SYP 3510 Section 4D26: Deviance
Summer B 2015
M, T, W, R, F 2:00PM-3:15PM
Turlington 2306

Instructor: Sierra A. Schnable, M.A. • sschnable@ufl.edu • (717) 816-9695
Office Hours: Tues 3:15-4:15PM & by appt (excluding holidays) in Turlington 3309

Course Description and Learning Goals

To establish what is deviant, we must first understand what is normative – the behavioral expectations that are both obvious and hidden, enforced especially on those who violate these dynamic and constructed boundaries. This course will explore major sociological theories of normative and deviant behavior from a constructionist perspective, beginning with more macro-level and conventional theories and concluding with critical and interaction-based theories.

By the end of this course, students should achieve the following objectives with proficiency:

1. Identify and apply various sociological theories of deviance
2. Evaluate empirical research with specific attention to ethics and methodology
3. Analyze representations of normative and deviant behavior in the media
4. Facilitate a critical class discussion of an empirical reading on deviance with a partner

Required Materials

[Note: You are free to rent this text or use an electronic version. However, you must bring the required readings to class each day in some format.]


Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/ % of Grade</th>
<th>Requirements</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Exam 1</td>
<td>40 pts/ 20%</td>
<td>Applying Theories</td>
<td>21 July</td>
</tr>
<tr>
<td>Essay Exam 2</td>
<td>40 pts/ 20%</td>
<td>Media Analysis</td>
<td>7 Aug</td>
</tr>
<tr>
<td>Class Discussion</td>
<td>40 pts/ 20%</td>
<td>Team-lead 30 mins.</td>
<td>You choose</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>25 pts (x2)/ 25%</td>
<td>3 entries per week</td>
<td>Random (x2)</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>30 pts/ 15%</td>
<td>Read and engage</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**TOTAL: 200 points**
**Essay Exams (40 points x2) – 40% of grade**
You will write two 3-4 page essay exams on the topics below. These essays will require you to apply course materials and theories to representations of deviance, thus you must integrate a minimum of *one course reading* into each essay. Guidelines and rubrics will be available on Canvas and we will cover them thoroughly in class prior to the due date.
1. Exam 1: Applying Theories to an Additional Reading
2. Exam 2: Analyzing Deviance in the Media

**Team-led Class Discussion (40 points) – 20% of grade**
You will choose one of the underlined readings below and sign up on Canvas under the “People” tab by *Thursday 2 July at 5PM* (if you do not sign up by this time, I will randomly assign you to a remaining day and you will lose points on the assignment). As a pair, you will compile presentation for the class using either a PowerPoint/Prezi or a printed handout. You must present on the reading for approximately 15 minutes and lead discussion for approximately 15 minutes. Each team member should contribute about the same amount of work beforehand and be equally involved in the class presentation. To that end, you will complete confidential evaluation forms of each other after your presentation. Each team member will receive a separate grade based on the rubric and the confidential evaluation form. Guidelines and the rubric are available on Canvas.

**Reflection Journals (25 points x2) – 25% of grade**
Throughout the semester, you will keep an informal reflection journal that records your understandings of the readings, your observations of deviant and normative behavior around you, and your general responses to the course material. This is your chance to be creative and let me know how you are feeling about the course. You will write a minimum of *3 journal entries per week*, approximately one typed page or two handwritten pages each. Each journal entry should include at least one discussion question that you would like to raise in class (this can be something you don’t understand, something you found interesting and would like to ask the class about, something you would like to challenge, etc.) so that you are prepared for class discussion. Sometimes I will suggest specific topics for you to write about in your journals in preparation for future class meetings.

You may handwrite your journal in a separate notebook or type your entries and print them out, but you must bring your journal to class every meeting. Twice throughout the semester I will randomly collect your journals to grade so keep up with your writing!

**Attendance and Participation (30 points) – 15% of grade**
You are expected to attend class regularly and keep up with the course readings. You are also encouraged to ask questions and raise issues that you find important, both in the materials and in the social world. Please note that quality, not only frequency, is most important in your class participation. You are allowed 2 absences without penalty – missing 3 or more classes without an approved reason and without speaking to me will severely affect your overall grade. Lateness (within 15 minutes) counts as half an absence – after 15 minutes you will be marked absent. *Anyone found to be signing the attendance sheet for another student will automatically lose their attendance points.* **Athletes must submit their schedules to me ASAP in order to be excused for their game-related absences.**
Course Grading Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 to 94%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 94 to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90 to 87%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87 to 84%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 84 to 80%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80 to 77%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77 to 74%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 74 to 70%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70 to 67%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67 to 64%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 64 to 61%</td>
</tr>
<tr>
<td>Failing</td>
<td>&lt; 61 to 0%</td>
</tr>
</tbody>
</table>

Classroom Policies

**Technology:** Laptops, tablets, cell phones, etc. are strictly prohibited in this classroom. Use of any technology by students is only allowed in certain circumstances and with prior approval by the professor. If you need to take notes with/on a device, see me to make arrangements. Please be advised that you will be asked to leave class and will be marked absent for the day if you choose to use technology. This is not up for negotiation.

**Safe space:** Each of us brings a unique perspective to the classroom that enriches the learning experience for everyone. This classroom will be constructed as a safe space where all voices are heard and respected. Language and actions that compromise this goal by harassing, disrespecting, or promoting violence against any group or individual will not be tolerated. This includes blatant rudeness or ignorance directed towards the professor or any other student, present or not. To that end, I will ask anyone who disrupts the safe space to leave the classroom.

**Communications:** Please use my UF email to communicate with me (sschnable@ufl.edu). All emails must include a subject line and your full name, and be formatted in a professional manner. I will return your emails within 24 hours, excluding holidays, and expect you to do the same. You should check your UF email and the Canvas site regularly during this course. Please see me in person to discuss grades, as I cannot give them out via email.

