# **Sociology 1004**

## **Deviance in U.S. Society**

**Summer 2020**

**Professor Tim Wadsworth**  
Email: tim.wadsworth@colorado.edu   
Phone: If you would like to speak on the phone, please contact me via email to set up a time.

**Graduate Teaching Assistant: Theresa Edwards-Capen**  
Email: theresa.edwards-capen@colorado.edu  
Phone: If you would like to speak on the phone, please contact me via email to set up a time.

We will do our best to respond to all emails within 24 hours during the week and by Monday for emails received over the weekend. If your questions are about any of the course material or logistics, we encourage you to ask them on the "Course Related Questions" threaded discussion (listed under Week 1). Before you post a question please check and see if others have asked the same question and what our answer was.

### **Instructor Bio**

I have been a professor in the Sociology Department at CU Boulder for 12 years. I teach Intro to Sociology as well as classes in the areas of deviance, crime, and sociological research methods. My research focuses on two different areas—the study of violent behavior and the study of subjective well-being (what makes people happy). In addition to traditional classes I have been teaching online classes for the last 7 years.

### **Course Description**

This course provides an introduction to the study of deviance, social control, and how these concepts relate to identity construction and identity management. We will examine how and why certain attitudes, behaviors, and conditions are defined as deviant, the process by which some individuals are labeled as deviant, and the consequences of this label. We will also explore why some individuals and organizations choose to engage in deviant behavior. While deviance is a concept that can be approached from a variety of intellectual disciplines or perspectives, this course will focus on the sociological aspects of deviance and offer a framework through which such attitudes, behaviors and conditions can be understood.

### **Objectives**

1. Students will understand what the concept of deviance represents and how sociologists study it.
2. Students will gain a deeper understanding of the process of the social construction of deviance and be able to apply it to various attitudes, behaviors and conditions.
3. Students will be able to identify value systems that provide the foundation for the construction of deviance.
4. Students will be able to understand and utilize resources for studying deviance.
5. Students will be able to apply various theories of deviance and analyze attitudes, behaviors and conditions from the various theoretical perspectives.
6. Students will understand the process of deviant identity development and be able to apply it to their own lives and the lives of others.

### **Overview**

The course material will be presented through video lectures, video clips, readings, and films.

**Course Outline:**

R: Reading either in the text (Deviance by Erich Goode) or articles that can be accessed on the course website

VC: Video Clip which can be viewed on the course website

Film: Film that can be watched on the course website

**Week One (June 1-June 5):**

June 1:

Day 1 - Introduction

Lecture: Welcome

Lecture: Review of the Syllabus

Lecture: Defining Deviance

Reading: Goode: Introducing Deviance?

June 2:

Day 2 – The Social Construction of Deviance

Lecture: The A,B,Cs of Deviance

R: Goode: Constructing Deviance

R: The Normal and the Pathological

Lecture: Norms and Values

R: A Typology Based on Middle Class Norms

Lecture: The Big Questions

Discussion #1 is available from June 2 at 12:00am until June 4 at 5pm

June 3:

Day 3 – The Social Construction of Deviance

Lecture: Theoretical Perspectives on Deviance

R: Moral Passage

Lecture: Where Does Social Construction Actually Happen?

June 4:

Day 4– Moral Entrepreneurs and Moral Crusades

Lecture: Moral Crusades

R: Crime in the News, Tall Tales and Overstated Statistics

R: The Social Construction of an Alcohol Problem

June 5:

Day 5 – Catch up Day

Writing Assignment 1 Due by 11:59pm on June 5.

**Week Two (June 8-12):**

June 8:

Day 6 – Moral Panics

Lecture: Moral Panics

R: Why Americans Fear the Wrong Things

June 9:

Day 7 – Stigma

Lecture: Stigma

Lecture: Poverty and Disrepute

R: Goode: Poverty and Disrepute

Lecture: Race and Ethnicity

R: Goode: Deviant Physical Characteristics

Lecture: Physical Stigma

Discussion #2 is available from June 9 at 12:00am until June 11 at 5pm

Writing Assignment 2 Due by 11:59pm on June 9.

June 10:

Day 8 – Property and Violent Crime

Lecture: Crime Categorization and Measurement

R: Goode: Crime and Criminalization

R: Criminal Homicide as a Situation Transaction

Lecture: Correlates of Crime

June 11:

Day 9 – – Drugs, Sex, and Other Attractions

Lecture: Drugs and Deviance

Lecture: Drugs and Deviance vs. Drugs as Deviance

R: Goode: Sexual Deviance

Lecture: Gender, Sex and Deviance

R: Sex, Love and Health in America

June 12:

Day 10 – Catch up Day

Writing Assignment 3 Due by 11:59pm on June 12.

