

DEVIANCE AND SOCIAL CONTROL

SYP 4570 – Summer 2009

Instructor:

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This distance learning course presents a review and analysis of sociological approaches to the study of deviance and social control. The course objectives are (1) to provide you with a solid foundation in major theoretical perspectives on deviant behavior and social reaction processes, (2) to introduce you to important empirical methods in the study of deviant phenomenon, (3) to familiarize you with significant lines of research on various forms of deviance, and (4) to strengthen your critical awareness and sociological understanding of contemporary debates about deviance and social control in America.

The required texts are:

1) *Deviant Behavior: Crime, Conflict, and Interest Groups* (8th Edition) by James H. McCaghy, Timothy A. Capron, J.D. Jamieson, and Sandra Harley Carey (Pearson Education, 2008; softcover ISBN: 0-205-57083-6).

2) *Social Deviance: Readings in Theory and Research* edited by Henry N. Pontell (5th Edition, Pearson Prentice Hall, 2005; softcover ISBN: 0-13-144419-0)

The first book is readily available at all of the local textbook stores as well as online. The second is a bit more tricky, as it recently went out of print. This is both a good and bad thing. Bad in the sense that the bookstores alone won't be able to guarantee they will get enough copies for the entire class. Good, however, in that there are plenty of copies available from various retailers online and that they are *much* cheaper than they would be if purchased new or (Heaven forbid) re-printed in a new edition. The bookstores have promised to continue buying back the Pontell reader to resell for this semester (as it has been used for this class several times before) and their wholesalers are going to send them all the copies they can get; but, as I said, there are more than enough copies floating around on the internet - most of which are going for less than half off the cover price. In sum, getting the Pontell reader should not be too difficult, and probably work out better for you in the end.

Remember: When ordering textbooks online, make sure you get the right edition!

-McCaghey: 8th Edition, 2008

-Pontell: 5th Edition, 2005

The grade for the course will be based on the *total number of points* you earn out of 125 possible in the following areas:

(1) **Completion of "Online Bio" on Blackboard = 0 points**

IMPORTANT: *You must complete the Online Bio before Midnight on Tuesday, May 12, to satisfy the FSU "first-day attendance" policy.* If you fail to do so, you may be dropped from the course. Your first task after you finish reading this syllabus should be to complete the Online Bio, a brief survey which is posted in Assignments. This survey also lets your mentors and I know a little bit more about your own background and interests.

(2) Three one-hour exams, each consisting of five short-essay questions = 30 points possible

The three exams will cover material from the text, the reader, and from reading material posted on Blackboard. Each exam will cover a third of the course and will include five “open-ended” (short-essay) questions, worth two points each, for a total of ten points. The questions will ask you to write a paragraph or two about important theories, concepts, research findings, criticisms, controversies, or other points discussed in assigned readings and online material. Each exam will be scheduled on a specific day (usually Mondays, except for the final) and will be available to students during a five-hour window, from 3:00 p.m.-8:00 p.m. Once you begin taking an exam, *you must complete it within one hour*. We will grade each question on a two-point scale, where a good, complete answer is worth two points, a partially correct answer is worth one point, and an incorrect answer earns zero points.

(3) Two short papers = 20 points possible

One of these papers will require you to conduct “research” on deviance using online resources, whereas the other paper will ask you to write a brief essay about a controversial issue in the area of deviance and social control. Each paper will be graded on a 10-point scale, will be submitted in electronic form on Blackboard. Be sure to keep copies of your papers.

(4) Six open-book quizzes, each consisting of five questions = 30 points

These multiple-choice quizzes will be posted in Assignments at two week intervals throughout the semester. You will be able to find the answers to each of the five questions on these quizzes in the assigned readings or online material for the current and previous week. Like the exams, quizzes will be scheduled on a certain day (usually Thursdays) and will be open for a five hour window from 3:00 p.m. - 8:00 p.m. Once you begin taking a quiz, *you must complete it within 30 minutes*. Each question will be worth one point.

(5) Three group discussions on the Discussion Board = 20 points

At three points in the semester, a discussion topic will be posted on Monday in the Groups folder on Blackboard. The class will be divided into three groups, and you will participate in a discussion with other members of your group. Each student will be expected to post a 150 word response to the discussion topic by Wednesday of that week and to post two 75 word replies to other students’ responses by Friday. Based on the quality of your posts, you can earn a possible six points for your contribution to each group discussion. After all discussions are posted, students with 15+ points on their discussion grade will earn two bonus points, and students with 10-14 points will earn one bonus point. No credit will be given for late postings on the discussion board or for “flaming” and other inappropriate responses.

