

Spring 2015 – Deviance and Social Control

SOCI 4442/01 CRN 10102

Instructor: Dr. Evelina Sterling

Mondays and Wednesdays 8 am until 9:15 am

Class Location: Social Science Building, Room #2027

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Office: TBA

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Office Hours: Mondays and Wednesdays 9:30 am until 11 am and by appointment

Course Description:

What is deviance? That is a good question, and one which this course is designed to answer. This course will examine how society produces deviance, how it tries to reduce deviance, and how it deals with those who act in unconventional ways—those we call deviants. We will read and discuss some of the best writings available on the subject of deviance, learn about specific deviant groups in society, and explore deviance overall. Keep your minds open, and be ready for some interesting discussions, a lot of learning, and a little hard work!

Learning Objectives:

By the end of this term, students enrolled in this class will be able to:

- Describe how sociologists study deviance, the methods they use to observe deviance, and how they draw conclusions from their observations.
- Explain the major sociological theories of deviance and be able to use them to explain why some people engage in deviant behavior while others do not.
- Apply a methodological approach to gather data on a deviant issue.

Required Course Materials:

1. *Constructions of Deviance: Social Power, Context, and Interaction*, edited by Patricia A. Adler and Peter Adler (7th edition – 2012)
2. Additional reading materials will be available through D2L

PREPARING FOR SUCCESS!

This course may be challenging if you are not interested in the sociological approach to deviance and social control. There is a lot of complex material to cover within a brief period of time. You must be a strong, self-directed learner with good time management skills to remain up-to-date with readings, writings, discussions, assessments. As with most college level courses, students should expect to schedule three times the course credit

hours for readings, assignments, and studying. By giving yourself *approximately nine hours* each week throughout the term for this course, you should be on track for success.

CLASSROOM ENVIRONMENT

In this class, we will engage in discussion of a variety of issues, some of which may be considered controversial. Ideas will be our central focus. As we examine ideas, we will likely have disagreements, as some ideas are often considered controversial. It is essential that we bring an open mind and respect for others opinions to the classroom.

Our readings, films, discussions, and group activities may broach many sensitive topics, including racism, sexuality, political, and religious views. We will engage these subjects in an intellectual, yet passionate manner. However, this material may offend some students or make them feel uncomfortable. If you think your discomfort may impede your engagement with class content, please see me immediately!

Please keep in mind that the student body is diverse and always refrain from making assumptions about who is or is not around you. We all have opinions, and it is okay to respectfully disagree with other people's comments. It is also okay to engage in passionate discussion. It is not okay to engage in actions that are hostile, derogatory, or disrespectful.

Please come to class prepared to participate and engage the material via discussions and class activities. Everyone should have something to contribute in class every day. However, we should all make every effort to ensure that every student gets an opportunity to participate.

If you have something to say, please raise your hand. Chatting with your neighbor or text messaging is distracting and will inspire me to call on you. Please turn off all cell phones and other technologies.

Let's create an environment where we can all have fun and enjoy the class this term!

Contacting the Instructor

If you send me an email at esterlin@kennesaw.edu, please always include "DEVIANCE – YOUR NAME" in the subject line in order to ensure a response! I will also have limited time to meet in person while I'm on campus. These meetings are by appointment only and must be scheduled at least 24 hours in advance.

It is my goal to be a responsive educator and replying to your emails in a timely manner. However, just as I respect that students are usually balancing school schedules with work and family, I ask for your understanding regarding my response time as well. I do try to check my email at least twice a day Monday through Friday (once in the morning and once late afternoon or early evening) so I'm usually able to respond within 24 hours, although occasionally due to my schedule, it might take up to 48 to 72 hours. I do not typically check my email from late Friday afternoon until Monday morning so please do not expect an immediate response from me on the weekends or school holidays. In terms of grading, I usually provide feedback and scores within two weeks, although it is usually quicker.

