SYLLABUS
Deviant Behavior (SOCl 3308, Summer 2019)
Online
June 3-July 26

Dr. Jennifer A. Schlosser, PhD

Instructor: Dr. Schlosser
Office Hours: via email
Email: jennifer.schlosser@tamuct.edu

(REQUIRED…make sure you get the correct edition of this text)

(RECOMMENDED…this book is available for free online. Click the link below and enter the password: deviant to access each chapter.
https://tamuct.libguides.com/er.php?course_id=49208

Course Description and Objectives:
This class will examine the concept of social deviance in human behavior through analysis of its various definitions and meanings. Understanding deviant behavior through the sociological lens requires a familiarity with the methods, theories and perspectives, both historical and contemporary, that contribute to our conception of deviance. Students will learn these perspectives in relation to everyday life and the consequences and outcomes of labeling, performativity and reflexivity in relation to deviance.

Purpose of Course: Deviance will offer students insights into the study of human interaction at the individual, group, organizational and global levels, particularly in relation to how certain beliefs, values, actions and behaviors differ from the mainstream and the impacts those phenomena have on the status quo. This course will also provide a cross-cultural perspective on deviance and normalcy through readings and discussions.

Course Objectives: Upon successful completion of this course, students will be able to:
1. Demonstrate an understanding of basic social processes, (i.e. socialization, deviance, social control and stratification by class, gender and race) and social institutions (i.e. the family, criminal justice system, education, etc.) and their relationship to normal and abnormal social expectations.
2. Comprehend and effectively use the conceptual vocabulary of sociology to explain social deviance.
3. Summarize theoretical perspectives and apply these perspectives to contemporary events and personal experience.
4. Display knowledge of cultural, class, religious and other differences within and among societies.

**Mode of instruction and course access:**

- This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]. CANVAS is where you will find 100% of the information related to this course, including discussions, quizzes, and exams. Monitor CANVAS for announcements every day, not just on the days things are due/assigned, since due dates occasionally may change due to unforeseen circumstances (ex: network outage).

- **Technology Requirements.** This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com]. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address). Password: Your MyCT password.

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**Contacting your professor:**

You should contact me via email at jennifer.schlosser@tamuct.edu. I check email every day, however, please allow up to 24 hours for a response though in most cases I will get back to you within an hour or so.

The best way to refer to your professor in email is: “Dear/Hello/Hi Dr. Schlosser, my name is,….my question is,….Thank you,/Sincerely,/Best,”

**Expectations and Conduct:**

- Students enrolled in this course are expected to complete all assignments, on time. They are expected to complete all assigned readings and assignments **before** the deadline and they are expected to be able to knowledgeably discuss the readings during class discussions.

**Class Discussion and Participation:**

- Students are **required** to be respectful of their classmates during the entirety of this course. Although many of you will disagree with one another and perhaps even be offended by some of the material we will cover, any personal attack against another student of any kind will not be tolerated and will result in disciplinary action. Because open discussions are encouraged, it is inevitable that personal beliefs and philosophies will be challenged, however, students **will not** use political leanings, religious beliefs, gender, race, class, ethnicity or sexuality as fodder for attack.

- Students can find in this syllabus a schedule of all topics and assignments that will be covered during the semester. Some of these topics may entail the use of
explicit language, violence, sexuality or other potentially offensive material. If you feel that you will not be able to deal with this type of material, it is suggested that you drop the course now. Always remember that if you have questions or concerns, I am available for discussion.

Assignments and Grading:
1. Discussion Essays, 50 pts:
You will write and prepare 5 discussion essays throughout the course of the semester. Each essay is worth 10 points. Each essay should be one typed page, SINGLE-spaced, 12pt, 1” margins, Times New Roman font. Unnecessary extra spacing and lengthy quotes will be counted against you, use a separate title page for your name and the assignment information.