The grading scale will generally follow the normal percentage scores for letter grade assignments (e.g. 93%-100% = A, 90%-92% = A-, 87-89 = B+, etc.). However, the above grading scale is not set in stone, but rather a guarantee of the minimum grade you will make if you earn a certain percentage of the credit. I *will not* arbitrarily enforce a rigid grading scale. Rather, the grade I assign will be based upon my evaluation of what you have learned. For example, if you earn only a 92%, but I or your mentor feels that you have displayed mastery of the course content, I will have no problem giving you a full “A” instead of an “A-”. This method can only help you as I will not give you a grade lower than your percent score; rather there is simply the chance that I may increase it based upon your demonstrated proficiency with the material through bulletin board discussion, exceptional performance on exams, etc.

Students must take exams (and complete other assignments) during the times indicated on the syllabus except by making prior arrangement with the instructor *at least one week in advance*. If you are severely ill or otherwise unable to complete a requirement as scheduled, you must contact the mentor or the instructor as soon as possible and be prepared to provide appropriate documentation. Any missed work will receive a score of zero, except under extenuating circumstances at the instructor's discretion. Missing work is not a sufficient reason for a grade of Incomplete ("I"). You are expected to ensure that your computer and internet connection are functioning properly prior to exams or other online exercises. If necessary, please seek technical assistance from ACNS or other online resources listed on the Bulletin Board under "Help with FSU Procedures and Technology."

Students with a disability or some other special reason for modification of course procedures should contact me within the first week of the semester and should register with the Student Disability Resource Center. I expect students to uphold the Academic Honor Policy published in the *FSU Bulletin* and to agree to the Policy on Student Conduct posted on Blackboard and on the following website: <http://www.e-soc.net>. This policy prohibits giving or receiving unauthorized aid from anyone, including tutors or other students. Exams, papers, and other written assignments *must be your own original work*. Similarly, you must not "share" material for written assignments with other students. Violations of the Honor Code will be grounds for a grade of F for the course as well as any additional university action that might be warranted.

Again, please let me or your mentor know if you have any problems obtaining the texts, understanding assignments, or using the website. I hope you enjoy the course!

Except where otherwise noted, all materials are Copyright James D. Orcutt, Professor Emeritus of Sociology, Florida State University.

Course Calendar for SYP 4570 – Summer 2009		
All times are Eastern time. Updates to this calendar will be indicated in red .		
<i>Readings</i>	<i>Quizzes</i>	<i>Exams, Papers, and Discussions</i>
Week 1 (May 11-15): Perspectives on Deviance and Social Control		
<ul style="list-style-type: none"> ▪ Online Review, Unit 1; ▪ McCaghy et al., Ch. 1 		Online Bio: Complete by Midnight on Tuesday, 5/12 to verify first day attendance
Week 2 (May 18-22) Historical Development of the Sociology of Deviance		
<ul style="list-style-type: none"> ▪ Online Review, Unit 2; ▪ McCaghy et al., Ch. 2, pp. 21-44 	Quiz #1; Open 5/21, 3-8pm	
Week 3 (May 25-29): Macro-Normative Theory: Anomie Theory and Subculture Theory		
<ul style="list-style-type: none"> ▪ Online Review, Unit 3, “Macro-Normative Tradition”; ▪ McCaghy et al., Ch. 2, pp. 44-78; ▪ Pontell, pp. 37-45 (Merton), pp. 45-49 (Cloward and Ohlin), pp. 128-132 		
Week 4 (June 1-5): Micro-Normative Theory: Social Learning Theory and Control Theory		
<ul style="list-style-type: none"> ▪ Online Review, Unit 3, “Micro-Normative Tradition”; ▪ Pontell, pp. 139-141 (Sutherland); pp. 146-168 (Gottfredson and Hirschi); pp. 168-180 (Geis) 	Quiz #2; Open 6/4, 3-8pm	
Week 5 (June 8-12): Micro-Relativistic Theory: Labeling Theory		
<ul style="list-style-type: none"> ▪ Online Review, Unit 3, “Micro-Relativistic Tradition”; ▪ McCaghy et al., Ch. 3; ▪ Pontell, pp. 2-7 (Becker); pp. 74-77 (Lemert) 		Group Discussion #1: Causes of Deviance: Biological, Psychological, or Sociological (or something else)?; Board open from Monday, 6/8, 5:00 p.m. to 6/12, 11:00 p.m.