If you are having a problem with your performance in this course, please schedule an appointment with me as soon as possible so that together we can figure out what needs to be done. I am willing to help solve any problem you might experience involving this course, except failure to read the assigned materials or missing class.

Grading Criteria

A = 90-100 = Excellent; Far exceeds expectations
B = 80-89 = Good; Exceeds expectations
C = 70-79 = Satisfactory; Meets minimum requirements
D = 60-69 = Passing work less than satisfactory
F = 59 and Below = Failing; Unsatisfactory Work

Grade Earning Assignments

- **3 Tests (15% each) = 45%**
- **Deviance Project = 30%**
 - Topic and Research Citations (5%)
 - Literature Review (10%)
 - Popular Media Analysis (10%)
 - Presentation (5%)
- **Article Presentations = 15%**
 - Primary Presenter (10%)
 - Secondary Presenter (5%)
- **Attendance, Participation, and Preparedness = 10%**

1. TESTS – 45% of total grade (15% Exam #1; 15% Exam #2; 15% Exam #3)

Three (3) tests will be administered during this course. The test will consist of multiple choice and short answer. Additionally, exams are largely applied scenarios which require critical thinking skills rather than just memorizing and regurgitating information. These tests are not cumulative, and each tests will cover only material presented since the last test. However, you may be required to incorporate concepts learned throughout the term. Test dates are: 2/11; 3/18; 5/6

2. DEVIANCE PAPER – 30% of total grade DUE IN 4 PARTS

This paper will explore a topic related to deviance and a scripted media depiction of this deviance. You will initially engage with academic literature (beyond course depiction of this deviance) 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 and unrealistic depiction that skews cultural interpretations and understanding of such deviance [If one were to regularly watch *Law & Order: Special Victims Unit*, you may have a skewed statistical risk of experiencing crime/sexual assault in NYC; If one were to watch *Scandal*, one may have an unrealistic perspective of politician’s 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.

A. Part 1: DEVIANCE TOPIC AND RESEARCH CITATIONS – (5%) DUE: 2/2

Herein, you will submit a 1-2 page document where you will indicate your chosen deviance topic; a list of academic sources (in appropriate citation style...ASA or APA!); and a brief description of the media source (film or television program) that 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 materials, but these do not count towards your 4 sources, but ought to be cited of course!). Academic sources should be dated from 2000-2014, 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 of pages equals approximately 80 pages), articles should be relevant to the sociology of deviance (i.e. you should stay with sociological journals as much as possible). Depending on your topic, it might be appropriate to draw some content from other fields (i.e., if you are exploring bipolar disorder, you should focus content from the sociology field, but one or two sources from psychology journals might be appropriate). Journal articles that explore your selected deviance in a cultural context not relevant to your media portrayal are not appropriate (i.e., if you are examining “polygamy,” an article about polygamy in Northern African is not appropriate for analyzing the television program *Big Love*). Biblical and religious text references are not academic and are not appropriate for this assignment.

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. Documentary film and “edu-tainment television (i.e., not scripted topic educational television programs, such as *Hoarders*, *My Strange Addiction*, etc.) are not appropriate for this assignment. Some “reality” programs (which are not scripted per say, such as *Breaking Amish* or *Sister Wives*) may be appropriate for analysis and require advance instructor approval.

To sum up, this submission will include: 1) Deviance you plan to analyze; 2) Appropriate formatted list of at least 4 citations; 3) Media source (and a brief source synopsis; if using a synopsis found online, be certain to quote appropriately and cite the source). Total length of this assignment: 1-2 pages.

B. Part 2: DEVIANCE LITERATURE REVIEW – (10%) DUE: 3/2

The 2nd major submission will be a 3-4 page literature review of your deviance topic. Using the academic resource you collected in Part 1, 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 sources used will be properly cited within this paper.

To be certain to avoid plagiarism, always quote and cite appropriately. Course materials may also be helpful. Also, remember the writing center is available to provide additional support. Be certain to include a complete reference list at the end of this paper (reference pages do not count to the page content expectations).