**Week 3 (June 15-19):**

June 15:

Day 11 – Theories of Deviance and Social Control

Lecture: Motivational, Constraint, and Conflict Theories

R: Goode: Explaining Deviant Behavior

R: Deviance as Fun

Lecture: Control Theories

June 16:

Day 12 - Theories of Deviance and Social Control

Lecture: Rational Choice and Deterrence Theories

R: Who Joins Gangs and Why

Lecture: Classical Strain Theory

Lecture: General Strain Theory

Discussion #3 is available from June 16 at 12:00am until June 18 at 5pm

Writing Assignment 4 Due by 11:59pm on June 16.

June 17:

Day 13 – Theories of Deviance and Social Control

Lecture: Differential Association Theory

Lecture: Social Learning Theory

R: Tiny Dopers

R: Code of the Streets

June 18:

Day 14 - Theories of Deviance and Social Control

Lecture: Social Disorganization Theory

R: Crime as Social Control

Lecture: Labeling Theory

R: Crime, Shame and Reintegration

June 19:

Day 15 –Exam Day

Writing Assignment 5 Due by 11:59pm on June 19.

Exam 1 available from 12:01am to 11:59pm

**Week 4 (June 22-June 26)**

June 22:

Day 16 – Deviant Identities

Lecture: Developing a Deviant Identity

R: Ugly Duckling to Swan

R: The Mark of a Criminal Record

June 23:

Day 17 – Deviant Identities

Film: One Flew Over the Cuckoo’s Nest

Lecture: Responding to a Deviant Identity

R: Convicted Rapists Vocabulary of Motive: Excuses and Justifications

R: The Influence of Situational Ethics on Cheating Among College Students

Discussion #4 is available from June 23 at 12:00am until June 25 at 5pm

Writing Assignment 6 Due by 11:59pm on June 23.

June 24:

Day 18 – Deviant Identities

Lecture: Stigma Management, Part 1

R: The Identity Change Process: A Field Study of Obesity

R: Damaged Goods: Women Managing the Stigma of STDs

June 25:

Day 19 – Deviant Identities

Lecture: Stigma Management, Part 2

R: Negotiating the Public Realm: Stigma Management and Collective Action of the Homeless

June 26:

Day 20 - Catch Up Day

Writing Assignment 7 Due by 11:59pm on June 26.

**Week 5 (June 29-July 3)**

June 29:

Day 21 – The Social Organization of Deviance: Loners, Communities and Gangs

Lecture: The Social Organization of Deviance, Part 1

R: Self Injurers as Loners

Lecture: The Social Organization of Deviance, Part 2

R: A Subcultural Study of Recreational Ecstasy Use

June 30:

Day 22 - The Social Organization of Deviance: Formal Organization and State-Corporate Deviance

Lecture: Why White-Collar Crime Happens

R: Goode: White-Collar Crime

R: The Culture of the Corporation and Illegal Behavior

Lecture: How We Respond to White Collar Crime

VC: How to Rob a Bank

Film: Enron: The Smartest Guys in the Room

Discussion #5 is available from June 30th at 12:00am until July 2 at 5pm

July 1:

Day 23 – Deviant Careers – Entering and Exiting

Lecture: Desistance

R: Why Some Offenders Stop

R: Shifts and Oscillations in Deviant Careers

July 2:

Day 24 - Catch Up and Review Day

Writing Assignment 8 Due by 11:59pm on July 2.

July 3:

Day 25 – Exam 2

Exam 2 available from 12:01am to 11:59pm

### Course Materials

Course Website: Given the nature of an online course, virtually everything you do will revolve around the course website. This is where you will watch lectures and films, participate in discussions, find readings, etc. A requirement for taking the class is very reliable access to the internet.

Required Text: Deviant Behavior (12th Edition) by Erich Goode. A physical copy of this book can be ordered through the CU Bookstore or you can rent a digital version at <https://cuboulder-store.vitalsource.com/products/deviant-behavior-erich-goode-v9780429514920?term=9780367193171>

The book can also be found through a variety of online sources. If you purchase the text somewhere other than the CU Bookstore, make sure that you get the correct edition.

All other required readings can be downloaded from the CANVAS website.

There are also movies that you are required to watch for the course. These can be viewed on the course website by clicking on the titles.

### Course Requirements

Reading: Completion of the reading is absolutely critical to your success in the class and your final grade will depend greatly upon you having read, thought about, taken tests on, written about, and discussed the readings. All readings should be completed by the date for which they are listed on the course schedule.

Writing Assignments: Every couple days (eight times in total—exact dates indicated in the course syllabus), I'd like you to sit down and spend some time talking to us—on paper—about what you've just read and how it relates to the lectures, to the other readings, and to your own experiences.   
  