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<i>Readings</i>	<i>Quizzes</i>	<i>Exams, Papers, and Discussions</i>
Week 6 (June 15-19): Macro-Relativistic Theory: Conflict Theory		
<ul style="list-style-type: none"> ▪ Online Review, Unit 3, “Macro-Relativistic Tradition”; ▪ Pontell, pp. 112-126 (Liazos) 	Quiz #3; Open 6/18, 3-8 pm	Exam #1: One-hour exam with five short-essay questions covering Weeks 1-6; Online Monday, 6/22, from 3:00 p.m. to 8:00 p.m.
Week 7 (June 22-26): Drug and Alcohol Deviance		
<ul style="list-style-type: none"> ▪ Online Review, Units 4 and 5 ▪ *Online Article – Orcutt and Turner article, “Shocking Numbers and Graphic Accounts”; ▪ McCaghy et al., Ch. 8 ▪ Pontell, pp. 132-139 (Becker), pp. 228-237 (Gusfield); pp. 247-254 (Orcutt) 		Paper #1: Thinking Theoretically about Deviance and Social Control, 2-4 pages; Due Friday, 6/26, 11:00 p.m.
Week 8 (June 29 – July 3) : Psychiatric Deviance and Suicide		
<p>Online Review, Units 6 and 7;</p> <ul style="list-style-type: none"> ▪ McCaghy et al., Ch. 9 ▪ Pontell, pp. 448-460 (Rosenhan) ▪ McCaghy et al., Ch. 10; 	Quiz #4; Open 7/2, 3-8 pm	Group Discussion #2: “The ‘War on Drugs’: Success or Failure?” Board open from Monday, 6/29, 5:00 p.m. to 7/3, 11:00 p.m.
Week 9 (July 6-10): Domestic Violence		
<ul style="list-style-type: none"> ▪ Online Review, Unit 8; ▪ McCaghy et al., Ch. 6; ▪ Pontell, pp. 20-32) (Pfohl) 		Exam #2: One-hour exam with five short-essay questions covering Weeks 7-9; Online Monday, 7/13, from 3:00 p.m. to 8:00 p.m.
Week 10 (July 13-17): Crime and Delinquency		
<ul style="list-style-type: none"> ▪ Online Review, Unit 9; ▪ McCaghy et al., Ch. 4 and 5; ▪ Pontell, pp. 273-286 (Scully and Marolla) 	Quiz #5; Open 7/16, 3-8 pm	

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<i>Readings</i>	<i>Quizzes</i>	<i>Exams, Papers, and Discussions</i>
Week 11 (July 20-24): Gender, Crime, and Social Control		
<ul style="list-style-type: none"> ▪ Online Review, Unit 10; ▪ Pontell, pp. 181-196 (Chesney-Lind); pp. 196-205 (Jolin) 		Paper #2: “Bad Girls Gone Wild?: Research on Gender and Crime,” 2-4 pages; Due Friday, 7/24 by 11pm.
Week 12 (July 27-31): Corporate Deviance		
<ul style="list-style-type: none"> ▪ Online Review, Unit 11; ▪ McCaghy et al., Ch. 7 ▪ Pontell, pp. 425-431 (Benson) 	Quiz #6; Due 7/30, 3-8 pm.	Group Discussion #3: “White-Collar Crime and Society” Board open from Monday, 6/29, 5:00 p.m. to 7/3, 11:00 p.m.
Week 13 Aug. 3-6): Digital Deviance and FINAL		
<ul style="list-style-type: none"> ▪ Online Review, Unit 12; ▪ McCaghy et al., Ch. 11 		Final Exam: One-hour exam with five short-essay questions covering Weeks 11-14; Online Thursday, 8/6, from 3:00 p.m. to 8:00 p.m.

Additional Information

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Changes to the syllabus will be posted in the announcements section of the course website and noted on the Course Calendar in **RED**.

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to . . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University. (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Copyright Statement:

Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact SDRC at:

**Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167**