

SOC 336  
Deviant Behavior and Social Control (3 units)  
MWF 12:30-1:20pm Crawford Hall 105  
Fall 2012

COURSE SYLLABUS

Instructor: Nicholas Gibson

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Office: Saunders Hall 217  
Office Hours: Tuesdays 3pm-5pm, Wednesdays 2pm-3pm  
Or email/appointment  
Phone: (808) 956-8462 (If you leave a message, leave your name and callback number  
clearly and slowly)  
E-mail: gibsonn@hawaii.edu (Preferred contact method)  
Prerequisite: N/A

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1. COURSE DESCRIPTION

Interrelations of deviance, criminology, juvenile delinquency, corrections, social control, sociology of law. Key concepts, theories.

2. COURSE OBJECTIVES

In this course we will examine our collective and singular understanding of deviance and subsequently what we know to be conformity, and the practical applications of both concepts. We will also explore the assumptions embedded within social point-of-views which color our sociological lenses and which we can critically evaluate in order to understand reflexivity. The mid-term and the final exam are essay-style answers to prompts, which will be influenced by classroom discussion, videos and readings. This course will involve in-depth small group discussions, along with short lectures and in-class presentations. **All students in this class will be expected to participate in small group work, larger classroom discussions and the presentation of all small group work to the larger class.**

3. LEARNING GOALS IN GENERAL EDUCATION

This course meets the University of Hawaii Diversification Requirements in the Social Sciences (DS) for the Core Competency standards for each of the following areas: Critical Thought, Communication, Civic Engagement, Ethical and Moral Development, Cultural Respect and Tolerance, and Global Awareness

4. STUDENT LEARNING GOALS

- Describe, connect and evaluate racial, religious, political, and social issues relevant to deviant behavior, the concept of deviance, and social control measures
- Illustrate and discuss through written examinations what roles social bias plays in the understanding and implementation of laws, policies and social sanctions
- Describe how deviance and conformity affect our societal framework

- Identify and demonstrate working understanding of sociological theories and their application to understanding real-world behaviors and social control
- Demonstrate ability to critically analyze, critique and evaluate media coverage of social behaviors both deviant and conforming
- Become comfortable with topics such as sexuality, gender, cultural relativity, bias, socialization processes, and reflexivity in personal and collective assumptions

5. REQUIRED TEXT

*Readings in Deviant Behavior* – Alex Thio, Thomas C. Calhoun & Addrain

Conyers

2010. 6<sup>th</sup> Edition

ISBN: 9780205695577

(This collection of articles and chapters is very well put together and a great read. We will be able to use this text in addition to collected articles and videos in order to explore deviance and control measures fully and academically.)

We will sometimes explore certain concepts with outside readings, given appropriate time and availability of resources. These will be either posted on Laulima or handed out in class.

6. GRADING POLICY

**Grading Criteria:**

<b>Quizzes 6 x 10 each:</b>	<b>60 points</b>	<b>60%</b>
<b>Mid-Term:</b>	<b>20 points</b>	<b>20%</b>
<b>Final:</b>	<b>20 points</b>	<b>20%</b>

**Total available points: 100 points**

Grading percentiles:

95 – 100%	A	90-94%	A-		
88 – 89%	B+	83-87%	B	80-82%	B-
78 – 79%	C+	73-77%	C	70-72%	C-
68 – 69%	D+	63-67%	D	60-62%	D-
59% or lower		F			

**Mid-term and Final Papers**

This assignment should be typed in Times New Roman 12 pt font, and **single spaced**. At its completion, the assignment should be about two (2) to two and one half (2 1/2) pages in length. Please attach the assignment as a Word or open-source word processing document. For citations, you may use Chicago style, American Sociological Association, or American Psychological Association style citation guides for your in-text citations and References section.

For these papers, you will choose from one of the topics available as mid-term or final topics. The aim of this assignment is to measure retention of course material, critical thinking skills, and the ability to complete a short research paper.

When you put this paper together, you will introduce the issue. This is what I expect will be about one half (1/2) of the first page. Tell me what the issue is, and tell me why it is meaningful to our society. Explain the major points, and give at least one practical or lived example. You will assess where the deviance lies: are the people who engage in the behavior deviant, or is our society actually creating deviance? I also expect you to introduce at least one of our covered social theories in order to help explain the topic. Next I will ask you to find **at least** ten (10) academic sources to use for background and discussion. Only one (1) of your primary academic sources may come from our course text. You may choose to use more than one, but you must have at least nine (9) academic sources not included in the course text. These academic sources can be journal articles or books that have been peer reviewed. For books, a good way to know that they are academic in nature is that they will use multiple in-text citations detailing where the information the author is discussing has been found. This section will end up being more or less one (1) page. You will give a summary, or outline of each source, and then discuss them as a group. This means that not only will you give a summary of each, but you will synthesize the concepts, or connect them together either through their main points and the respective authors' discussion of the issue. **Be sure to include your critique of these works: what is missing from their research projects, and what did they leave out of their discussion.**

