

SOC 232 Deviance
Spring 2021 On-line Course Syllabus
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COURSE DESCRIPTION:

Emile Durkheim, one of the earliest classical theorists in sociology, explained that deviance occurs in all societies, even a society composed entirely of saints. A sociological approach recognizes that deviance is not inherent within the act itself, and the definition of deviance depends upon the response to a person's actions by the other members of the society and serves to let the members of the society know which actions are considered outside of the boundaries of acceptable behavior. Reactions by those in power in the society help to emphasize these boundaries, and these reactions help to define the culture of the society.

This course will survey many of the sociological theories and research projects that have been developed and conducted about the issues of deviance and deviant behavior. Students will learn how deviance is socially constructed, how the members of the society respond to deviant behavior, and how people from deviant groups respond to these definitions as well.

This course should also help students to develop their academic and professional skills, their understanding of how sociologists define and research deviance, their sociological imagination, their understanding of how the social world operates, and their voice (an important concept for feminist scholars). In order to be successful, students should share how the ideas within the course material relate to their own beliefs and experiences in your lives, so that I can provide feedback to your specific interests. I use this approach to help students to consider different ways of thinking about their own lives.

This course meets the "S" Social Sciences Learning Outcome Requirement

TEXT:

Patricia Adler and Peter Adler. Constructions of Deviance: Social Power, Context, and Interaction. (Seventh Edition). Belmont, California: Wadsworth Publishers. ISBN 978-1-111-18637-1.

COURSE GOALS:

1. Students will enhance their writing skills.
2. Students will learn about the sociological definitions of deviance.
3. Students will acquire an in-depth understanding of the major sociological perspectives and theories about deviance: the functionalist perspective, the conflict perspective, social learning theory, anomie theory, social control theory, the labeling perspective, and differential association.
4. Students will learn about the various research methods that sociologists employ to study deviance.
5. Students will develop an in-depth understanding of the social construction deviance including stigma, labeling, the differential power of groups and individuals to construct

- deviance, and the differential power of groups and individuals to resist becoming discredited.
6. Students will develop an understanding of how the deviance of elites (white collar crime) is more costly to the society than the more commonly considered “street crimes.”
 7. Students will develop an understanding of how people build deviant careers and identities through peers, gangs, and organizations.
 8. Students will learn to see their lives within the context of the social construction of deviance and conformity.

COURSE OUTCOMES:

1. Students will integrate the terms and perspectives of the sociological theories about deviance by engaging in class discussions.
2. Students will analyze the terms and perspectives of the sociological theories and how the key concepts about deviance interrelate with one another through writing essay exam answers.
3. Students will identify how their lives are affected by the structures of society and the social construction of deviance by writing a reflective essay about how the socializing agents in their lives have affected their beliefs and worldview about the larger society.
4. Students will learn how to sociologically interpret aspects of a short story by writing an essay that incorporates the ideas about deviance and sociology from the course to a particular short story.
5. Students will consider and analyze the research methods that are implemented to study deviance through writing essay exam answers about various sociological research methods and projects about different types of deviance.
6. Students will learn how to sociologically interpret aspects of news articles, short stories, songs, novels, movies, and/or documentaries that they encounter by writing an essay that incorporates the ideas about deviance and sociology from the course to a particular news article, short story, song, novel, movie, or documentary of their choice.

COURSE STRUCTURE:

The class is structured into 4 Parts. Creating threads and responding to your classmates’ threads in 4 different substantive discussion boards in Canvas—one thread for each part of the course (not including the introductory discussion board post) will be required throughout the semester (with the same deadlines as listed for the assignments for the 4 Parts of the course listed below). Files that contain specific details about the discussion board posts, the assignments, and the midterm and final exams are posted in the assignments tab in the Canvas shell.

Part One of the course will include readings that are posted on Canvas as well as the readings from Part One from the textbook. The first discussion board post will ask for you to provide a general introduction of yourself. The second discussion board post consists of reading through the Table of Contents and skimming through the readings from Part One of the text (and any of the other readings from the other parts of the textbook that you find especially interesting). Write down which sections from all of the parts of the text book that you find most interesting and why you find them interesting. Also write down some of the ideas from the readings from Part One of the text, and the most interesting sections from the rest of the textbook, that seem particularly enlightening to you as well. I do not want a summary of the work; I just want your impressions of the specific ideas that are of particular interest to you. There is one short assignment other than the Canvas discussion board posts during this part of the course. Assignment One is a short essay about your world view and some of the important socializing agents in your life. The

detailed instructions of all of the assignments for the course are in the “Assignments” tab in Canvas.

