

SOC 303: Sociology of Deviance

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Office Location	Faner 3423	Class Location	Faner 1326
Office Hours	M 8 – 11, T 8 – 11	Class Hours	MWF 12 – 12:50

Readings

There are two required texts for this course. Please buy or rent them, because you will definitely need them to complete the readings and the assignments. They're available at the bookstore, but you can buy them online, too.

Adler, Patricia A., and Peter Adler. 2012. *Constructions of Deviance*. Belmont, CA: Wadsworth Publishing. 7th edition.

Thio, Alex, Thomas Calhoun, and Addrain Conyers. 2013. *Deviance Today*. Pearson.

Description

This course offers a review of sociological perspectives used in the study of deviance and deviants, with a particular focus on how we construct deviance in our society. In this course, we ask: does deviance have any function in society? How is it that a group of individuals comes to be defined as deviant? What are the societal reactions to deviance and consequences for people defined as deviant? This course is designed to give you an overall understanding of theories on deviance, as well as introduce you to some cutting-edge empirical work on modern deviance. If you've ever wondered why things are structured the way they are in this society, why some people are looked at as criminals while others are not, this is the place to start.

Goals

Essentially, my goals for you are to understand and remember key concepts, terms, and definitions on deviance; to know how to use what you learn here in your daily life; to be able to relate this subject to other subjects and courses that you take here; to understand the personal and social implications of deviance and how it is often constructed in a way that maintains the status quo; to care about what we define as deviant today, and how that has changed from the past (and will change in the future); and to know how to continue your study of deviance after this course ends. Through it all, I will be your guide to help you reach these goals, but it will be up to you to fully achieve them.

Resources

E-mail: My email address is rceresola@siu.edu. E-mail me if you have any questions about the course, or to set up an appointment in my office.

Office Hours: Monday and Tuesday from 8 – 11, as well as by appointment.

Attendance Policy: You can miss up to three class periods for any reason this semester. After that, I will take away 10 points an absence from your overall grade. That means, if you miss eight classes, for example, you'll get three free passes, and then you'll lose 50 points off of whatever your final grade is. For more information on the University's attendance policy, check here: <http://registrar.siu.edu/students/attendance.html>.

SIU Online: You'll upload all of your assignments to SIU Online, including your daily discussion questions, and it'll be the best place to check up on your grades, as I will have those updated at least weekly. The website is <http://online.siu.edu>.

Technology Policy: I do not allow cell phones in the classroom. If you're expecting a call for an emergency, please have your cell on vibrate and let me know before class. Laptops are allowed as long as you only use them to take notes, though research does say you are more of an active listener when you take notes longhand and you learn more when you then transcribe them later on. I also do not allow the wearing of headphones, even if you're not using them.

Late Work Policy: I'd prefer not to accept any late work, but if circumstances keep you from turning things in on time, here are the two things that can happen.

- 1) For in-class exercises: if you have an excused absence (that is, something that you've checked with me; doctor's appointment, illness (with doctor's note); family emergency; school trip; etc.), you can check with a classmate to see what it is you missed, and turn in that exercise the next class period you're in for full credit.
- 2) For other due dates: Every day that an assignment is late (including weekend days), it loses ten percent of its total possible score. For example, if you turn in your final lit review paper two days late, you will lose twenty percent off the 100 points its worth (down to 80 points), and *then* I'll start grading it.

Extra Credit Policy: SIU offers many opportunities to attend events that engage your sociological imagination, including film screenings, lectures, and sociology club meetings, to name a few. I'll make announcements of certain opportunities throughout the year, and it'll basically work like you attending an event (approved by me), and doing a two-page, double-spaced write-up about what the event was, and how it relates to deviance. These will be worth ten points each, but remember that you have to get them approved by me. When I announce opportunities, I'll be sure to offer more details. You can come up to me and offer suggestions of events to attend, as well, and we'll decide if they're appropriate for the purposes of this course.

