

DEVIANCE & SOCIAL CONTROL

Fall 2015

Soci4442/03 (CRN#81297) (M/W 12:30-1:45 in SO2025)

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Course Catalog Description:

A survey of the nature, causes, and consequences of deviant behavior. Provides an analysis of the problems of definition, identification, explanation, and social reaction to violations of institutional expectations. Presents techniques of social control.

Broader Course Description:

This course offers a general survey of the sociology of deviance and social control, which emphasizes *perspectives* on deviance: ways of looking at deviance and deviant behavior, as well as approaches to controlling that behavior. As a general rule sociologists are less concerned with particular *types* of deviance (e.g. marijuana use, homosexuality, atheism, tax fraud, anorexia) than with *ways of understanding* deviance.

Two Caveats

As a general warning, if you think that this course is going to tell you exactly why some people – in your view – are so “weird,” “sick,” “cruel,” “deviant” etc., and exactly what *we* (those who are supposedly “normal” or “decent”) have to do to fix *them*, you will be very disappointed with this course, for its focus is neither to judge nor to fix people, but to understand them in social context. Furthermore, while we are interested in understanding *why* people engage in deviant behavior, we are at least equally concerned here with what is called “the deviance process” -- how categories of people come to be recognized as “deviant” and why *that* happens, the many consequences of “deviant” labeling, and how “deviants” manage the experience.

A second warning: If this course were a movie, it would be rated R: the materials we read and especially the films we will be seeing include some foul language, sexually explicit material, and violence. There will also be explicit references to these things in class, when necessary to illustrate a point. **If, for whatever reason(s), you feel you cannot deal with this kind of material in an academic manner, then please choose not to take this course.**

COURSE LEARNING OBJECTIVES:

- Understand how sociological theories explain deviance.
- Be able to present opposing viewpoints in the area of deviance and social control.
- Describe and apply some basic theories or theoretical orientations in at least one area of social deviance.
- Apply a methodological approach to gather data on a deviant issue.
- Be able to present your understanding of a specific deviance issue and sociological perspectives that explain deviance in an academic paper following guidelines.

REQUIRED TEXT:

Goode, Erich. 2015. Deviant Behavior, 10th ed. Prentice Hall. ISBN: 0-205-89966-8

**Additional readings may be posted on D2L – there will be a number of academic articles assigned in addition to the textbook.

SUMMARY OF GRADING:

| Learning Tool | Percentage |
|-------------------------------|------------|
| Exam 1: | 27% |
| Exam 2: | 30% |
| Participation & Preparedness: | 10% |
| Paper (Part 1) | 5% |
| Paper (Part 2) | 14% |
| Paper (Part 3) | <u>14%</u> |
| | =100% |

Grading Scale: Course grades will be assigned based upon final points earned, using course weights above listed.

| | |
|-------------|-------------|
| A = 90-100 | D = 60-69.9 |
| B = 80-89.9 | F = <59.9 |
| C = 70-79.9 | |

Description of Learning Tools and Grading

Exams: Each of these exams will entail approximately half of the course content in a singular exam structure. The exams will include sections of multiple-choice, true/false, and short-answer questions. The specific exam structures will be discussed closer to the exam periods. Thus, during the exam periods, you will need to plan a solid time block during which you can

Note, the second exam is weighted a bit heavier than the first due to its greater content scope.

Participation & Preparedness: Participation will be based upon your preparedness, discussion of readings, and intelligent class dialogue. Occasional in-class quizzes and writing exercises may be taken into consideration. Participation grades will be assessed for each third of the course. You will be rated in whole points out of 10 (10=100, 9=90, etc.) --- however, if warranted you may receive “11” out 10 points. The three scores will be averaged before the percentage is applied for your course average. If you are a person who does not care to speak in class, use of the online discussion board can help bolster this aspect of your grade (clarification to occur in class).

Deviance Paper:

This paper will explore a topic relevant to deviance (too many possible topics to list—you may certainly email the instructor in advance to discuss ideas...) and a (scripted) media depiction of this deviance. You will initially engage with academic literature (beyond course content) to establish a foundational understanding of your topic and what is “known.” From here, you will then observe and analyze a media depiction of this deviance. Often the media offers a biased or unrealistic depiction that skews cultural interpretations and understanding of

such deviance [to offer some simplistic examples: If one were to regularly watch *Law & Order: Special Victims Unit* one may have a skewed perspective on the statistical risk of experience crime/sexual assault in NYC; If one were to regularly watch *Scandal*, one may have an unrealistic perspective of politicians sexual lives; If one were to regularly watch *Queer as Folk*, one may have an unrealistic perspective of the sexual behaviors of gay men; If one were to regularly watch *Breaking Bad* or *Weeds*, one may have an unrealistic perspective of drug production and sales.... And so forth]. Given that for many American television provides our “insight” into other deviant groups or behaviors, assumptions are made about the legitimacy of these portrayals that may or may not actually reflect reality.