**Late work:** No late work will be accepted without prior approval from the professor. I reserve the right to grant extensions on a case-by-case basis as I see fit and only in exceptional circumstances. If you miss an assignment, you will receive a grade of 0 points.

Students are expected to provide feedback on the quality of this course based on a standard set of criteria. These evaluations are conducted online (evaluations.ufl.edu) and are typically available at the end of every semester. More specific information will follow.
University Policies and Resources

**Academic services**: If you struggle with classroom skills like taking notes or writing papers, please take advantage of the University’s resources *early in the semester*. You can obtain free tutoring services from the Teaching Center ([teachingcenter.ufl.edu](http://teachingcenter.ufl.edu)) online, by appointment, and by walk-in. Please also take advantage of the Writing Studio ([writing.ufl.edu/writing-center/](http://writing.ufl.edu/writing-center/)) as you work on your papers.

**Disability services**: Students requesting accommodation for disabilities must first register with the Dean of Students Office ([dso.ufl.edu/drc/](http://dso.ufl.edu/drc/)). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. **You must present this documentation to me prior to submitting assignments. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.**

**Academic integrity**: Academic honesty and integrity are fundamental values of the University community and of this classroom. Students should be sure that they understand the UF Student Honor Code ([dso.ufl.edu/sscr/process/student-conduct-honor-code/](http://dso.ufl.edu/sscr/process/student-conduct-honor-code/)). I expect its spirit and its provisions to be respected in this course.

**Technical support**: Technological issues *are not* an excuse for late or missed work! For assistance with the e-Learning aspect of this course, which is hosted by Canvas, please contact the UF Help Desk:
- lss.at.ufl.edu/help.shtml
- learning-support@ufl.edu
- 352-392-HELP – select option 2
Course Schedule

WEEK 1
Monday, 29 June
*Introduction to the Course*

Tuesday, 30 June
*Defining Deviance*
- Kai T. Erickson, “On the Sociology of Deviance”

Wednesday, 1 July
*Defining Deviance*
- Joel Best, “The Constructionist Stance”

Thursday, 2 July
*Studying Deviance*
- Patricia A. Adler, “Researching Dealers and Smugglers”

Friday, 3 July – NO CLASS

WEEK 2
Monday, 6 July
*Studying Deviance*

Tuesday, 7 July
*Anomie and Strain Theory*
- Robert Merton, “Social Structure and Anomie”

Wednesday, 8 July
- Paul Cromwell and Quint Thurman, “The Devil Made Me Do It: Use of Neutralizations Among Shoplifters”

Thursday, 9 July

Friday, 10 July
*Social Control Theories*
- Travis Hirschi, “Control Theory”
WEEK 3
Monday, 13 July
  • Douglas Degher and Gerald Hughes, “The Adoption and Management of a ‘Fat’ Identity”
  • Pete Simi and Robert Futrell, “Negotiating White Power Activist Stigma”

Tuesday, 14 July
  • Elaine M. Blinde and Diane E. Taub, “Homophobia in Women’s Sport”

Wednesday, 15 July
  *Differential Association and Social Learning Theory*
  • Edward H. Sullivan and Donald R. Cressey, “Differential Association”

Thursday, 16 July
  *Deviant Careers and Career Deviance*

Friday, 17 July
  • Celia Williamson and Terry Cluse-Tolar, “Pimp-Controlled Prostitution”
  • Richard T. Wright and Scott H. Decker, “Deciding to Commit a Burglary”

WEEK 4
Monday, 20 July
  • Andrew K.T. Yip, “Gay Male Christian Couples and Sexual Exclusivity”

Tuesday, 21 July
  **ESSAY 1 DUE – Applying Theories**

Wednesday, 22 July
  *Labeling Theory*
  • Howard S. Becker, “Relativism: Labeling Theory”

Thursday, 23 July
  • Penelope A. McLorg and Diane E. Taub, “Anorexia Nervosa and Bulimia”
  • William J. Chambliss, “The Saints and the Roughnecks”

Friday, 24 July
  • Martin S. Weinberg, Colin J. Williams, and Douglas W. Pryor, “Becoming Bisexual”

WEEK 5
Monday, 27 July
  *Marxist and Conflict Theories*
Tuesday, 28 July  
• Dawn Rothe, “War Profiteering: Iraq and Halliburton”
• John Liederbach, “Doctors’ Autonomy and Power”

Wednesday, 29 July  
• Justin L. Tuggle and Malcolm D. Holmes, “Blowing Smoke: Status Politics and the Smoking Ban”

Thursday, 30 July  
*Critical Theory*  
• Meda Chesney-Lind, “Feminist Theory”

Friday, 31 July  
• Jody Miller, “Gender and Victimization Risk Among Young Women in Gangs”
• Rod K. Brunson and Jody Miller, “Gender, Race, and Urban Policing”

**WEEK 6**  
Monday, 3 Aug  
• Devah Pager, “The Mark of a Criminal Record”

Tuesday, 4 Aug  
• Elizabeth A. Armstrong, Laura Hamilton, and Brian Sweeney, “Sexual Assault on Campus”

Wednesday, 5 Aug  
• Guest Speaker – Alachua County Victim Services (352-264-6763)

Thursday, 6 Aug  
*Online Deviance*  
• Keith F. Durkin, “Show Me the Money: Cybershrews and On-Line Money Masochists”
• Patricia A. Adler and Peter Adler, “Cyber Communities of Self-Injury”

Friday, 7 Aug  
**ESSAY 2 DUE – Media Analysis**

*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning experience. Such changes are not unusual and, if necessary, will be communicated clearly via email and in class.*