

SYLLABUS
SOCL 4413 Deviant Behavior
Summer I 2020
Online

It is easily observable that different groups judge different things to be deviant. This should alert us to the possibility that the person making the judgment of deviance, the process by which that judgment is arrived at, and the situation in which it is made may all be intimately involved in the phenomenon of deviance. To the degree that the common-sense view of deviance and the scientific theories that begin with its premises assume that acts that break rules are inherently deviant and thus take for granted the situations and processes of judgment, they may leave out an important variable—Howard Becker.

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TEXT: Deviant Behavior by John Humphrey and Frank Schmallegger. Sage Publishing, ISBN: 978-1-5443-0792-3

There are also a few additional readings marked as **Reading**. These will also be uploaded on D2L

COURSE DESCRIPTION AND OBJECTIVES:

What is deviance? Why do people engage in deviant behavior? Why do some people assume a deviant identity while others do not? How does deviance impact our society? How does deviants influence the behavior of groups and individuals? This class will explore answers to these questions as well as the relationship between deviance and formal systems of social control. The nature and function of deviance will be examined with particular reference to various sociological and theoretical perspectives on deviance.

- Expose students to a variety of studies of deviant behavior (e.g., criminal behavior, sexual deviance etc).
- Students should learn that there is often more involved in behavior defined and treated as being “deviant” than is readily apparent.
- Students should learn the limitations of extrapolating from their own experiences and be able to articulate how the life experience of others may differ.
- Students should be able to critically assess the strengths and weaknesses of current sociological theories and research related to deviant behavior.

EXAMS AND GRADING:

There will be four (4) exams, including the final (the final is not comprehensive). Each exam will consist of 50 multiple choice questions.

You will also receive a grade for your Participation at the end of the semester (worth 100 points...6 points for each Topic discussion, added to the paper = 100 points. This topic participation grade will be based on responses to the discussions that I post and the responses to your classmate's postings, as well as what you read from the other students postings (the D2L system does keep track of everything you do so I can keep track of this---It's really an amazing system). I will post one to three questions (sometimes 4) for each chapter. I want actual dialogue here rather than simply responding by saying "I agree" or "I disagree." I want to see some thought put into your responses and some evidence of support for what you say. Please remember to be civil.....(define this...no cursing, don't put someone down, provide each other with an open environment for discussing and disagreement, but be careful of the manner in which you do so). I will post discussion questions for each topic. Sometimes I do this a few days in advance for those who read ahead or so that students know what questions will have to be answered as they're reading the chapter. You have only through that day (the due date) to post your initial response to the questions that I post (you have until 11:00 that night). Then I will leave the chapter open for an additional day (through 11:00 pm.) so that you can respond to the posting of at least three (3) other postings from other students. This is required! Remember that part of your participation grade is based on your READING the postings of the other students as well.

Grading for Participation:

The topic discussions are graded according to the following:

Plus 2 for posting your initial posting by due date at 11 pm and for respond to the postings of your classmates by the following night at 11 pm.

Plus 2 for reading at least 4/5 (four-fifths) of the postings of your classmates by the second night as well, by 11PM. So, if you don't get on by at 9:30 PM, you aren't likely to capture 4/5s of the postings.

Plus 2 for posting such that it is evident that you are drawing from material that you have read for the current week (quality). If you fail to post the required postings, you can't expect to get points for quality either.

EXAMS AND PARTICIPATION	GRADING/POINTS
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Exam 4	100 points
Participation grade	78 points
One paper due (see below)	22 points. Participation and paper = same value as an exam grade
Total	500 points

To average your grade, add up points and divide by 5.
Grades will be determined by the following scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

PAPER:

You will have one paper assignment to turn in (date will be listed on the link for turning them in). It is worth 22 points. (date due is *by* July 2nd at 11 pm).