While in the past I have pursued the major course paper as a single submission, I am piloting a new tactic this semester with the paper being broken into various deadlines and sections as follows:

Part 1: Topic & Resources

Herein, you will submit a 1-2 page document (a sample will be posted), where you indicate your chosen deviance topic; a list of academic sources (in appropriate citation style!); and a brief description of the media source (film or television program) you plan to examine. To clarify academic source expectations: You will need to engage with at least 4 outside academic sources from peer-reviewed journals (you may reference course material, but these *do not count* towards your 4 sources, but ought to be cited of course). Academic sources should be dated from 2000-2015, articles are expected to be approximately 20 pages in length each (you may use shorter sources, but need to compensate with additional sources so the total number pages equals approximately 80 pages), articles should be *relevant* to sociology of deviance (ie, you should not be drawing from psychology articles). Depending on your topic, it may be appropriate to draw some content from other fields—for example, if you were exploring bipolar disorder, you should focus content from Sociological field sources, but one or two sources from psychological journals may be appropriate--- *confer with the instructor in advance, do not make assumptions on this matter!* Journal articles that explore your selected deviance in a cultural context not relevant to your media portrayal are not appropriate (for example, if you were examining “polygamy” an article about polygamy in Northern Africa is not appropriate if analyzing the television program *Big Love*). Biblical and religious texts references are not academic and are not appropriate to this assignment.

Citation style: As this course is part of several majors, I am open to the use of different citation and reference styles. ASA or APA formats are however the preferred citation styles. When listing your academic sources for this part of the assignment, be consistent and appropriate in your citation style.

To clarify media source expectations: You will be engaging with a popular portrayal of your selected deviance and critically address the difficulties or biases presented. The media you engage should total approximately 2 hours in length (perhaps a single film, or several episodes of a television program -- you are to examine “popular”/scripted mainstream media). Your media source should be contemporary – specifically, no older than 2004. Documentary film and “edu-tainment” television (ie. Not scripted topical educational television programs, such as *Hoarders*, *My Strange Addiction*, etc.) are not appropriate for this assignment (papers based on such, without prior instructor approval, will receive a grade of zero). Some “reality” programs (which are not “scripted” per say) may be appropriate for analysis (for example, *Breaking Amish* or *Sister Wives*), but may be more challenging and require advance instructor approval. Television series that aired prior to, but beyond 2004, may be analyzed, but the episodes examined must be dated from 2004 onward (for example, *Queer as Folk* aired 2000-2005, if analyzing, must focus on episodes from 2004 or 2005).

To sum up, this submission will include: (1) deviance you plan to analyze, (2)

appropriately formatted citation list of academic resources, (3) media source (and a brief source synopsis; if using a synopses found online, be certain to quote appropriately and cite the source or this constitutes plagiarism). [total length, likely 2 pages]

Part 2: Research Paper

The second major submission will be a 3-4 page research paper (literature review) on your deviance topic. Using the academic sources you have collected you are to write a clear, concise paper presenting what is “known” academically about your topic. I discourage heavy quoting from your academic sources, though some may be appropriate. It is preferred that you demonstrate synthesis and understanding of the literature. It is expected that all sourced used will be cited within this paper. Be certain to adhere to literature expectations as outlined in Paper, Part 1.

Be certain to avoid plagiarism – always quote and cite appropriately. Posted course materials may be helpful---also, remember the writing center is available to provide additional support. Also, be certain to attach/include a complete reference list at the end of this paper—reference pages do not count to the page content expectations. Failure to include a citation list would certainly constitute an act of plagiarism.

To sum up, this submission will include: (1) 3-4 page research paper on topic, (2) appropriate citation page. [total length, likely 5 pages]

Part 3: Media Analysis

This final paper submission should run 3-4 pages in length and is a critical analysis of your deviance as portrayed in your media source. It is likely appropriate to refer back to some content of your research—when doing so, be certain to cite appropriately (this will also necessitate the attachment of a reference page of any sources used). Your media source(s) should also be fully cited (if you using multiple television episodes, cite each episode). An attached appropriate film/episodes synopsis should also be attached with a web reference to its source (assuming you draw it from the web) (does not count towards page number). Also, look back to Paper, Part 1 for media expectation clarification.

