

Welcome to The Sociology of Deviant Behavior!

Sociology 341-001

Meets: Asynchronous Online



Instructor Contact Information: Please come and talk to me!

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Virtual Office Hours: By appointment only.

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What is this course about?

Prerequisites: Junior standing and any Sociology 100-level course.

- ◆ What is the first thing that you think of when you hear the word “deviant”?
 - Do you think of a criminal?
 - Or maybe someone who has their whole body and face covered in tattoos?
- ◆ What does it actually mean for someone to be called deviant?

In this class we will discuss the concept of deviance: what it means to be deviant, the explanations of why people might become deviant, and how people respond to deviant acts and individuals. We will look at who decides what is and is not deviant and how those decisions are related to expectations of conformity, social control, and the struggle for power. Overall, the aim of this class is to help you activate your “deviant imaginations” by examining individual behavior through a social lens and thereby gain awareness of the social implications of deviance.

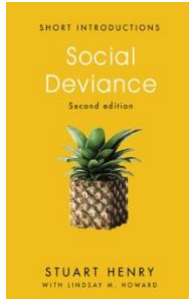


Learning Objectives (LO's)

This is what you will be able to do after successfully completing this course:

1. Explain the concept of deviance from a sociological perspective (LO1).
2. Identify the theories of deviance and restate them in your own words (LO2).
3. Apply the theories of deviance to social situations (LO3).
4. Analyze and evaluate the social construction of deviance critically by developing your sociological imagination (LO4).
5. Utilize different sources of information including sociological theories to make an argument about a topic of your choosing and communicate that argument in a concise and professional manner (LO5).
6. Develop methods of revision and reflection to improve your work (LO6).

What Book and Other Materials Do You Need?



Textbook: *Social Deviance* (2nd edition)
by Stuart Henry with Lindsay M. Howard
(ISBN: 978-1-5095-2351-1)

You can purchase the book at the [UWM Bookstore](#)
The textbook is also available in the library on a 2-hour reserve.



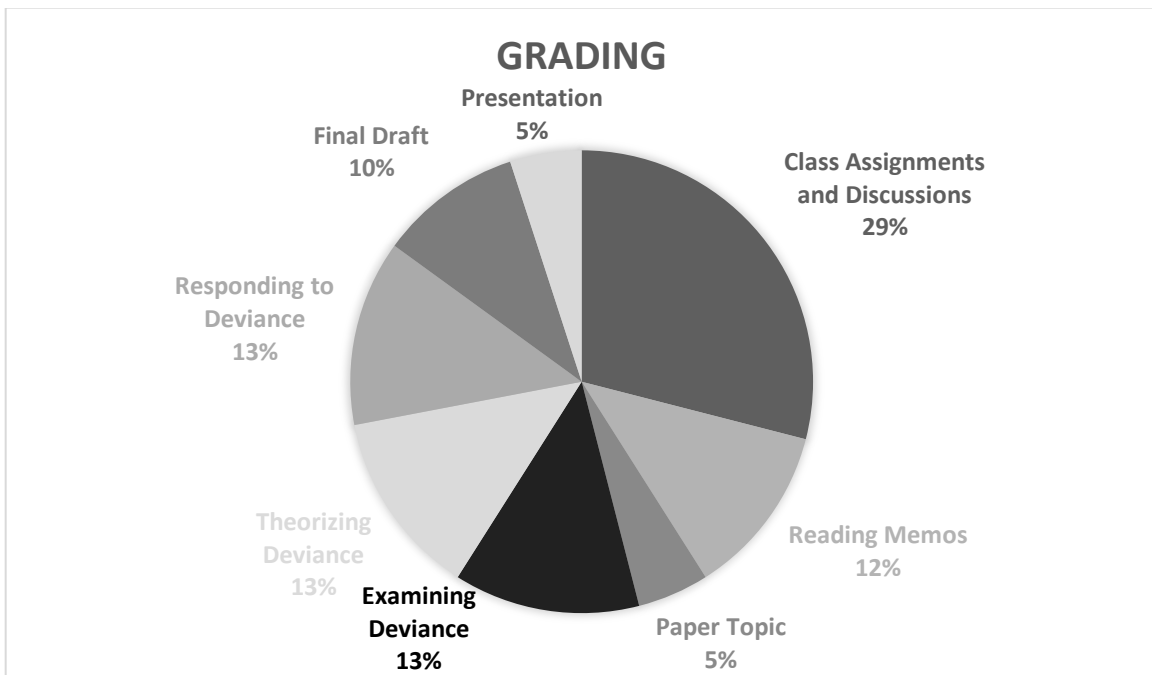
Additional readings for this course will be posted on