Grading Criteria:
For each essay you will:
A) Clearly identify, define and explain a topic of your choice, from any reading assigned that week, to demonstrate your understanding and analysis of that topic. Topics can be anything from a theory, a concept with a definition, or an interesting sentence from a reading that you wish to discuss further (1-2 paragraphs).
B) link the topic and definition you provided to a real-world situation where the topic could be applied. For instance, you could link it to something in popular culture, movies, music, politics, the news, or your own life (1-2 paragraphs)
   o Use evidence (data, studies, statistics, etc.) from the book to write your essays. Keep direct quotes to a bare minimum and be sure to cite page numbers when referencing any concept or data from the book, even when paraphrasing.
   o Essays must be insightful and directly relate to a specific concept in the book.
   o Essays must explain any terminology adequately and be comprehensive enough to demonstrate your understanding. Show me that you did the reading.
   o Keep outside sources to a minimum and, if you must use an outside source, be sure to cite it properly to avoid plagiarism (Canvas uses an automatic plagiarism detection system indicating if anything has been copied directly from other sources)
   o Questions must be typed and uploaded as a Word or PDF on Canvas (please do not compose these in Canvas, upload them as a single doc).

*Note: use my comments and feedback on your Discussion Essays for what to do differently next time, as a way to improve your grade for the following week.
1. **Discussion Boards, 40 pts:**
   Every week (8 total) students will engage in discussion board conversations with their classmates. Each DB is worth 5 points.

   **Grading Criteria:**
   - Discussion boards will open at midnight on the Monday of the week they’re due and close at midnight that next Sunday. All posts and replies must be completed within this window or the student forfeits those discussion points.
   - Students will post a question about something from the readings due that week that they did not fully understand or need help figuring out. Be sure to include the context and page numbers of the part that you need help with so others can better answer your question.
   - Students will read others’ posts and must reply to at least **TWO** other people’s posts that week (but feel free to respond to more).
   - Responses must be engaging, thoughtful, and in-depth. Address the question that was asked and answer it using your own ideas. However, these responses aren’t JUST your opinions, they must also be grounded in the readings with page numbers citing your sources.
   - **To receive full discussion board points, students must post at least three times throughout the week ON DIFFERENT DAYS. If all posts occur on the same day, no points will be awarded.** Remember, this is a week-long discussion between you and your classmates so be sure to stay engaged on the board all week.

   Examples of INAPPROPRIATE discussion board responses:
   - “Dumb question. I think we should incarcerate all deviant people.”
   - “Good question! I agree!”
   - “The government sucks.”

2. **Test #1, 80 pts:**
   The first exam will be comprised of 40 questions worth 2 points each. It will consist of multiple choice and true/false. The first test is subject to cover ANYTHING AND EVERYTHING discussed in the assigned readings, lecture, videos or supplemental assignments you may receive since the first day of class. Thus, everything is game.

   No student will be awarded a make-up test FOR ANY REASON other than for a **documented** University sanctioned activity provided the student informs the instructor PRIOR to the missed test AND provides proper and adequate documentation. **ALL** other requests (including but not limited to: funerals, illnesses, weddings, arrests, jury duty, court dates, family vacations, hangovers) **will be denied without discussion.**
3. **Test #2, 80 pts:**

Test two is NOT comprehensive; however, you will need to be familiar with topics and concepts discussed before mid-semester so you have a strong foundation for answering questions on the final. It will be the same format as the first test (40, 2 pt questions). The final may cover ANYTHING AND EVERYTHING discussed in class, in the assigned readings, in lecture or supplemental assignments you may receive since the first test.

No student will be awarded a make-up test FOR ANY REASON other than for a documented University sanctioned activity provided the student informs the instructor PRIOR to the missed test AND provides proper and adequate documentation. ALL other requests (including but not limited to: funerals, illnesses, weddings, arrests, jury duty, court dates, family vacations, hangovers) will be denied without discussion.

