

**SYLLABUS**  
**Deviant Behavior (SOC 3308, Spring 2021)**  
**Online**

**Dr. Jennifer A. Schlosser, PhD**

**Instructor:** Dr. Schlosser

**Office Hours:** via email

**Email:** jennifer.schlosser@tamuct.edu

**Texts:** Adler P. & Adler P. (2016). *Constructions of Deviance: Social Power, Context, and Interaction*. 8<sup>th</sup> ed, Cengage Learning.  
(REQUIRED...make sure you get the correct edition of this text)

Erikson, K. T. (2005) *Wayward Puritans: A Study in the Sociology of Deviance*. Pearson.

(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](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.
- 
- 

**Contacting your professor:**

You should contact me via email at [jennifer.schlosser@tamuct.edu](mailto: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. Discussions, 80 pts:

Students will engage in discussion boards with their classmates worth 10 points each for 8 weeks this semester.

#### Grading Criteria:

- Discussion boards will open at midnight on the Monday of the week they're **due and close at 11:59 pm that next Sunday**. All posts and replies must be completed within this window or the student forfeits those discussion points.
- You will:
  - 1) post a question about something you DID NOT UNDERSTAND or would like more help on, from the week's readings or videos.
  - 2) Your question **must** use information from the reading/video material and be specific. **Citing page numbers in your post is required.**
  - 3) Every post you make should be SEVERAL paragraphs (not just two or three sentences).
  - 4) **First posts are due by Thursday each week.**
- Students will read others' posts and must:
  - 1) REPLY to at least **two** other people's posts that week (but feel free to respond to more).
  - 2) **Responses are due by 11:59 pm on Sunday each week.**
  - 3) Responses must be engaging, thoughtful, and in-depth (again, several paragraphs, not just 1 or 2 sentences). Address the question that was asked and answer it using your own ideas.
  - 4) These responses aren't JUST your opinions, they must also be grounded in the readings **with page numbers citing your source from the reading.**
- Personal experiences that support your answer are totally acceptable! Just make sure that the **bulk** of your answer is grounded in facts and data from the book.

- ***NO OUTSIDE SOURCES are allowed – use book or video material from this class only***

Examples of INAPPROPRIATE discussion board responses:

“Dumb question. I think we should incarcerate all deviant people.”

“Good question! I agree!”

“The government sucks.”

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.*

2. **Exams, 200 points:** There are two exams in this class which will test for students' comprehension and ability to apply concepts learned in the readings.

**EXAM 1 (100 pts): Mainstream News Media**

Create a PowerPoint project will consist of FIVE slides ONLY (no more, no less)

- **The first slide will include:** your name, the name of the class, and the name of a concept or theory from the book you choose as your focus (or some type of title indicating what your project is about).
- **The second slide will include:** the name of the concept/theory you chose, its definition (with book citations), and sentence or two about why this is an interesting concept to you.
- **The third slide will include:** a screenshot of an IMAGE\* embedded in a **MAINSTREAM NEWS** story (i.e. not InfoWars or BuzzFeed News....go with NBC, ABC, CBS, Time Magazine, The New York Times, NPR, etc.) where someone (or a group of people) are doing something **deviant BUT NOT illegal.**

Include *at least a paragraph* describing the image, why it is deviant but not illegal, and how it relates to your chosen class concept.

- **The fourth slide will include:** a screenshot of an IMAGE\* embedded in a MAINSTREAM NEWS story (i.e. not InfoWars or BuzzFeed News....go with NBC, ABC, CBS, Time Magazine, The New York Times, NPR, etc.) where someone (or a group of people) are doing something **illegal BUT NOT deviant.**

Include *at least a paragraph* describing the image, why it is illegal but not deviant, and how it relates to your chosen class concept.

- **The fifth slide will include:** a screenshot of an IMAGE\* embedded in a MAINSTREAM NEWS story (i.e. not InfoWars or BuzzFeed News....go with NBC, ABC, CBS, Time Magazine, The New York Times, NPR, etc.) where someone (or a group of people) are doing something **deviant AND illegal**.

Include *at least a paragraph* describing the image, why it is deviant and illegal, and how it relates to your chosen class concept.

\*The screenshots must be of an IMAGE (not a picture of just text) and show the image embedded in the news story/ website)

### **EXAM 2 (100 pts): Social Media**

Create a PowerPoint project will consist of FIVE slides ONLY (no more, no less)

- **The first side will include:** your name, the name of the class, and the name of a concept or theory from the book you choose as your focus (or some type of title indicating what your project is about).
- **The second slide will include:** the name of the concept/theory you chose, its definition (with book citations), and sentence or two about why this is an interesting concept to you.
- **The third slide will include:** a screenshot of an IMAGE\* embedded in a SOCIAL MEDIA POST (i.e. Facebook, Instagram, TikTok, Twitter, etc.) where someone (or a group of people) are doing something **deviant BUT NOT illegal**.

Include *at least a paragraph* describing the image, why it is deviant but not illegal, and how it relates to your chosen class concept.

- **The fourth slide will include:** a screenshot of an IMAGE\* embedded in a SOCIAL MEDIA POST (i.e Facebook, Instagram, TikTok, Twitter, etc.) where someone (or a group of people) are doing something **illegal BUT NOT deviant**.

