIVES ON DEVIANCE</b>		
<u><a href="#">Week 2</a></u>	Philosophy of deviance	February 19th
<u><a href="#">Week 3</a></u>	Sociology of deviance	February 26th
<u><a href="#">Week 4</a></u>	Psychology of deviance	March 5th
<u><a href="#">Week 4.5</a></u>	Group activity	March 6th
<u><a href="#">Week 5</a></u>	Criminology & law	March 12th
<u><a href="#">Week 6</a></u>	Critical & feminist perspectives	March 19th
<b>First paper due March 23rd</b>		
<b>PRACTICAL APPLICATIONS OF DEVIANCE</b>		
<u><a href="#">Week 7</a></u>	Drugs	March 26th
<u><a href="#">Week 8</a></u>	Property	April 2nd
<u><a href="#">Week 9</a></u>	Environment	April 9th
<b>NO CLASS ON APRIL 16TH</b>		
<u><a href="#">Week 10</a></u>	Violence	April 23rd
<u><a href="#">Week 11</a></u>	Sex	April 30th
<u><a href="#">Week 12</a></u>	Love	May 7th
<b>Second paper due May 11th</b>		
<u><a href="#">Week 13</a></u>	Final presentations	May 14th

## Reading list

**NO CLASS ON JANUARY 29TH**

### Week 1: Course introduction

**February 5th**

- Review of the syllabus.
  - Course expectations and discussion.
  - Assigning weekly readings.
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**NO CLASS ON FEBRUARY 12TH**

## **THEORETICAL PERSPECTIVES ON DEVIANCE**

### Week 2: Philosophy of deviance

**February 19th**

- **Required reading:**
    - Watch: What is morality? Aperture.  
<https://www.youtube.com/watch?v=qIZmSO2TVuw>
    - Klein, J., Chancer, L. S., Lippens, R., DiCristina, B., Milovanovic, D., Brown, M., & Ferrell, J. (2010). *Philosophy, crime, and criminology*. University of Illinois Press.  
Chapter 1.
  - **2.1:** Stanford Encyclopedia of Philosophy. (2019). Moral character.  
<https://plato.stanford.edu/entries/moral-character/>
  - **2.2:** The ONE RULE for LIFE - Immanuel Kant's Moral Philosophy - Mark Manson.  
<https://www.youtube.com/watch?v=0nz0iaNvVpE>
  - **2.3:** Nietzsche, F. (1887). *On the genealogy of morality*. Cambridge University Press. Pp. 10-34.
  - **2.4:** Camus, A. (1951). *The rebel*. Vintage Books. Pp. 3-22.
  - **2.5:** Bataille, G. (1957). *Erotism: Death and sensuality*. San Francisco: City Light Books. Pp. 63-80.
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### Week 3: Sociology of deviance

**February 26th**

- **Required reading:** Goode, E. (2015). The Sociology of Deviance. In *The Handbook of Deviance*, E. Goode (Ed.).
- Durkheim, E. (1893). *Division of Labor in Society*. The Free Press of Glencoe, Illinois.
  - **3.1:** Pp. 71-85.

- 3.2: Pp. 85-110.
  - 3.3: Cohen, S. (1972). Folk devils and moral panics. Routledge. Chapter 1.
  - 3.4: Foucault, M. (1975). *Discipline and punish*. New York: Vintage Books. Pp. 257-285.
  - 3.5: Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Prentice-Hall, Inc. Pp. 1-40
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#### Week 4: Psychology of deviance

**March 5th**

- **Required reading:**
    - Perrin, R. (2015). Cognitive Deviance. In *The Handbook of Deviance*, E. Goode (Ed.).
    - Conrad, P. & Bandini, J. Mental Illness as a Form of Deviance. In *The Handbook of Deviance*, E. Goode (Ed.).
  - 4.1: Freud & psychoanalysis
    - Watch: Sigmund Freud: Id, Ego & Superego (Examples) - [https://www.youtube.com/watch?v=KOCt\\_-0EO5Y](https://www.youtube.com/watch?v=KOCt_-0EO5Y) (3 min)
    - Read: Freud, S. (1923). *The Ego and the Id*. W. W. Norton & Company. Ch. 1 & 2.
  - 4.2: Psychopathy
    - Introduction: Hare, R. D. (1999). Without conscience: The disturbing world of the psychopaths among us. Guilford Press (8 pages)
    - Hare, R. D., & Neumann, C. S. (2008). Psychopathy as a clinical and empirical construct. *Annual Review of Clinical Psychology*, 4(1), 217–246.
  - 4.3: Milgram, S. (1974). *Obedience to Authority*. Harper & Row. Ch. 1 & 4.
  - 4.4: Leung, A. K. Y., & Cohen, D. (2011). Within-and between-culture variation: individual differences and the cultural logics of honor, face, and dignity cultures. *Journal of personality and social psychology*, 100(3), 507.
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#### Week 4.5: Group activity

**March 6th**

Bring an example of a situation that could be constituted as deviant behavior by some, and not by others - in other words, a situation holding ‘moral ambiguity.’ This can be a story from your own life, or an extract from a video, film, podcast, etc. The story should be told in 5-10 minutes. Afterwards, the class will debate on the deviant character, or lack thereof, of your example.