1. You will choose a current event and analyze it sociologically, using as many concepts from your text topics as are relevant to explaining the phenomenon sociologically and thoroughly (expect to at least write 2-3 pages, but possibly more depending on how in-depth an article you choose as well as how thorough you are. I do want you to be thorough (probably at least 10 text concepts/references, but more may be needed). I will look to see that you have also applied one of the theories to the event and your analysis. You will not get credit for this assignment if you do not provide page #s from the text (and other readings that are relevant) for the concepts and theory you use.

The problem that most students have with a simple paper like this is that they do not know how to “analyze” or reference. They sometimes do not do a “thorough” job either. If you do not know how to turn in a thoroughly referenced paper, or how to analyze, please stop by my office to look at examples from other class, that is, if you are local. If you are not local, please just call me and I am happy to discuss this with you over the phone. Also, when I say “current event,” I mean that it needs to be no older than one year (so no older than June of 2019). I am doing this to cut down on cheating.

THE AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Office of Disability Accommodation. The telephone number is 397-4618.

EXAMS			
<p>EXAM 1 Opens June 9th at 8:00 am through 11:00 pm (60 minutes once it is opened)</p>	<p>Topic 1: What is Deviant Behavior? TEXT: Chapter 1 THIO: chap1: What is Deviant Behavior (under readings link)</p>	<p>Topic 2: Theories of Deviant Behavior. TEXT: Chapter 2 Classical Theories</p>	<p>Topic 3: TEXT: Chapter 3. Contemporary Perspectives</p>
<p>EXAM 2 Opens June 16th at 8:00 am through 11:00 pm (50 minutes once it is opened)</p>	<p>Topic 4: Homicide AND Domestic Violence TEXT: Chapters 4 and Chapter 5</p>	<p>Topic 5: Sex Offending. TEXT: Chapter 10 Reading: Convicted Rapists' Vocabulary of Motive. Pg 309-324. Reading: Sexual Assault on Campus. 519.</p>	<p>Topic 6: Suicide TEXT: Chapter 6 Reading: The Desire for Death, Reading: Self-Injurers: A "Lonely Crowd"</p>
<p>EXAM 3 Opens June 23rd at 8:00 am through 11:00 pm (50 minutes once it is opened)</p>	<p>Topic 7: Alcohol Abuse TEXT : Chapter 8 Reading: Binge Drinking on College Campuses Reading: Hey, Don't Blame Me..Blame the Booze</p>	<p>Topic 8: Illicit Drug Use TEXT: Chap. 9 Reading: OxyContin: A Prescription for Disaster</p>	<p>Topic 9: Mental Illness TEXT: Chapter 7 Reading: Moral Stigma Management Among the Transabled (pg 348) Reading: The Adoption and Management of a "Fat" Identity, pg. 263</p>
<p>EXAM 4 (Final). July 2 (50 minutes)</p>	<p>Topic 10: Property Crimes TEXT: Chap. 11 ,</p>	<p>Topic 11: White-Collar and Organized Crime; AND Cyberdeviance TEXT: Chap. 12 AND 13</p>	<p>Topic 12: Positive Deviance TEXT: Chap 14.</p>
	<p>Topic13: Extreme Forms of Everyday Behaviors TEXT: Chapter 15. Reading: "Artificial Love: The Secret Worlds of iDollators"</p>		

Week 1: Your text doesn't talk much about the social constructionist perspective, which suggests that deviance should be regarded as lodged in a process of definition, rather than in some objective feature of an object, person, or act. That perspective therefore recommends that we look at the process by which a society constructs definitions of deviance and applies them to specific groups of people associated with deviant objects or acts. The dynamics of these deviance-defining processes may sometimes eclipse the factual grounding on which they rest in their significance for the rise of collective moral sentiments.

In terms of the chapter on Mental Illness-I have you reading two articles that aren't really about mental illness but deal with how to manage a deviant identity. People with mental illness often have to manage their deviant or stigmatized identity. This is why they may hide mental illness diagnosis from others. Also, I just wanted you to read some interesting articles for this course.

Again, for the last topic, I have you reading a VERY interesting article about Artificial Love-Idollators. This is just fascinating and in a way is a form of extreme behavior.