Course Content Areas

What is Deviance?	What Causes People to Become Deviant?	How do People Respond to Deviant Behavior?
<p>What is deviance?</p> <ul style="list-style-type: none"> - Definitions of deviance - Deviance vs. Normality - Terminology associated with deviance <p>Who decides what is deviant?</p> <ul style="list-style-type: none"> - Moral entrepreneurs - Role of mass media <p>Why do people ban behavior?</p> <ul style="list-style-type: none"> - Types of behaviors banned - Banning as social control <p>Deviant Motivations:</p> <ul style="list-style-type: none"> - Extreme Deviance - Positive Deviance - Mundane Deviance <p>Relativity of Deviance</p>	<p>What are the Theories of Deviance?:</p> <p>Individualist:</p> <ul style="list-style-type: none"> - Rational choice - Biological/psychological <p>Social Structure:</p> <ul style="list-style-type: none"> - Place-based - Societal misalignment: Anomie and Strain - Structural inequalities: Conflict, Radical, Critical Race, and Feminist <p>Social Process:</p> <ul style="list-style-type: none"> - Social Learning - Social Control - Labeling - Social Constructionist 	<p>Neutralization</p> <ul style="list-style-type: none"> - Justifying deviance - Denial <p>Stigma</p> <p>Medicalization</p> <p>Mass incarceration</p> <p>Elite deviance</p> <p>Moral Panics</p>

Grading Information

Class Assignments and Discussions	29 points	Theorizing Deviance	13 points
Reading Memos	12 points	Responding to Deviance	13 points
Paper Topic	5 points	Final Draft of Term Paper	10 points
Examining Deviance	13 points	Presentation	5 points
		Total:	100 points



Grading Scheme

	B+ (87-89.9)	C+ (77-79.9)	D+ (67-69.9)	
A (93-100)	B (83-86.9)	C (73-76.9)	D (63-66.9)	F (0-59.9)
A- (90-92.9)	B- (80-82.9)	C- (70-72.9)	D- (60-62.9)	

Important Policy Information

The University of Wisconsin-Milwaukee welcomes all students with disabilities. If you need accommodations because of a disability, please contact The Accessibility Resource Center in Mitchell Hall, room 112, call (414) 229-6287, or visit <https://uwm.edu/arc/>.

How to Be Successful in this Class As an Online Student

Online courses can be difficult because they require a great deal of self-discipline and time management skills. However, by following some simple strategies, you can be as successful as you want to be in this course:

- Make sure you can access to the required texts
- Set aside several hours per week to work on this course
- Check into the Canvas site every week during the semester
- Don't wait until the last minute to post to discussions or submit assignments
- Read and reread carefully until you feel you understand the course concepts
- Avoid distractions while you're working on this course
- Invest time in the online discussions ... you will learn a lot from each other!
- Keep in mind that online courses are NOT easier than face-to-face courses
- Learn how to use Canvas if you don't already know how
- Contact me right away if you are struggling with a concept or feel like you're falling behind

The CETL website also offers recommendations on how to successful in an online learning environment.

- <https://uwm.edu/cetl/keep-learning-tip-sheet-for-students/>
- <https://uwm.edu/cetl/be-a-successful-online-student/>

How to Communicate in this Class:

If you have any questions or concerns, the most effective way to communicate with me is to email me or message me through Canvas. I will usually respond within 24-48 hours. If you like to meet me for a chat, I hold virtual office hours by appointment on Collaborate Ultra on Canvas. I will be communicating with you via email or the messaging system in Canvas, so you will want to make sure that your notifications are set to receive emails when you have a message waiting for you.