You should begin by BRIEFLY discussing the main points of the lectures and readings. But you should not stop there. Try to relate the main points to what you've previously known about the subject, the lectures and the other readings in the course. You may want to respond to some of the following:

* Was there anything that you did not understand or that was unclear to you?
* What connections to the lectures do you see in the readings or films? Does any of the material alter earlier opinions you may have formed? Does it deepen your understanding of the subject? If so, how?
* What seem to be the major concepts or key terms in the reading? Why are these concepts or ideas important contributions to the study of sociology?

These are just a few of the hundreds of questions you can ask of the material. For each writing assignment I will also post some specific questions which you can respond to in your papers for the following week IF YOU WANT TO. Responding to my questions is NOT required but it is a place to start if you are feeling stuck. You don’t have to come to any hard and fast conclusions; instead think of this as exploratory writing, a chance to record your initial reactions. This should, however, be connected prose, not just bullet points or scattered notes. The main point of this kind of writing is to use it to examine readings in a more thorough way than most people do when they simply read the last page, close the book and go about their business.

Some Goals of the Papers:

* to encourage regular writing
* to make connections between class material, lectures, and personal observations
* to raise questions and issues that can fuel discussions
* to generate ideas for future lines of inquiry
* to provide a forum for inquiry, analysis, and evaluation of ideas

Do:

* write regularly
* approach the exercise with the intention of being challenged
* present your ideas in a coherent and thought-provoking manner
* try to touch on all of the assigned material each week

Do not:

* ignore basic rules of grammar and punctuation
* wait until the last minute to do the writing
* confuse these papers with a personal diary. The main focus should be on the class material that you have been asked to read (or watch). Try not to focus too much on your personal feelings, such as whether or not you liked the reading or the film. Instead concentrate on why we assigned the material.
* simply summarize. Avoid just describing what you have read. This can be a good starting point, but what you really want to do is analyze the readings in the context of the course and the other course materials

While the length of your papers may vary you can think of 2-3 pages (1.5 spacing and 12 pt font) as a general guideline. While you need to submit at least 7 of the 8 possible papers you will receive feedback and a grade on 5 of them (chosen at random). Your final paper grade will be based on the average of your best 4. If you turn in fewer than 7 papers you will lose 10 points from your final paper grade for each one that you do not turn in. All papers must be turned in through Canvas by the deadline listed in the course schedule. Within a few days after the assignment is due you will see one of three things in the gradebook. If you see a number from 1-100 (e.g. 85/100) that means that your assignment was graded and the number is the grade you received. You can then click on the submission to see the feedback you received on your paper. If you see a blank space where the grade would be it means that you turned in the paper but it was not selected to be graded. If you see a 0 in the gradebook it means that we did not receive an assignment from you.

Students occasionally express frustration that I am asking you to write some papers that will not be graded, the assumption being that the only reason to devote effort to a class is to receive a better grade. I encourage you to question this assumption. While grades have developed as a central component in educational systems based on meritocratic ideals, and they can serve a useful role in motivating and evaluating, I would argue that an even more fundamental reason to devote effort to a class is to learn. And there is a tremendous amount of research that shows that writing about what we read helps us learn.

Exams: There will be a midterm exam on June 19 and a final exam on July 3. Both exams will include multiple choice and short answer questions.

Online Discussions: You are expected to participate in small group (5-10 people) threaded discussions on various topics throughout the course. New discussions will begin every Tuesday and run for three days (discussions will begin on Tuesday at 12:00am and will end at 5:00pm on Thursday). Your contributions to the discussion will be graded both on content, relevancy, grammar, and accuracy. For each discussion you will receive a score of 0-5 based on the following criteria:

**5:** Your contribution to discussion directly relates to course material either from lecture, the readings, or videos.  You do more than just restate a fact or idea presented in the course material by relating different articles or concepts or positing your own original insight.  Most importantly, your comment insightfully responds to the question(s) posed in the discussion.  For contributions following other students’ comments, your comment directly responds to another student’s comment while remaining relevant to the original question. You have demonstrated that you have listened to, read, and thought about the course material.

**4:**  Your contribution relates to the course material however may be partially inaccurate, or unrelated to the initial question.  If your citation of course material is accurate, it may simply restate a basic or obvious idea from the text or lecture without adding anything new.  You may receive this grade if you do not fully address the question, or do so in a way that is not based in the course material. You demonstrate that you have listened to and read at least some of the course material.

**3:** Your contribution lacks thought or effort.  You do not provide a contribution related to any of the course material, nor do you respond to other student’s comments.  You will receive this grade if your contribution is not fully thought out, is unclear, or full of grammatical errors.  You will also receive this score (or lower) if your comment is in any way disrespectful to other student’s contributions.

**0**: You did not participate

Depending on when your contribution falls within the duration of the discussion, you may either want to make one, large contribution to the discussion, or multiple smaller comments.  If you choose to make only one contribution, it is advised that you address more than one aspect of the prompt and present your ideas in depth.  If you choose to make multiple smaller contributions, make sure each comment still contributes substantial ideas to the discussion and that each comment presents a new or different contribution.