4. **Final Project, Break a Social Norm Experiment; 50 pts:**

Create a scenario where you will break a social norm in a way that positively influences observers. For instance, going to various locations and handing out notes to people with positive affirmations or standing on a corner with a sign offering free hugs, or setting up a booth on campus that provides free editing of students’ course papers (you cannot use these examples, you must come up with your own).

Explain the social norms you intend to break in detail and tell me why breaking them would cause social disturbance in a positive way.

**Grading Criteria:**

Each PowerPoint project will consist of FIVE slides ONLY (no more, no less). If you have to save as a PDF to upload it, that’s fine.

- **The first side will include:** your name, the name of the class and an explanatory title.
- **The second slide will include:** an explanation of the social norm you broke in detail including where, when, and why you chose it. Include an explanation of how what you did caused a social disturbance in a positive way.
- **The third slide will include:** photos or video of you actually breaking the social norm. Selfies work, but I need to be able to see what you’re doing. Consider asking a friend to take pictures or video while you break your social norm.
- **The fourth slide will include:** an analysis of what happened when you broke your social norm. How did people react? How did you feel? Do you think it went well or not? Other thoughts? What should
you have changed/ done differently? What did you learn from this, etc.?

- **The fifth slide will include:** an explanation of how your social norm experiment relates to a concept (or reading, or theory) you learned this semester. Use a definition or explanation from the reading you chose and explain in detail how your experiment is reflected in that reading or concept.

No student will be awarded an extension FOR ANY REASON other than for a documented University sanctioned activity provided the student informs the instructor PRIOR to the missed deadline AND provides proper and adequate documentation. ALL other requests (including but not limited to: funerals, illnesses, weddings, arrests, jury duty, court dates, family vacations, hangovers) will be denied without discussion.

**Grading:**
There are a total of 300 points available in this class. Final grades will be calculated depending on all points you’ve acquired on all assignments. All points will be added together and divided by 300 to get a percentage. I do not grade on a curve so the final percentage is your final grade. The scale below shows the percentage to letter grade comparison. If the third decimal place in the final percentage is a 5 or greater, AND the percentage is on the cusp of going up a letter grade, I will round up. For example, if your final percentage is .89533 because the third decimal place is a 5 AND the grade is on the verge of going up a letter, I will round up and your final grade for the class would become an A. These are the only conditions under which I will increase a final grade; all other requests will be denied.

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<th>Grade</th>
<th>Percentage</th>
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<td>A</td>
<td>90-100</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>0-59</td>
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- By remaining enrolled in this course and after having read the syllabus, you agree that you understand all the terms and conditions expressed therein. If you have ANY questions or concerns please feel free to contact me any time.

- **Disability Statement:** If you have special needs as addressed by the Americans with Disabilities Act (ADA), please notify me immediately. Reasonable efforts will be made to accommodate your special needs.

- **Academic Integrity:** Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably
acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Schedule:
Each of the 8 weeks corresponds with a matching module on Canvas where you will upload your work and complete discussion boards.

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<tr>
<th>WEEK ONE:</th>
<th>READINGS TO DO:</th>
<th>ASSIGNMENTS DUE:</th>
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| June 3-9        | Watch: Introductory video  
Read: Chapter 1 “On the Sociology of Deviance,” by Kai T. Erikson | Discussion Essay – 10 pts  
Discussion Board – 5 pts |

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<th>WEEK TWO:</th>
<th>READINGS TO DO:</th>
<th>ASSIGNMENTS DUE:</th>
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| June 10-16      | Watch: Lecture 1  
Read: Chapter 4 “Natural Law and the Sociology of Deviance by Anne Hendershott  
Read: Chapter 27 “Convicted Rapists’ Vocabulary of Motive” by Diana Scully and Joseph Marolla | Discussion Essay – 10 pts  
Discussion Board – 5 pts |