Class Conduct:

Open discussion is expected! To foster a productive and safe learning environment you must be respectful of your fellow classmates and avoid hostile, intimidating, or offensive language or behaviors. Further, you are expected to actively participate in online class discussions and other learning activities. Please complete all readings and other assignments according to the class schedule. Because class activities are carefully designed to help you achieve the learning objectives in this course, failing to actively participate will adversely affect your ability to learn the material.

Statement of Inclusivity and Diversity:

All Students are Welcome Here.

Everyone here comes from a variety of backgrounds and personal experiences. As a woman, first generation college student, and individual with an invisible disability, I understand that not everyone comes to class on equal footing. Therefore, I am committed to fostering an environment that supports you and your specific needs throughout this class. I will work to provide materials that present a wide range of viewpoints and critiques how individuals from marginalized backgrounds are more likely to be labeled “deviant”. You can help contribute to this environment by voicing your unique viewpoints and respecting your fellow classmates. If we work together we can create a class where everyone feels welcome and we can learn together.

Academic Integrity Policy:

You are expected to engage in academically honest work.

Academic integrity is good for everyone. It will help you to achieve the true goal of this and any course – learning. Academic dishonesty is when a student attempts to obtain academic advantages through dishonest means or to help other students to get unfair advantages. This can include improper crediting of sources and copying other people’s work (plagiarism). I will be including some documents on Canvas to insure you are aware of proper citation and paraphrasing procedures. If you are ever in doubt, you can always email me. Dishonest acts can result in a failing grade on an assignment, a failing grade for the course, or misconduct charges resulting in more serious sanctions.

Late Work Policy:

You are expected to complete learning tasks on schedule.

Staying on track with your course work will help you feel less stressed and it will also help you develop and practice the ability to meet deadlines, which is an important skill. You will be expected to complete all assignments on time. However, I understand that life sometimes gets in the way and personal circumstances may make it difficult to finish

an assignment on time. Because of this, I have a policy for each student to have three (3) "Late Passes". A Late Pass is a deadline extension of a few days (2-3 days) where an assignment may be turned in later than the due date without penalty. To use a Late Pass you only need to inform me that you wish to use one for a particular assignment and when you expect to turn in the assignment. You may use each Late Pass whenever you need it and for any assignment *excluding reading memos, drafts for peer review, and peer reviews*. Once you have used up your 3 Late Passes, most assignments will be docked 1/3 of a letter grade for each additional day it is late (e.g., a B will go to a B-) up to 7 days, after that if you choose to still turn in the assignment you will still get partial points.

COVID-19 Policy:

If you miss class due to COVID-19, are experiencing symptoms consistent with COVID-19, need to care for an individual with COVID-19, or have other health concerns related to COVID-19, you will not be penalized for your absence and will not be asked to provide formal documentation from a healthcare provider.

If you are unable to participate in assignments/discussions on time, take the following steps.

- Notify me in advance of the inability to participate, if possible.
- Participate in class activities online and submit assignments electronically, to the extent you are able.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If fulfilling the necessary requirements becomes impossible due to illness or other COVID-related circumstances, contact me to discuss other options.

As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

The "Do-over":

I believe we all can learn from our mistakes, therefore, I will allow you to re-do **one** (1) of the assignments you have handed in (*excluding the final draft of term paper, drafts for peer review, and peer reviews*). If you were unsatisfied with a grade on an assignment, you can use my feedback to revise your assignment and re-submit it. The "Do-over" may only be used for assignments which were turned in *on time*. This policy is here to help you understand the importance of revision in academic work, to identify where the problems are in your work, and give you the opportunity to address these issues. As part of the "do-over", you must also include a short reflection responding to

my feedback, explaining how you addressed the issues mentioned in the feedback, and discussing your experiences from the process of re-doing the assignment.

University Credit Hours Policy:

The UW system assumes that the class work associated with each credit per semester will result in a minimum of 48 hours of your time to adequately complete all aspects of the course. Since this course consists of 3 credits, you can expect that this course will take up a minimum of 144 (3x48) hours of your time over the course of the semester. This is the *minimum* expected; you may need to take additional time to complete the work associated with this course. Below is an approximate breakdown of the minimum investment of your time:

- 37.5 hours spent in class.
- 75 hours spent preparing for class. This may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings.
- 31.5 hours spent preparing for and writing major papers and/or exams.