To sum up, this submission will include: (1) 3-4 page analysis paper on deviance portrayal in your selected media, (2) appropriate citation page, (3) media synopsis. [total length, likely 5-6 pages]

WORDS OF CAUTION: (1) As an instructor, I take academic honesty and plagiarism very seriously. Your papers will be assessed closely on these matters. As is clarified below, if concerns of plagiarism emerge, the matter will be pursued—likely leading to failure of this course and reporting to the Student Conduct Office.

(2) Students are responsible for the document that is uploaded and submitted to the instructor. *You are responsible to adhering to the file formats that are supported by D2L (MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain text).* Incomplete or “draft” versions of papers, if submitted, account to the content the instructor must assess --- if this were a face-to-face course, and you handed me a paper and then returned to me two days later with the “correct” version I would be unable to accept the corrected version, thus I must take a firm line on this issue. Additionally, it is student responsibility to submit a file that is correct—submitting a “corrupted” file will not allow for resubmission of a secondary file.

Unfortunately, some students have, in the past, used either of these tactics with hopes of extra time to complete an assignment; as such, I must accept the file submitted (to the Dropbox) at

face value—unless a corrected version is provided in a timely fashion (particularly prior to the deadline).

If the file received is in a format that cannot be opened via D2L, it will be marked as zero.

Paper submission details: All submitted papers are expected to be typed using 12pt Times New Roman font, 1” margins, double spaced (unless otherwise specified), and paginated. There should not be extra space between paragraphs (if using Word, under “Home”, “Paragraph” in the dropdown there is a box you can check “Don’t add space between paragraphs of the same style.”) Additionally, titles/headings should not be excessive --- you are allowed 2 lines at the top of the first page for this purpose. A cover page is NOT necessary. Excessive lines used in heading/spacing will be adjusted to determine if paper length is appropriate.

Extra credit: You may earn up to 6 points added to each exam by posting comments, feedback, and reactions via online discussion. You may respond with intelligent questions and comments to the reading; response/questions that came to mind during discussion in class; intelligent responses to the postings of others; responses to movies; interesting web links that were relevant to class; even scanned document/pictures. Responses and postings should be relevant to the material currently being addressed in class. You *do not* necessarily earn a point for each posting (though you could earn up to 2 points for a single posting), nor do you necessarily receive *any* points for a posting --- it is dependent upon quality, not quantity. Additionally, you cannot earn more than 2 points in any given discussion period, which will be defined online--- there are 3 periods per exam (obviously, you should not be posting DURING class, thus showing you aren’t attending!). I encourage students to post regularly to create a good class dialogue. I will be trying to review and update extra credit earnings regularly between each exam (at the end of an extra credit period), but if all students make efforts to earn this extra credit it may take time to read all responses. It is likely that I will respond and add to the dialogue, but I will not be able to respond to every student comment or posting. Postings for credit towards an exam must be accomplished prior to the exam --- i.e. you cannot take the exam and then go post to the discussion for extra credit towards that exam. The last day to post for the semester is Dec 17, 2015 (the last day of classes, prior to taking the exam).

Further instructional information is presented in weekly modules.

Plagiarism and **Cheating** are unacceptable behaviors. If you are found to have cheated or submitted uncited or plagiarized work you will be reported to Student Conduct and Academic Integrity (SCAI) office and fail this course. If you are uncertain about what constitutes plagiarism you should consult the undergraduate catalog & handbooks. You may also wish to consult the SCAI website at <https://web.kennesaw.edu/scai/>.

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions

regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

A section of particular importance (Code of Conduct):

Plagiarism and Cheating

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Due Dates & Make-up exams/quizzes: Paper due dates are clearly stated in the syllabus/course schedule. Papers are due to the dropbox by class time (unless otherwise noted).

I do not accept late papers.

Late papers might only be accepted in extreme circumstances, as will be described for exam make-ups below. However, if you should have computer/technical problems (such as you're having trouble logging into D2L) you should email the paper to me directly (dfarr4@kennesaw.edu) so that the email is time stamped PRIOR to deadline. Papers emailed after deadline are considered late, thus unacceptable. Should you run into technical troubles, such as "your internet is 'out'" you must obtain documentation from your internet provider that clearly indicates a system problem. Ultimately, it is to your benefit to not wait until the last moment to submit materials to best avoid such grade hardships.