Assignments and Evaluation

Requirement	Description	Percent of Final Grade
Exams	There will be a total of five exams in this course. Four will be throughout the course, and the last one will be a cumulative final exam. I will drop the score of the lowest exam from your grade.	40%
Research Proposal	See the attached rubric for specific guidelines. There will be one major paper assigned through the course, where you'll write about a topic related to deviance that is of interest to you. You will also be responsible for presenting a short presentation about your subject at the end of the semester. To help you along, there will be small due dates throughout the semester, and you'll be in groups of three, helping each other on your papers.	20%
Movie Paper and Presentation	See the attached rubric for specific guidelines. During the DOCUMENTING DEVIANCE section, you'll do two things. First, you'll have a mini-take-home handout on applying ideas from the course to the movie we watch. Next, you'll watch a movie about deviance on your own time, and use a theoretical framework to describe the movie in a short presentation to the class and write-up.	15%
Daily Discussion Questions	By 6 AM before every class period with reading assigned (except the first day of introductions), please upload to online.siu.edu three – five questions about that day's readings. These are not yes/no questions, nor questions you can easily find the answers to in the book. Instead, they bring up larger issues, or connect the readings to other concepts. I will use these questions in class as a guide to make sure we're all on the right track. Discussion Questions are to be on the reading for that day.	15%
Course Work	Throughout the course, there will be a variety of in-class assignments that might include mini-quizzes, worksheets, artistic activities, etc; some of these may turn into homework assignments, depending on class time.	10%

Course Schedule

Date	Topic	Required Reading	Notes
Part 1 Introduction to Deviance			
M, 8/18	Introduction	Constructions of Deviance (CD): Introduction Deviance Today (DT): Introduction (xiii-xx)	
W, 8/20	Defining Deviance	CD: pgs. 11-15, Ch. 1 & 2	
F, 8/22	Positivist Theories of Deviance	DT: Part 1 CD: Ch. 4	
M, 8/25	Positivism Continued	CD: Part 2; Ch. 6, 7, 8, 9	
W, 8/27	Labeling & Conflict	CD: Ch. 3 and DT: pgs. 21-23; Ch. 3 CD: Ch. 5 and DT: Ch. 4	
F, 8/29	Constructionism & Feminism	CD: Ch. 11 CD: Ch. 10 and DT: Ch. 5	
M, 9/1	LABOR DAY HOLIDAY!		
W, 9/3	Research Proposal Discussion; Review Day		
F, 9/5	EXAM I		
Part 2 Studying Deviance, Constructing Deviance, and Deviant Identity			
M, 9/8	Studying Deviance	CD: Part III; Ch. 12, 13, and 14	

Date	Topic	Required Reading	Notes
W, 9/10	Computer Lab/RP Day		Meet in Computer Lab; Topic and 3 annotated sources due by end of class.
F, 9/12	Studying Deviance	CD: Part IV; Ch. 15, 16, and 17	
M, 9/15	Labeling Deviance	CD: Ch. 18, 19, and 20	
W, 9/17	Resisting Labeling	CD: Ch. 21 and 22	
F, 9/19	Deviant Identity	CD: Part V; Ch. 23, 24, and 25	
M, 9/22	Accounts and Stigma Management	CD: Ch. 26 and 27 and pick 1 ch. in Stigma Management Section	
W, 9/24	Review Day		
F, 9/26	EXAM II		
Part 3	Organization of Deviance and Deviant Careers		
M, 9/29	Social Organization of Deviance	CD: Part VI; Ch. 32, 33, and 34	
W, 10/1	Social Organization of Deviance, pt. 2	CD: 35, 36, and 37	
F, 10/3	Structure of the Deviant Act	CD: Ch. 38, 39, and 40	
M, 10/6	Conflict in Deviance	CD: 41 and 42	
W, 10/8	Deviant Communities	DT: Part 9	
F, 10/10	Deviant Communities, pt. 2	CD: Part VIII; Ch. 43 and 44	
M, 10/13	FALL BREAK HOLIDAY!		

Date	Topic	Required Reading	Notes
W, 10/15	Review Day		
F, 10/17	EXAM III		
Part 4	Documenting Deviance		
M, 10/20	Introduction, Start <i>God Loves Uganda</i>		
W, 10/22	<i>God Loves Uganda</i>		Bring the title of the documentary you'll be presenting on to class
F, 10/24	Finish <i>God Loves Uganda</i>		
M, 10/27	Movie Presentations		<i>God Loves Uganda</i> Handout Due
W, 10/29	Movie Presentations		
F, 10/31	RP Day		Bring Introduction and Literature Review to your partners for review
Part 5	Deviance Today		
M, 11/3	Physical Violence	DT: Part 3	Research Proposal Introduction and Literature Review Draft due
W, 11/5	Substance Use and Abuse	DT: Part 4	
F, 11/7	Sexual Deviance	DT: Part 5	
M, 11/10	Physical Manifestations of Deviance	DT: Part 6	
W, 11/12	Elite Deviance	DT: Part 7	
F, 11/14	Medical Deviance	DT: Part 8	