Registrar Withdrawal Information:

Students sometimes will need to withdraw from a class because of personal or academic reasons. [Click here for deadline dates.](#) If you are having difficulties, please contact me.

Assignment Details

Class Assignments & Discussions: 29 Points

Throughout the semester, you will be expected to participate in various in-class assignments. These assignments are designed to help you understand the various aspects of deviance and what deviance looks like out in the real world.

Reading Memos: 12 Points Total/0.5 points each

Critically engaging with the reading material is an important aspect of this class. To ensure you have taken the time to read and contemplate the assigned readings you will be expected to turn in reading memos for each class that has an assigned reading. The reading memos are due at 11:59 p.m. the day before the readings will be discussed in class (Sundays and Tuesdays). You must be prepared to discuss the readings during class. For each of these memos you will complete the following:

- Define or summarize a concept, idea, or term from one of the readings in your own words (50 words or less). Make sure to cite which reading you are using (cite the author and chapter number if applicable).
- One discussion question related to the readings.

Deviance Research Project: 54 Points Total

Paper Topic: 5 points (Due: 9/14/20)

Very early in the semester you will choose a topic for a research project where you will evaluate some form of deviant behavior sociologically. You will work on this paper throughout the semester. I will provide you with some suggestions for topics. In this assignment you must summarize the topic you have chosen and why you chose this topic.

Examining Deviance: Review of the Literature: 13 points (Due: 10/12/20)

The first step in any research project is to find out as much as you can about your topic. For this section you will use academic sources to critically analyze the topic you chose. This will include providing historical and cultural context for the behavior and discussing how social structure and power struggles influenced the behavior being labeled deviant. You need to make sure you approach this through a social lens; individual aspects can also be discussed but they should not be the main focus. This section should be either a 3 to 4 page paper or a 5-10 minute podcast/video presentation.

Theorizing Deviance: Analyze the Behavior Sociologically by Applying Theory: 13 points (Due: 11/2/20)

In this section you will demonstrate how deviance is a complex process by analyzing your chosen topic using *at least* two (2) social theories of deviance. This analysis can be done through a comparative approach (e.g., compare the two theories, discuss how their interpretation of the behavior differs, and whether you believe one explains the behavior better than the other) or an integrative approach (e.g., integrate the analysis of the theories so that each theory is used to explain a different aspect of the deviant behavior and when used in concert creates a greater understanding of the behavior). This section should be either a 3 to 4 page paper or a 5-10 minute podcast/video presentation.

Responding to Deviance: Social and Individual Consequences and Conclusions: 13 points (Due: 11/23/20)

In the final section of the term paper you will discuss the consequences of the deviant behavior, both socially and individually. This can include both positive and negative consequences. You will evaluate whether the behavior harms others, how those who are labeled deviant are treated by others, and if there are any wider social impacts of

the behavior. This section should be either a 3 to 4 page paper or a 5-10 minute podcast/video presentation.

Final Draft of Research Paper: 10 points (Due: 12/14/20)

You will have completed and received feedback on the separate sections of this paper in the previous three assignments. Now you must use my feedback to revise each section and put the sections together into one cohesive whole. This will involve more than just editing, you must have an introduction and conclusion which ties your paper together as well as transitions to connect each section to the next. In addition, you must include a 2-3 page reflection responding to my feedback, explaining how you addressed the issues mentioned in the feedback, and discussing your experiences from the process of revision and from the project as a whole. Your final draft should be approximately 12 to 15 pages (for the paper) or 15 to 30 minutes (for the podcast).

Presentation: 5 points (Due: 12/14/20)

Researchers are expected to share what they have learned. Therefore, you will share with the class what you have learned from your research project. This presentation will be brief (no more than 5 minutes) where you will use your creativity to communicate what you believe was the most important information you learned from your project. I encourage you to use creative means to communicate this information such as poetry, art, drama, infographics, and podcasts.