Part Two of the class includes readings from Part Two of the text book and readings that are posted in the Canvas modules tab. After reading these articles, students will complete Assignment Two and the midterm exam answers. Assignment Two is about the how the readings by Peter Berger and C. Wright Mills that are posted in Canvas about the sociological perspective can be applied to the study of deviance. The midterm exam answers are due after students receive feedback to their responses to Assignment Two.

Part Three of the class includes readings from Part Three of the textbook and the readings about sociological research methods that are posted in Canvas. There is one assignment for this section of the course. Assignment Three is a short essay in response to the short story, “The Search for Signs of Intelligent Life in the Universe” that is posted in Canvas. This assignment requires students to apply the ideas from the first three parts of the course to the ideas presented in the short story.

Part Four of the class will include 4 selected readings (students’ choice) from Parts Four, Five, Six, Seven, and/or Eight of the text. There will be one assignment in this section of the course that asks for students to relate the ideas from the readings from throughout the entire semester to the ideas from a particular news article, short story, song, novel, movie, or documentary of their choice about a type and/or instance of deviance (the student should get permission from me about the appropriateness of the story, article, or documentary prior to writing the essay). The final exam is due after you complete the readings for Part Four of the course.

COURSE DEADLINES:

<i><u>First two Discussion Board Posts due:</u></i>	January 15th
<i><u>Assignment One due:</u></i>	January 22nd
<i><u>Assignment Two from Part Two due:</u></i>	February 5th
<i><u>Midterm Exam due:</u></i>	February 26th
<i><u>Assignment Three from Part Three due:</u></i>	March 12th
<i><u>Assignment Four from Part Four due:</u></i>	April 2nd
<i><u>FINAL EXAM due:</u></i>	April 19th

COURSE REQUIREMENTS:

- One midterm exam and one comprehensive final exam.
- Canvas discussion board posts
- graded assignments (posted in the Canvas shell)

COURSE GRADING:

Students' grades are based on a midterm exam, discussion board posts, assignments, and a final exam. The weighting for each of these grading elements is listed below:

Midterm Exam:	20%
Discussion board posts:	20%
Assignments :	40%
Final Exam	20%

A 93-100
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
D- 60-62
F 0-59

ACCESSIBILITY SERVICES:

Any student with documented accessibility needs who feels they may need academic accommodations while taking this course, should first contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or Accessibility@marybaldwin.edu.

The Academic Resource Center: The ARC is your one-stop-shop for writing, math, and all other subject and studentship tutoring. Residential students can meet with tutors virtually or face-to-face in the Center for Student Success, on the first floor of Grafton Library. Online and remote students can work virtually with tutors on papers, assignments, and test-taking strategies. Appointments are scheduled through TutorTrac (tutortrac.marybaldwin.edu). For more information, contact Dr. Carey Usher, Associate Provost (cusher@marybaldwin.edu, 540-887-7064) or ARC@marybaldwin.edu.

HONOR CODE POLICY:

The MBU Honor Code Policy concerning cheating and plagiarism will be strictly followed.

Mary Baldwin students pledge to uphold the Honor Code. They pledge to refrain from cheating on assignments, papers and tests, to refrain from plagiarism, and always to be honest in their dealings with faculty, staff and other students. To maintain the integrity of the system, students, faculty and staff who witness Honor Code infractions are expected to report them.

Should I become aware of an Honor Code offense in this course, I will encourage the student(s) to self-report by e-mailing the Honor Council chairwoman or by filing an incident report at

<https://publicdocs.maxient.com/incidentreport.php?MaryBaldwinCollege>. If the student(s) does not self-report within 24 hours, I will submit the report myself.

If the Honor Code offense is related to a course assignment, the assignment will not receive an official grade until the Honor Council investigation (and, if necessary, hearing) is complete. I will not assess a grade penalty for an Honor Code infraction unless a student is found responsible by (or admits responsibility to) the Honor Council. Any assignment will receive an automatic “0” (zero) and an “F” will be recorded for the course grade should a student be found plagiarizing. This type of offense demonstrates a disregard for the very foundations of academic thought and the learning process itself

POLICY ON “EXTENSIONS” (ET’s):

Should you find that you cannot complete all of the work for the course, you may take an ET (extended time) for the course **ONLY IF** *you have a documented illness and/or have completed at least half of the work in the class. This policy means that you must complete the work for the first two parts of the course (including the midterm exam) by the deadline for all semester coursework (April 19th) to be eligible for an ET.*