Date	Topic	Required Reading	Notes
M, 11/17	Emergent Deviance	DT: Part 10	
W, 11/19	Review Day		
F, 11/21	EXAM IV		
Part VI	Final Paper and Presentations		
M, 11/24	RP Day		Draft of Research Proposal with Methods due to partners
W, 11/26	THANKSGIVING HOLIDAY!		
F, 11/28			
M, 12/1	Presentations		Final Research Proposal and Partners' Comment Form due
W, 12/3	Presentations		
F, 12/5	Presentations		
	<i>Wednesday, 12/10</i> <i>12:00 – 1:45</i>	FINAL EXAM	

Movie Paper and Report

Deviance is all around us, and filmmakers from around the world have been doing great work on a variety of topics that modern and historical deviance. In this class, you have the opportunity to investigate a topic that you find interesting in the world of film. In class, we will use *God Loves Uganda* as a baseline on how to speak on deviance and documentaries, and then you'll be able to do the following to investigate your own area of interest.

1. Choose a feature-length (over one hour) documentary that has to deal with some sort of deviance. It can be one that you've seen before, or one that is new to you, but it has to deal with deviance in some major way. Bring your documentary choice to class on Wednesday, October 22nd, to make sure that it is acceptable.
2. Watch that documentary, and take substantial notes to be able to report on it.
3. Complete mini-write-up. 1.5-2 pages, double-spaced. Be sure to include
 - a. Title of Documentary. Year of Release
 - b. What the movie was about
 - c. How it related to deviance
 - d. How would a theoretical perspective from our class (e.g., functionalism, conflict theory, differential association, etc.) look at the subject matter of the film? Is that different than the way the film looked at the subject?
 - e. What is your personal take on it? Was it a successful documentary at arguing its point? Why or why not?
4. Make a 3-minute presentation that includes all of the above AND a big question that the movie brings up. We probably won't have time to answer the question, but come up with a question that you think will make your fellow students think deeply about the subject, similar to the types of questions you raise in your daily discussion questions.
5. Presentations will be in-class Monday, October 27th and Wednesday October 29th.
6. You will be graded half on the mini-write-up and half on the presentation quality (including how close it was to exactly three minutes – time yourself beforehand!)

If you don't happen to own stacks and stacks of documentaries, or have a Netflix, Hulu Plus, or Amazon Prime account, here are some free ways to get documentaries:

SIU's Library

Carbondale Public Library

[reddit.com/r/documentaries](https://www.reddit.com/r/documentaries)

Ask a friend who is a human being to borrow a documentary.

[Hulu.com/movies/documentaries](https://www.hulu.com/movies/documentaries) (the ones without h+ next to them are free to watch).

Research Proposal Paper

Deviance is a fascinating concept that has been explored by many scholars in the 100 or so year history of Sociology. Unfortunately, we won't be able to cover every reading that has been produced on every deviant group. Fortunately, that means you get to do a little independent research on a topic that *you* find interesting. This paper will essentially be a way for you to introduce yourself to a topic that you think is interesting, and that you'll be able to share with the class. It will consist of an introduction, a literature review section, and a methods section for conducting your own (hypothetical) research. See the rubric for ideas of what I most want to see in these sections, but feel free to add your own ideas as well.

Details:

12 – 15 double-spaced pages, Times New Roman, 12 point font.
10 scholarly sources *minimum*.

Due Dates:

Topic and 3 annotated sources: September 10th. Due at the end of the class.
Introduction and Literature Review Rough Draft: October 31st. Due to Partners
Introduction and Literature Review Rough Draft: November 3rd. Due in class.
Introduction, Literature Review, and Methods Rough Draft: November 24th. Due to Partners.
Final Draft of Paper: December 1st. Due in class; partners' comments due in class.