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<th>WEEK THREE:</th>
<th>READINGS TO DO:</th>
<th>ASSIGNMENTS DUE:</th>
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| June 17-23      | Watch: Lecture 2  
Read: Chapter 31 “Passing As Black: Identity Work Among Biracial Americans” by Nikki Khanna and Cathryn Johnson | Discussion Essay – 10 pts  
Discussion Board – 5 pts |
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<th>WEEK FOUR:</th>
<th>READINGS TO DO:</th>
<th>ASSIGNMENTS DUE:</th>
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<td>June 24-30</td>
<td>Watch: Lecture 3</td>
<td>Discussion Board – 5 pts</td>
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<td>Read: Chapter 7 “Social Structure and Anomie” by Robert K. Merton</td>
<td>Test 1 – 80 pts</td>
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<th>WEEK FIVE:</th>
<th>READINGS TO DO:</th>
<th>ASSIGNMENTS DUE:</th>
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<tr>
<td>July 1-7</td>
<td>Watch: Lecture 4</td>
<td>Discussion Essay – 10 pts</td>
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<td>Read: Chapter 15 “The Social Construction of Drug Scares” by Craig Reinarman</td>
<td>Discussion Board – 5 pts</td>
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<td>Read: Chapter 45 “Deciding to Commit a Burglary” by Richard T. Wright and Scott H. Decker</td>
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<th>WEEK SIX:</th>
<th>READINGS TO DO:</th>
<th>ASSIGNMENTS DUE:</th>
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<td>July 8-14</td>
<td>Watch: Lecture 5</td>
<td>Discussion Essay – 10 pts</td>
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<td>Read: Chapter 21 “The Saints and the Roughnecks” by William J. Chambliss</td>
<td>Discussion Board – 5 pts</td>
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<th>WEEK SEVEN:</th>
<th>READINGS TO DO:</th>
<th>ASSIGNMENTS DUE:</th>
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<tr>
<td>July 15-21</td>
<td>Watch: Lecture 6</td>
<td>Discussion Board - 5 pts</td>
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<td>Read: Chapter 26 “Challenging a Marginalized Identity: The Female Parolee” by Tara D. Opsal</td>
<td>Final Project Due – 50 pts</td>
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WEEK EIGHT: | READINGS TO DO: | ASSIGNMENTS DUE:
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July 22-26 | Use this discussion board as a test review | Discussion Board – 5 pts
 |  | Test 2 – 80 pts

FAQs

1. What should I call you?
   I received my PhD from the University of Missouri many years ago, so you should call me Dr. Schlosser. Lots of students also call me Dr. S, which is just fine, too!

2. What should I do if I have questions?
   You should look at the syllabus. MOST questions you have are probably already addressed on the syllabus. However, if you do have other questions, you can email me.

3. If I want to email you, how should I address it?
   When you email any professor, the correct way to do so is to address them professionally. For instance, you can say: “Dear Dr. Schlosser,” or even just “Hi, Dr. Schlosser,” Then, state what class you are in (I have many students in several classes) and your specific question. Close the email with your name and contact information. I tend not to respond to emails that are not courteous and professional.

4. What if I have to miss a deadline?
   Seriously rethink the event that will cause you to miss a deadline. I do not allow make-ups for any reason other than documented, University activities. You have a full week to complete assignments, so if you think you’re going to be out of town or not have access to a computer on the due date, simply turn it in early.

5. What if I’m confused or struggling with the class?
   Email me!!!!! Do this EARLY and OFTEN. I can help you understand the material, organize your notes, and give you study tips. You are responsible for your grade, but that also means you need to inform me if you’re struggling so we can address issues you may be having early.
   jennifer.schlosser@tamuct.edu

6. What if I want to join the TAMUCT Sociology Club?
   Awesome! You can hit them up on Facebook (https://www.facebook.com/tamuctsocclub/) or email the club advisor, Dr. Roslyn Schoen at roslyn.schoen@tamuct.edu for information about meeting times, locations and other activities!