To sum up, this submission will include: 1) 3-4 page literature review on topic; 2) Appropriate citation page. Total length: 3-4 pages of content plus reference page(s)

C. Part 3: DEVIANCE IN POPULAR MEDIA – (10%) DUE: 4/20

The 3rd major 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 in your research/literature review—when doing so, be certain to cite properly (and attach reference pages as appropriate). Your media source(s) should also be fully cited (if you are using multiple television episodes, cite each episode).

To sum up, this submission will include: 1) 3-4 page analysis paper on deviance portrayal in your selected media; 2) appropriate reference/citation page(s). Total length: 3-4 pages of content plus reference page(s).

D. Part 4: DEVIANCE PAPER PRESENTATION – (5%) DUE: 4/20; 4/22; 4/27

Each student will have 7 minutes to present highlights from their deviance research. A few short PowerPoint slides can be used, although this is not mandatory. Overall, students should describe the chosen deviance issue, explain why it is considered “deviant,” what the current research says about this deviance, how their media example portrays this deviance, as well as be able to answer any questions from classmates or the instructor. Volunteers will be allowed to present first followed by randomly selected students.

Paper Submission Details

All submitted papers are expected to be typed using 12 pt Times New Roman font, 1 inch margins, double-spaced (unless otherwise noted), and paginated. There should not be any extra space between paragraphs (if using Word, under “home” the “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—and any cover page is not included in the total number of pages. Failure to adhere to these guidelines may result in a 5 point grade deduction.

Further instructional information about the deviance paper will be presented throughout the course.

3. ARTICLE PRESENTATIONS – 10% Primary Presenter + 5% Secondary Presenter = 15% of total grade

In order to help students engage with the material, each student will be assigned an article to present and discuss to the rest of the class during Modules 2 and 3. We will be covering a wide range of deviant behaviors and complex issues related to deviance and social control. Each student will be required to be one-time primary presenter in which he or she will be expected to 1) Provide a one page written summary of the article (a template for this will be provided later); 2) Provide a 10-15 minute presentation outlining the key points and concepts of the article; and 3) Write one question appropriate for a class discussion. Likewise, each student will also be required to be a one-time secondary presenter in which he or she will be expected to 1) Provide “back-up” to the primary presenter in terms of answering questions about the material or emphasizing key highlights from the material and 2) Write 2-3 questions appropriate for class discussion. Students must attend the classes for which they are either primary or secondary presenters in order to receive credit for this assignment. **No make ups will**

be provided. *Sign-ups for individual presentation topics and articles will be done on a first come first serve basis in class on 1/21.* A presentation template will be provided at this time as well.

4. ATTENDANCE, PARTICIPATION, AND PREPAREDNESS – 10% of total grade

The class sessions will be a mixture of didactic and interactive, with the opportunity for student participation and discussion. Students are expected to complete the required readings by the date assigned and be prepared to share their thoughts on the reading with other members of the class.

In order to calculate this portion of your grade, I will take attendance as well as assign in class group work/discussions throughout the semester. Additionally, I will ask for volunteers (or randomly select certain group if needed) s to present their summaries/ findings/conclusions to the rest of the class. If you are in class and prepared to participate individually or with your group, you will receive full credit. If not, you will receive a zero. You are allowed up to three absences before it will negative impact your grade at which point one full percentage point will be deducted from your final grade for each additional absence.

Highlights and Review Days

For each module, I have included a “Highlights and Review Day” for the class immediately preceding the exam. The purpose of this class is to expand further on any interesting topics, provide the opportunity to apply key concepts, and/or answer any questions about the covered topics. I may supplement the course with additional relevant videos and/or guest speakers during these days as well. It also gives us flexibility without affecting the rest of the schedule if class is unexpectedly canceled or cut short for any unforeseen circumstances. I expect that all students will attend these important classes as information shared during these classes will also be included on your tests.