Partners: There are two class periods scheduled as “RP (Research Proposal) Days” through the semester, where class will not be held. Instead, what you'll do is meet up with the two or three other people I partner you up with to discuss your paper. What I expect you to do is meet up with those people on your own time (you are definitely welcome to use our class period as a time to meet up), and go over your paper and try to strengthen it using their help. This can be done in a variety of ways. You can e-mail drafts of your paper to the group beforehand and meet up to go over the topics, or you can bring copies of your papers to the group on that day and line-edit the papers there. The first “Paper Day” is on 10/31, the second is 11/24.

On the 31st, you are to meet with your group and discuss the introduction and literature review parts of your essay that you'll have by then. Then, you'll turn in your introduction and lit review to me online that following Monday, November 3rd, taking into account what your partners have suggested.

On the 24th, you should hand over very-close-to-finished drafts to your partners, who will edit your paper for typos, problems, and bigger issues. They will also have a write-up attached to the paper to tell you if they have any concerns. On the 1st of December, when your final paper is due, I expect you to turn in your paper online, but to also bring your partners' comments into class.

Rubric: I am attaching a rubric so you'll have a clear understanding of what my expectations are, and so you'll know what is required of you. Many courses assign papers without giving clear guidelines, leaving you to wonder what sort of grade you might receive. This rubric should take the guesswork out.

	Introduction (15%)	Literature Review (50%)	Methods (20%)	Writing (15%)
90-100	The student provides an introduction that makes it clear the major reasons why this subject is 1) interesting to them; 2) deviant; and 3) important to research. The introduction is engaging and tries to “bring in” and interest the reader.” The introduction should be about 1 – 3 pages.	The student uses 10 (but preferably more) scholarly sources meaningfully in the paper, writing into their paper the theory, methods, and findings of each of their cited sources. The sources clearly demonstrate that the student has found the best articles on the subject, and the sources make sense for the topic chosen. The student points out the positives of the literature, but also points out what is missing. This section should be about 8 – 10 pages	The student demonstrates having thought about how to study their topic by pointing out 1) how this topic has not been studied in the past, and 2) what they would do differently, or the same, as the scholars they read in studying this issue. The student conveys information about methods based on class lectures, or based on the types of methods used in their literature. The methods section should be about 2 – 3 pages.	The student follows ASA guidelines for writing a paper, including properly citing all authors used in the literature review. The paper has been spell-checked, and is typo-free. Sentences are clear, concise, and make sense on first reading. The paper is no less than 12 full-length pages long (11 and a quarter page counts as 11 pages, not 12).
80-89	The introduction introduces the topic, and makes it clear, for the most part, the three criteria above. However, the writing style does not convey a sense of urgency or interest to the reader.	The student uses 10 sources meaningfully, for the most part. However, the literature is not detailed clearly enough to make it know that the student has done the reading or that the selections are the best ones for the subject.	The student writes about a good, practical method, but fails to integrate into the piece how the method chosen relates to other methods used in the past, or why the chosen method is superior.	The paper, for the most part, is well-written and clear. There are a few typos here and there, and perhaps a sentence or two is confusing. A ‘B’ is an ‘A’ grade that hasn’t been proofread close enough.
70-79	The introduction barely meets the criteria above, but does so in some way. The introduction leaves the reader bored, but the topic still is introduced.	The student may use less than 10 sources, and does not develop why they are important in the literature review. Some of the literature review choices might not make sense, and some literature might not be scholarly.	The student details an adequate method of study, but fails to relate it to notes/lectures from class, or from any of the readings. The method is there, but it is not grounded in literature.	The student has many typos and the sentence structure is unclear. It takes a reader several tries to get through a sentence. Some of the ASA guidelines may not have been followed.

60-69	The writer barely introduces the reader to the ideas being formulated. There is no attempt to convey the importance of the topic to the reader.	The student uses fewer than ten sources and does not develop them in a way that makes them sensible. Many of the sources are not scholarly.	The student barely sketches out a framework of potential study, and does not use sociological language or show understandings of acceptable methods from class lectures or readings.	The paper is filled with structural errors, typos, being less than ten pages, or misspellings. ASA guidelines are not followed at all, and the paper has no structure.
0-59	The introduction is not present, or does not tie into the rest of the paper.	The student fails to use scholarly sources. At worst, there is no literature review section	The student proposes a method that does not make sense and shows no thought went into it. At worst, there is no methods section.	The paper is legitimately unreadable. At worst, the student plagiarizes others' work.