REMEMBER, these are discussions, not just everyone posting their response to the material. Do not start a new topic/thread (unless you are the first to respond) and think about what others have written before responding.

ZOOM Meetings: We will schedule live online ZOOM meetings during the 3rd and 5th week of the class. These are opportunities for us to meet online in small groups to discuss the material. The days and times will be announced in the announcements as well as direction regarding how to sign up. If you are unable to attend one or both ZOOM meetings you can do a short alternative writing assignment to receive credit.

**Work that is missed cannot be made up. The only times we will accept late papers or discussion posts or give make-up exams is when you provide us with written documentation of a death in your family, a medical emergency, or a similar situation.**

Final Grade: Your final grade will be based on the course requirements as listed above. The point distributions are as follows:

**Online Discussion: 20%**

**Writing Assignments: 40%**

**ZOOM Meeting #1: 2%**

**ZOOM Meeting #2: 2%**

**Exam 1: 18%**

**Exam 2: 18%**

Final Comments on Grading: I do not grade on a curve. Your final grade will reflect your success in demonstrating your knowledge of the material and will not be influenced by the performance of others. To do well in this class, most of you will need to work hard and apply sustained effort over the course of the semester. That said, working hard does not guarantee an “A”— your final grade is based on the quality of your work throughout the semester. If you find that you are not doing as well as you would like in the course please come talk to us AS SOON AS POSSIBLE. There will be NO extra-credit at the end of the semester to raise low grades.

The Workload: An average fall or spring semester class meets for 2.5 hours a week for 16 weeks, for a total of 40 hours, and the general guideline for time expectations is that instructors can expect students to complete 2 hours of work outside of class for every 1 hour in class. That equals a total of 80 hours a week outside of class or 120 hours combined for in and out of class work. Spread out over 16 weeks that is about 7.5 hours a week. However, in Summer A-term we only have 5 weeks to cover the same amount of material (which gives you the same number of credits). Based on the same math this means you should expect about 24 hours per week of work for A or B semester summer class. I give you this information so you can have an honest assessment of how much of your time you are going to need to devote to the class if you want to succeed.

**Policy Issues**

**Online Discussions:** Online discussions provide a wonderful way for all members of a class (even the shy ones) to participate in class discussion and debate. That said, there is a lot of evidence that civility and respect for others can breakdown when people feel a sense of anonymity. While I would encourage participants to feel free to engage in debates and to intellectually challenge other people's ideas when they feel it is appropriate this MUST be done with civility and respect, just as we would expect in a traditional classroom.

**Academic Dishonesty**: Cheating and plagiarism are both violations of the student code and will be treated with utmost seriousness. Evidence of either of these behaviors will result in an automatic failure in the course and the matter will be turned over to university officials. To be clear, plagiarism refers to using the work, ideas, or knowledge of other people as your own. It includes all forms of exam or quiz cheating, using other people’s work, copying all or sections of papers from the web, and “borrowing” (without citing) from published sources. Please do not give us ANY reason to suspect this type of behavior. If you are unclear about the rules regarding plagiarism, paraphrasing, quoting, or collaboration, please ask for further clarification. You are also required to adhere to the University Honor Code which you can find athttps://www.colorado.edu/osccr/honor-code

**Technology Requirements**

You need a consistent, high-speed Internet connection to view the lecture videos and the other content in this course. When you take tests, we recommend you use either a desktop computer or a laptop in a quiet location with a secure connection. We do NOT recommend using an iPad or other mobile device to take a test. If you have access to a high-speed wired connection, that's preferable to a wireless connection. We recommended that you have installed the latest versions of Adobe Flash, Adobe Reader, and QuickTime.

**Microsoft Windows**

* Windows XP (Service Pack 2), Vista, or Windows 7 and above
* Minimum 2GB RAM
* High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
* Working soundcard and speakers/headphones
* Mozilla Firefox browser is recommended with Java and cookies enabled (Internet Explorer 10 and 11 are not supported by D2L)
* Sun Java Runtime Environment (JRE)

**Macintosh**

* Mac OS X (Lion 10.7 and above)
* Minimum 2GB RAM
* High speed internet connection: 500 kbps or above (Cable, DSL, FiOS)
* Working soundcard and speakers/headphones
* Mozilla Firefox browser is recommended with Java and cookies enabled

Sun Java Runtime Environment (JRE)

**University Policies:**

**Students with Special Needs**

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <https://www.colorado.edu/disabilityservices/>

 If you have a temporary medical condition or injury, see guidelines at

<https://www.colorado.edu/disabilityservices/students/temporary-medical-conditions>

**The University of Colorado at Boulder policy on Discrimination and Harassment**

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <https://www.colorado.edu/oiec/>