Being Late or Missing Class

As with any college level course, regular class attendance is expected. Additionally, I expect you to be on time for each class. The doors will be closed and you will not be able to enter the classroom after the lecture has started (constituting an absence). Many of the exam questions will be drawn from the lectures and discussions so it is essential you attend every class in order to do well in this course. I do understand that occasionally life happens that may interfere with you coming to class. If you must miss a class, you do not need to provide me with an explanation. More importantly, do not ask me whether you missed anything important (if the material you missed wasn't important, it wouldn't have been covered in class). Do not ask me for lecture notes—ask your classmates. I will assume that you are serious about class, and I presume that if you miss class you have a very good reason (i.e., you are very sick, caring for someone who is very sick, etc.). If your absences become chronic, or you anticipate chronic absences then it's time to consult with me. All that said, if you blow off class and do so on a regular basis, your grades will suffer.

If we have to cancel class due to snow or inclement weather, all assignments (including scheduled exams) will be due at the very next class period.

Late Assignments & Excuses

Due dates for assignments are non-negotiable, and all assignments must be completed on time. You are given plenty of notification regarding all assignment due dates, including assessments. Do not miss the due dates as no changes or extensions will be granted without prior approval due to an extreme emergency. You will receive a zero for a missed or late assignment, and no partial credit will be given. All assignments must be turned in to me in class at the *beginning of class* on the date it is due. Do NOT fax me, leave your assignment under any door, in any wall pocket outside a door, or mailbox.

Only an extreme emergency with documentation (such as an accident report or emergency room receipt copies sent to me) will be considered. In these cases only, you MUST contact me before the due date or exam date or *immediately* afterwards if the emergency occurred on your way to class. Only on a case-by-case basis, I may consider extending partial credit for completing the assignment within one week (this is NOT available for the final exam!). If you miss either Exam #1 or Exam #2 then you will be given an essay make-up exam.

Extra Credit

I do not provide individual opportunities for extra credit or to earn “extra points.” In rare instances, I might curve an exam if there are particular questions that nearly all the students missed. No promises, but if your final grade is borderline (within one point of the next grade up only), I might consider attendance, participation, and preparation.

KSU ADA Statement Special Needs and Accommodations Statement:

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Disabled Student Support Services via Ms. Nastassia Sanabria, Assistant Director for disabled Student Support Services, at [770-423-6443](tel:770-423-6443) (V) or [770-423-6480](tel:770-423-6480) (TDD). Please do not request accommodations directly from the professor or instructor without a letter of accommodation directly from the Office for Disabled Student Support Services. Office for Disabled Student Support website: http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Academic Integrity

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 this Code addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to the 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.

HOPE YOU ENJOY THE CLASS!