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#### Week 5: Criminology & law

**March 12th**

- **Required reading:**

- Dotter, D. (2015). The Process of Deviantization. In *The Handbook of Deviance*, E. Goode (Ed.).
  - **5.1:** Dyzenhaus, D. (2001). Hobbes and the Legitimacy of Law. *Law and philosophy*, 20(5), 461-498.
  - **5.2:** Beccaria, C. (1764). On Crimes and Punishments. Cambridge University Press. Pp. 3-25.
  - **5.3:** Dombink, J. (2015). Decriminalization. In *The Handbook of Deviance*, E. Goode (Ed.).
  - **5.4:** Hirschi, T. (1969). *Causes of Delinquency*. Routledge. Ch. 2.
  - **5.5:** Gibbs, J. P. (1966). Conceptions of Deviant Behavior: The Old and the New. *The Pacific Sociological Review*, 9(1), 9–14. <https://doi.org/10.2307/1388302>
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#### Week 6: Critical & feminist perspectives

**March 19th**

- **Required reading:**
    - DeKeseredy, W. (2015). Critical Criminology. In *The Handbook of Deviance*, E. Goode (Ed.).
    - Worthen, M. & Dirks, D. (2015). Gender and Deviance. In *The Handbook of Deviance*, E. Goode (Ed.).
  - **6.1:** Taylor, I., Walton, P., & Young, J. (1973). The new criminology: For a social theory of deviance. Routledge. Ch. 7
  - **6.2:** Millman, M. (1975). She Did It All for Love: A Feminist View of the Sociology of Deviance. *Sociological Inquiry*, 45(2–3), 251–279.  
<https://doi.org/10.1111/j.1475-682X.1975.tb00338.x>
  - **6.3:** Collins, P. H. (1990). Black feminist thought: Knowledge, consciousness, and the politics of empowerment. Routledge. Ch. 4
  - **6.4:** Fanon, F. (1963). *The wretched of the earth*. New York: Grove Press. Pp. 35-95.
  - **6.5:** Chambliss, W. J. (1973). The saints and the roughnecks. *Society*, 11(1), 24-31.
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## PRACTICAL APPLICATIONS OF DEVIANCE

#### Week 7: Drugs

**March 26th**

- **Required reading:**
  - Akins, S. & Mosher, C. (2015). Drug Use As Deviance. In *The Handbook of Deviance*, E. Goode (Ed.).
  - Roman, P. (2015). Alcohol Use As Deviance. In *The Handbook of Deviance*, E. Goode (Ed.).



- **7.1:** Young, J. (1971). *The Drugtakers: The Social Meaning of Drug Use*. Paladin. Ch. 1 & 2.
- **7.2:** Shachar, C., Wise, T., Katznelson, G., & Campbell, A. L. (2020). Criminal justice or public health: A comparison of the representation of the crack cocaine and opioid epidemics in the media. *Journal of health politics, policy and law*, 45(2), 211-239.
- **7.3:** Hughes, C. E., & Stevens, A. (2010). What can we learn from the Portuguese decriminalization of illicit drugs?. *The British Journal of Criminology*, 50(6), 999-1022.
- **7.4:** Watch: HIGH PRICE: A Neuroscientist's Journey of Self-Discovery That ... | Carl Hart | Talks at Google. [https://www.youtube.com/watch?v=PdsN\\_vYZ3w8](https://www.youtube.com/watch?v=PdsN_vYZ3w8)
- **7.5:** Rempel, M., Fox-Kralstein, D., Cissner, A., Cohen, R., Labriola, M., Farole, D., ... & Magnani, M. (2016). The New York State adult drug court evaluation: Policies, participants and impacts. Ch. 1, 2, 3, 19.

#### Week 8: Property

**April 2nd**

- **Required reading:** Harvey, D. (2015). Poverty and Disrepute. In *The Handbook of Deviance*, E. Goode (Ed.).
- **8.1:** Drucker, K. (2020). Creating "Criminals": Homelessness in the Sunshine State. *Harv. CR-CLL Rev.*, 55, 311.
- **8.2:** Simpson, S. S. (2013). White-collar crime: A review of recent developments and promising directions for future research. *Annual Review of Sociology*, 39(1), 309-331.
- **8.3:** Snider, L. (2001). Crimes against capital: Discovering theft of time. *Social Justice*, 28(3 (85), 105-120.
- **8.4:** Harris, A. (2016). A pound of flesh: Monetary sanctions as punishment for the poor. Russell Sage Foundation. Ch. 2 & 7.
- **8.5:** Coates, T. N. (2015). The case for reparations. In *The Best American Magazine Writing 2015*: Columbia University Press (pp. 1-50). Columbia University Press.