Include *at least a paragraph* describing the image, why it is illegal but not deviant, and how it relates to your chosen class concept.

- **The fifth slide will include:** a screenshot of an IMAGE\* embedded in a SOCIAL MEDIA POST (i.e. Facebook, Instagram, TikTok, Twitter, etc.) where someone (or a group of people) are doing something **deviant AND illegal**.

Include *at least a paragraph* describing the image, why it is deviant and illegal, and how it relates to your chosen class concept.

\*The screenshots must be of an IMAGE (not a picture of just text) and show the image embedded in the social media post)

### 3. Final Project, 20 points: Visual Sociology Project

Create a PowerPoint project will consist of FOUR slides ONLY (no more, no less)

- **The first side will include:** your name and the name of the class
- **The second slide will include:** a photo you took yourself in Killeen (or wherever you're currently located) of something you saw that is **deviant BUT NOT illegal**....(think big picture; this can be a billboard, a sign, a picture of yourself, etc.)

Include at least a paragraph describing the image and explaining why it is deviant but not illegal.

- **The third slide will include:** a photo you took yourself in Killeen (or wherever you're currently located) of something you saw that is **illegal BUT NOT deviant**....think broadly; this can be someone taking up 2 parking spaces, someone jaywalking, etc.)

Include at least a paragraph describing the image and explaining why it is illegal but not deviant.

- **The fourth slide will include:** a photo you took yourself in Killeen (or wherever you're currently located) of something you saw that is **illegal AND deviant**. For instance, people not wearing masks where it is legally required, someone without a sticker parking in a handicapped spot, graffiti on a building, etc.

Include *at least a paragraph* describing the image, why it is illegal and deviant.

**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.

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

- 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.

**See Course Schedule below**

**Schedule:**

Each of the 16 weeks corresponds with a matching module on Canvas where you will upload your work and complete discussion boards.

<b>WEEK ONE:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Jan 19-24</b>	Read: Chapter 1 “On the Sociology of Deviance,” by Kai T. Erikson	Discussion 1: Self Introductions and reading (10 pts)

<b>WEEK TWO:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Jan 25-31</b>	Read: Chapter 4 “Natural Law and the Sociology of Deviance by Anne Hendershott	

<b>WEEK THREE:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Feb 1- 7</b>	Read: Chapter 27 “Convicted Rapists’ Vocabulary of Motive” by Diana Scully and Joseph Marolla	Discussion 2 (10 pts)

<b>WEEK FOUR:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Feb 8-14</b>	Read: Chapter 31 “Passing As Black: Identity Work Among Biracial Americans” by Nikki Khanna and Cathryn Johnson	

<b>WEEK FIVE:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Feb 15-22</b>	Read: Chapter 7 “Social Structure and Anomie” by Robert K. Merton  Watch: PBS Documentary “Park Ave.”	Discussion 3 (10 pts)

<b>WEEK SIX:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Feb 22-28</b>	Read: Chapter 45 “Deciding to Commit a Burglary” by Richard T. Wright and Scott H. Decker	

<b>WEEK SEVEN:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Mar 1-7</b>	Read: Chapter 15 “The Social Construction of Drug Scares” by Craig Reinerman  Watch: Reefer Madness	Discussion 4 Test Review (10 pts)  Your chance to ask questions about <u>anything</u> of your classmates and me about the material so far. You must post and respond.

<b>WEEK EIGHT:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Mar 8-14</b>	Review all readings	<b>Test 1</b> (100 pts, upload PowerPoint in the dropbox by midnight on March 14th)

<b>WEEK NINE:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Mar 15-21</b>	SPRING BREAK	SPRING BREAK

<b>WEEK TEN:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Mar 22-28</b>	Read: Chapter 21 “The Saints and the Roughnecks” by William J. Chambliss	Discussion 5 (10 pts)

<b>WEEK ELEVEN:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Mar 29-Apr 4</b>	Read: Chapter 26 “Challenging a Marginalized Identity: The Female Parolee” by Tara D. Opsal	Discussion 6 (10 pts)

<b>WEEK TWELVE:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Apr 5-11</b>	Watch: L.A. Riots Documentary	

<b>WEEK THIRTEEN:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Apr 12-18</b>	Read: Chapter 35 “Cybercommunities of Self-Injury” by Patricia Adler & Peter Adler	Discussion 7 (10 pts)

<b>WEEK FOURTEEN:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Apr 19-25</b>	Read: Chapter 43 “Sexual Assault on Campus” by Armstrong, Hamilton, & Sweeney	

<b>WEEK FIFTEEN:</b>	<b>READINGS TO DO:</b>	<b>ASSIGNMENTS DUE:</b>
<b>Apr 26-May 2</b>	Read: Chapter 46 “Social Smoking: A Liminal Position” by Jason Whitesel & Amy Shuman	Discussion 8 Test Review (10 pts)

WEEK SIXTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
May 3-14		<b>Final Projects Due</b> (20 pts, upload PowerPoint in the dropbox by 11:59pm May 7th)  <b>Test 2</b> (100 pts, upload PowerPoint in the dropbox by midnight on May 14th)

## 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](mailto:jennifer.schlosser@tamuct.edu)