COURSE SCHEDULE FOR DEVIANCE AND SOCIAL CONTROL

Class #	Topic	Readings (All readings come from <u>Construction of Deviance</u> unless otherwise noted)	Assessments
#1 -- W 1/7	Course Overview		Syllabus
	MODULE #1: Defining Deviance		
#2 -- M 1/12	What is Deviance?	General Introduction, pp. 1-9	
#3 -- W 1/14	Sociology and Deviance	Chapter 1, pp. 17-25	
# 4 -- M 1/19	MLK Holiday – SCHOOL CLOSED		
#5 -- W 1/21	Film Study	Brother’s Keeper	<i>Individual Presentation Topics Sign Ups</i>
#6 -- M 1/26	Theories of Deviance	Theories of Deviance, pp. 57-72	
#7 -- W 1/28	Functionalism & Social Structure and Anomie	Chapter 6, pp. 93-77 Chapter 7, pp. 78-88	
#8 – M 2/2	Control Theory & Feminism	Chapter 9, pp. 89-98 Chapter 10, pp. 98-104	Paper Part 1: DEVIANCE TOPIC AND RESEARCH CITAITONS DUE
#9 – W 2/4	Differential Association & The Constructionist Stance	Chapter 8, pp. 85-88 Chapter 11, pp. 105-108	
#10 – M 2/9	Highlights and Review		
#11 – W 2/11	Test Day		TEST #1
	MODULE #2: Constructing Deviance and the Deviant Identity		
#12 -- M 2/16	Moral Entrepreneurs	1. Chapter 16, pp. 171-180 2. Chapter 17, pp. 181-188 3. Chapter 22, pp. 237-246	Individual Presentations #1-3
#13 – W 2/18	Racial and Gendered Conceptions	4. Chapter 18, pp. 189-199 5. Chapter 19, pp. 200-210 6. Chapter 20, pp. 211-222 7. Chapter 21, pp. 223-236	Individual Presentations #4-7
#14 – M 2/23	Deviant Identity	8. Chapter 23, pp. 257-267 9. Chapter 24, pp. 268-278 10. Chapter 25, pp. 279-290	Individual Presentations #8-10
#15 – W 2/25	NO CLASS		
#16 – M 3/2	Film Study	Sound and Fury	Paper Part 2: DEVIANCE LITERATURE REVIEW DUE
#17 – W 3/4	Stigma Management	11. Chapter 28, pp. 317-330 12. Chapter 29, pp. 331-244 13. Chapter 30, pp. 345-360 14. Chapter 31, pp. 361-380	Individual Presentations #11-14
#18– M 3/9	Deviance as a Career	15. Chapter 43, pp. 526-535 16. Chapter 44, pp. 536-549 17. Chapter 45, pp. 550-561	Individual Presentations #15-17
#19 – W 3/11	Exiting Deviance	18. Chapter 27, pp. 308-316 19. Chapter 46, pp. 562-574 20. Chapter 47, pp. 575-585	Individual Presentations #18-20

Class #	Topic	Readings (All readings come from <u>Construction of Deviance</u> unless otherwise noted)	Assessments
#20 – M 3/16	Highlights and Review		
#21 – W 3/18	Test Day		TEST #2
	MODUEL #3: Deviant Behaviors		
#22 – M 3/23	Researching Deviance	21. Chapter 12, pp. 115-121 22. Chapter 13, pp. 122-130 23. Chapter 14, pp. 132-148	Individual Presentations #21-23
#23 – W 3/25	Sex	24. Chapter 38, pp. 463-474 25. Chapter 39, pp. 475-484 26. Chapter 41, pp. 494-511	Individual Presentations #24-26
# 24 – M 3/30	The Body	27. Chapter 33, pp. 401-408 28. Body art, deviance, and American College students (2010) by Koch, Roberts, Armstrong, and Owen 29. Personality and misconduct correlates of body modification and other cultural deviance markers (2006) by Nathanson, Paulhus,, and Williams	Individual Presentations #27-29
#25 – W 4/1	Drugs and Alcohol and Mental Health	30. Chapter 15, pp. 159-170 31. Chapter 32, pp. 389-400 32. Chapter 34, pp. 409-418	Individual Presentations #30-32
#27 – M 4/6	SPRING BREAK – SCHOOL CLOSED		
#28 – W 4/8	SPRING BREAK – SCHOOL CLOSED		
#29 – M 4/13	Film Study	The Corporation	
#26 – W 4/15	White Collar and Making Money	33. Chapter 36, pp. 433-445 34. Chapter 37, pp. 446-458 35. Chapter 40, pp. 485-493	Individual Presentations #33-35
#30 – M 4/20	Deviance Paper Presentations Day 1		Paper Part 3: DEVIANCE IN POPULAR MEDIA PAPER DUE and Paper Part 4: PRESENTATIONS START
#31 – W 4/22	Deviance Paper Presentations Day 2		Paper Part 4: PRESENTATIONS
#32 – M 4/27	Deviance Paper Presentations Day 3		Paper Part 4: PRESENTATIONS
#33 – W 4/29	Highlights and Review		
EXAM WEEK 4/30-5/6	Test Day WEDNESDAY, MAY 6TH 8 AM UNTIL 10 AM		TEST #3

****The professor reserves the right to make changes to the syllabus throughout the semester as needed.****