In the conclusion section you will discuss ways that we as a society could make a difference in the handling of this issue. Would it help as a society to create legislation legalizing or making illegal certain behaviors? Would it be best if there were widespread social education programs in workplaces or schools about the issue? How could private citizens create change in how we as a society handle or discuss the issue? This section should be about one half (1/2) of a page. Use the social theory you introduced earlier; this is where you will discuss how the deviance or social control associated with the phenomena or behavior shapes our understanding of the issue, and how we can change that understanding.

Any late exams will be marked down by 10% for every calendar day late.

### **Attendance**

Attendance is mandatory. Medical, legal or personal reasons for absences with documentation will not count against the attendance portion of the grade. Participation in class will be documented in part by analysis of group participation by group members, and unplanned group work designed to measure the reading comprehension of students in the course.

### **Missed Exams**

Any exam that is not turned in on time will not be counted toward the student's final grade. The exams will be posted on the student portal at least 5 (5) business days before their due date. Notification of an extenuating conflict is required, and a reasonable accommodation can be made.

### **Extra Credit**

Extra credit opportunities may present themselves over the duration of the session, and will be clarified when the opportunities are presented to the class. Any extra credit opportunity will be accompanied by secondary options, and not turning in extra credit will not negatively impact a course grade.

### **Academic Dishonesty**

The University of Hawai`i explicitly prohibits cheating or plagiarism of any kind in the academic environment. The UH Code of Student Conduct, Section 1D. Academic Dishonesty states:

“Cheating includes but is not limited to giving or receiving unauthorized assistance during an examination; obtaining unauthorized information about an examination before it is given; submitting another’s work as one’s own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting of facts in order to obtain exemptions from course requirements.

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.”

### **Grading Disputes**

Be sure to print out copies of the receipt of all exams turned in electronically, copies of extra credit work with grades, and any other communication between instructor and student in case of grade recording errors, which will be corrected if substantiated by the student. If there are any further disputes, academic affairs personnel are always available to support students.

#### **7. ACADEMIC SUPPORT**

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and with the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or [\(808\) 956-7612](tel:8089567612) (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

#### **8. CLASS MEETING ETIQUETTE**

- **Cell phones will be turned off during class meeting times, except with prior approval from the instructor.**
- **Computers will be used for academic purposes only during meeting times**
- **Discussion topics will sometimes be controversial. Therefore, we will respect the confidentiality of the classroom, the diversity of the student body, and the**

**importance of engaging in substantive discussions of social inequality and political/societal issues.**

## COURSE SCHEDULE

Week/Meeting Dates	Reading	Topics/Assignments
Week 1 Week of: August 20	Start Part 1	Introduction, overview, course mapping
Week 2 Week of: August 27	Part 1	Defining and exploring the concept of Deviance
Week 3 Week of: September 3 Campus Holiday 09/03/12	Part 2	Positivist schools of thought Quiz Friday 09/7/12
Week 4 Week of: September 10	Part 3	Constructionist schools of thought
Week 5 Week of: September 17	Part 4	Deviant violence Quiz Friday 09/21/12
Week 6 Week of: September 24	Part 5	Violence and Romance
Week 7 Week of: October 1	Part 6	Internal violence/self-destruction Quiz Friday 10/5/12
Week 8 Week of: October 8	Part 7	Stigma and labeling
Week 9 Week of: October 15	Research Week	Mid-term due in Laulima by 10pm on October 19, 2012
Week 10 Week of: October 22	Part 8	Heterosexuality, sexuality, deviance and normality
Week 11 Week of: October 29	Part 9	Drugs, alcohol, and when these become deviant Quiz Friday 11/2/12

Week 12 Week of: November 5 Campus Holiday: 11/06/12	Part 10	Electronic deviance and the electronic self
Week 13 Week of: November 12 Campus Holiday: 11/12/12	Part 11	Socialized deviance and privilege Quiz Friday 11/16/12
Week 14 Week of: November 19 Campus Closed 11/22-23/12	Section 12	Deviance in the absence of privilege
Week 15 Week of: November 26	Section 13	Law, social sanctions and institutional control Quiz Friday 11/30/12
Week 16 Week of: December 3 Last Day of Class 12/06/12	Wrap up & Review	Final due in Laulima by 10pm on December 10, 2012
Finals Week Week of: December 10		