Make-up exams will only be allowed in extreme circumstances with appropriate documentation such as: 1) documented illness (a note from a physician indicating your inability to take an exam due to illness or medical treatment), 2) written certification of a death in the family, 3) written certification (from court or police, through the Dean's office, or other appropriate offices) is provided for rare events (not covered by 1 or 2) that would make attendance of the exam impossible. A note from one's "mother," "friend," etc. is NOT sufficient. If in doubt, speak with me.

Attendance: You are permitted to miss 4 classes without excuse. However, deadlines, presentations, and exam dates are secure – your absence (if unexcused) will not allow you to turn in work late. If you miss a pop quiz without appropriate documentation you will not be able to make up the quiz. Upon your 5th class absence your final average will lose 3 points; each additional date thereafter will result in an additional 1 point loss; thus 5th absence 3 points loss, 6th lose 4 points, etc. Excused absences as described above do not affect your 4 permitted excused absences---within reason. You may speak to me regarding potential conflicts as they arise.

Please contact professor privately for all personal hardships.

disAbled Student Support Services

Kennesaw State University welcomes all students, recognizing that variations of abilities contribute to a richly diverse campus life. Prospective students are encouraged to visit the university -- explore the campus and talk with faculty, staff and current students. Find out that KSU is the place for you.

http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Student Success Services (SSS): The SSS center (Kennesaw Hall, Room 2401; phone: 770-423-6600) provides year-round counseling, advising, and testing services. For incoming students, First Year, Transfer and Parent Orientation services are also available. They have recently added a program devoted to Alcohol and Drug Education & Prevention and a Collegiate Recovery Center. The SSS website is

<http://www.kennesaw.edu/studentssuccess/>

KSU's Student Development Center: The Student Development Center (Carmichael Student Center, Suite 267; phone: 770-423-6443) provides information of particular interest to adult learners, minority students, multicultural and international students, and disabled students; and provides links to opportunities for student community service and a peer mentor program. The Student Development website is

http://www.kennesaw.edu/stu_dev/home/home.html

KSU's English as a Second Language (ESL) Study and Tutorial Center: The ESL Study and Tutorial Center (Library, Room 442) offers tutoring in writing a paper, reviewing grammar, reading, and preparing for the Regents' tests. Appointments are usually necessary. For an appointment, contact David Schmidt at (770) 423-6377, or dschmidt@kennesaw.edu. The ESL Study and Tutorial Center website is

<http://www.kennesaw.edu/uc/esl/>

Writing Center: "The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. For more information or to make an appointment (appointments are strongly encouraged), visit <http://www.kennesaw.edu/english/WritingCenter> or stop by Room 242 in the English Building.

NOTE: If you use campus computers, please do not save your work on the computers. Use a usb drive or email it to yourself. Computers are periodically wiped clean and your work will be lost. This is not an excused reason to not turn in papers on time.

TENTATIVE READING AND ASSIGNMENT SCHEDULE

8/17 (M): Welcome – Syllabus and Course discussion
8/19 (W): Chpt 1
8/24 (M): cont.
8/26 (W): Chpt 2
8/31 (M): cont.
9/2 (W): Chpt 3

9/7 (M): NO CLASS – Labor Day
9/9 (W): cont.
(Farr gone to Italy 9/11-9/19)
9/14 (M): Chpt 4 – via online module on your own.
9/16 (W): finish Chpt 4; **Paper part 1 Due Friday 9/18/15 to Dropbox**
9/21 (M): Chpt 5
9/23 (W): cont.
9/28 (M): Chpt 6
9/30 (W): cont.
10/5 (M): **EXAM 1** (Chpt 1-6)

10/7 (W): TBD – no reading
Withdrawal deadline 10/7
10/12 (M): Chpt 7
10/14 (W): Chpt 8
10/19 (M): cont.
Paper part 2 Due (to dropbox by class time)
10/21 (W): Chpt 9
10/26 (M): cont.
10/28 (W): Chpt 10
11/2 (M): cont.
11/4 (W): Chpt 11
11/9 (M): cont.
Paper part 3 Due (to dropbox by class time)
11/11 (W): Chpt 12
11/16 (M): cont.
11/18 (W): TBD
11/23 & 11/25: NO CLASS – FALL BREAK
11/30 (M): Chpt 13
12/2 (W): cont & Chpt 14
12/7 (M): **EXAM 2** (non-cumulative; materials since midterm)