#### Week 9: Environment

**April 9th**

- **Required reading:** Brisman, A. (2015). Environmental Harm as Deviance and Crime. In *The Handbook of Deviance*, E. Goode (Ed.).
- **9.1:** Ross, M. L. (2004). How do natural resources influence civil war? Evidence from thirteen cases. *International organization*, 58(1), 35-67.
- **9.2:** Pauli, B. J. (2019). Flint fights back: Environmental justice and democracy in the Flint water crisis. mit Press. Part of introduction + ch. 1

- **9.3:** White, R. (2012). Land theft as rural eco-crime. *International Journal of Rural Criminology*, 1(2), 203-217.
- **9.4:** White, R. (2013). Environmental harm: An eco-justice perspective. Policy Press. Ch. 4
- **9.5:** Chao, S. (2022). In the shadow of the palms: More-than-human becomings in West Papua. Duke University Press. Introduction

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**NO CLASS ON APRIL 16TH**

Week 10: Violence

**April 23rd**

- **Required watching:** Violence & Protest | Philosophy Tube.  
<https://www.youtube.com/watch?v=dh4G1Gjv7bA>
- **10.1:** Funk, T. M. (2021). Understanding the Role Values Play (and Should Play) in Self-Defense Law. *Am. Crim. L. Rev.*, 58, 331.
- **10.2:** Gatchet, A. D., & Cloud, D. L. (2013). David, Goliath, and the Black Panthers: The paradox of the oppressed militant in the rhetoric of self-defense. *Journal of Communication Inquiry*, 37(1), 5-25.
- **10.3:** Krech, V. (2003). Sacrifice and Holy War: a study of religion and violence. In *International Handbook of Violence Research* (pp. 1005-1021). Dordrecht: Springer Netherlands.
- **10.4:** Sarat, A. (Ed.). (2001). The killing state: Capital punishment in law, politics, and culture. Oxford University Press. Introduction
- **10.5:** McMahan, J. (2008). The morality of war and the law of war. *Just and unjust warriors: The moral and legal status of soldiers*, 19, 19-22.

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Week 11: Sex

**April 30th**

- **Required reading:**
  - Weinberg, M. & Williams, C. (2015). Sociology and Sexual Deviance. In *The Handbook of Deviance*, E. Goode (Ed.).
  - De Block, A., & Adriaens, P. R. (2013). Pathologizing Sexual Deviance: A History. *The Journal of Sex Research*, 50(3-4), 276-298.  
<https://doi.org/10.1080/00224499.2012.738259>
- **11.1:** Williams, T. (2022). The Soft City: Sex for Business and Pleasure in New York City. Columbia University Press. Chapter 5
- **11.2:** Thomas, J. N. (2020). BDSM as trauma play: An autoethnographic investigation. *Sexualities*, 23(5-6), 917-933.

- **11.3:** Cardoso, D., Chronaki, D., & Scarcelli, C. M. (2022). Digital sex work?: Creating and selling explicit content in OnlyFans. In *Identities and intimacies on social media* (pp. 169-184). Routledge.
- **11.4:** McGlynn, C., & Rackley, E. (2017). Image-based sexual abuse. *Oxford Journal of Legal Studies*, 37(3), 534-561.
- **11.5:** Imhoff, R. Punitive Attitudes Against Pedophiles or Persons With Sexual Interest in Children: Does the Label Matter?. *Arch Sex Behav* 44, 35–44 (2015).  
<https://doi.org/10.1007/s10508-014-0439-3>

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Week 12: Love

**May 7th**

- **Required reading:** Dennis, J. (2015). What Is Homoexuality Doing In Deviance? In *The Handbook of Deviance*, E. Goode (Ed.).
- **12.1:** Field, C. J., Kimuna, S. R., & Straus, M. A. (2013). Attitudes Toward Interracial Relationships Among College Students: Race, Class, Gender, and Perceptions of Parental Views. *Journal of Black Studies*, 44(7), 741-776. <https://doi.org/10.1177/0021934713507580>
- **12.2:** Rich, C., Schutten, J. K., & Rogers, R. A. (2012). “Don’t drop the soap”: Organizing sexualities in the repeal of the US military’s “Don’t ask, Don’t tell” policy. *Communication Monographs*, 79(3), 269-291.
- **12.3:** Lehmiller, J. J., & Agnew, C. R. (2011). May-December paradoxes: An exploration of age-gap relationships in Western society. In W. R. Cupach & B. H. Spitzberg (Eds.), *The dark side of close relationships II* (pp. 39–61). Routledge/Taylor & Francis Group.
- **12.4:** Adams, N. N., & Smith, D. S. (2025). “I didn’t Leave Inceldom; Inceldom Left me”: Examining Male Ex-Incel Navigations of Complex Masculinities Identity Rebuilding Following Rejection of Incel-Culture. *Deviant Behavior*, 1–31.  
<https://doi.org/10.1080/01639625.2025.2453443>
- **12.5:** Williams, T. J. V., Slater, H. E., & Tamayo Gomez, C. (2024). Unpacking the Construction of Online Identities of Hybristophilia Communities on TikTok. *Deviant Behavior*, 46(2), 179–194. <https://doi.org/10.1080/01639625.2024.2338273>

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Week 13: Final presentations

**May 14th**