Course Schedule

What is Deviance?	Date	Topic	What is Due Today!
	Wednesday 9/2/20	Introduction to course, review of syllabus.	- Review Syllabus
	Monday 9/7/20	What is deviance? What is normal? Deviant terminology	- Read Chapter 1 in <i>Social Deviance</i> - Read selection from <i>Wayward Puritans</i> by Erikson - Read "Normality, Power, and Culture" by Davis
	Wednesday 9/9/20	Who decides what is deviant?	- Read selections from <i>Outsiders</i> by Becker
	Monday 9/14/20	Why do people ban behavior?	- Read Chapter 2 in <i>Social Deviance</i> - Read "The 'Discovery' of Child Abuse" by Pfohl - Read selected news articles - Paper Topic Due
	Wednesday 9/16/20	Banning behavior as a form of social control.	- Read selection from <i>Color of Law</i> by Rothstein - Read "The Tyranny of Gendered Spaces" by Doan - Read "Off Our Butts" by June Thunderstorm
	Monday 9/21/20	Deviant Motivations: Extreme deviance, mundane deviance, and positive deviance	- Read Chapter 4 in <i>Social Deviance</i> - Read selection from <i>Extreme Deviance</i> edited by Goode
	Wednesday 9/23/20	Library Research Session	- Review Feedback from Paper Topic
	Monday 9/28/20	Relativity of deviance	- Read selection from <i>The Relativity of Deviance</i> by Curra

What Causes People to Become Deviant?	Date	Topic	What is Due Today!
	Wednesday 9/30/20	Individualist theories.	<ul style="list-style-type: none"> - Read Chapter 3 in <i>Social Deviance</i> - Read "The Promise" by C. Wright Mills
	Monday 10/5/20	Structure: Place based, Anomie, and strain theories	<ul style="list-style-type: none"> - Read "The Sick Society: Anomie and Strain Theory" - Draft of Examining Deviance Due
	Wednesday 10/7/20	Structure: Inequalities.	<ul style="list-style-type: none"> - Read "Patriarchy, Gender, and Crime" - Read "These Deadly Times" by Watts & Erevelles - Peer Edit of Draft Due
	Monday 10/12/20	Structure: Inequalities.	<ul style="list-style-type: none"> - Read "Capitalism as a Criminogenic Society" - Examining Deviance Paper Due
	Wednesday 10/14/20	Social Process: Social learning and social control	<ul style="list-style-type: none"> - Read Chapter 6 in <i>Social Deviance</i> - Read pages 179-191 in "Failed Socialization"
	Monday 10/19/20	Social Process: Labeling	<ul style="list-style-type: none"> - Read Chapter 7 in <i>Social Deviance</i> - Read pages 191-204 in "Failed Socialization"

How do People Respond to Deviance?

Date	Topic	What is Due Today!
Wednesday 10/21/20	Neutralization: Justification and techniques	<ul style="list-style-type: none"> - Read Chapter 5 in <i>Social Deviance</i> - Read “Techniques of Neutralization Theory and Positive Deviance” by Shoenberger et al.
Monday 10/26/20	Neutralization: Denial	<ul style="list-style-type: none"> - Read selection from <i>States of Denial</i> by Cohen - Draft of Theorizing Deviance Due
Wednesday 10/28/20	Stigma	<ul style="list-style-type: none"> - Read Chapter 8 in <i>Social Deviance</i> - Read selection from <i>Stigma</i> by Goffman - Peer Edit of Draft Due
Monday 11/2/20	Stigma	<ul style="list-style-type: none"> - Read “Disclosure and Public Shaming in the Age of New Visibility” by Detel - Theorizing Deviance Paper Due
Wednesday 11/4/20	Medicalization	<ul style="list-style-type: none"> - Read selection from <i>Deviance and Medicalization</i> by Conrad
Monday 11/9/20	Medicalization	<ul style="list-style-type: none"> - Read “The Discovery of Hyperkinesis” by Conrad - Read “An Argument That Goes Back to the Womb” by Golden
Wednesday 11/11/20	Mass incarceration	<ul style="list-style-type: none"> - Read selection from <i>The New Jim Crow</i> by Alexander

How do People Respond to Deviance?	Monday 11/16/20	Mass incarceration	<ul style="list-style-type: none"> - Read “How Norway Turns Criminals into Good Neighbors” from BBC News. - Read selection from <i>Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration</i> - Draft of Responding to Deviance Due
	Wednesday 11/18/20	Elite deviance	<ul style="list-style-type: none"> - Read “Is ‘White Collar Crime’ Crime?” by Sutherland - Read selections from <i>The Rich get Richer and the Poor get Prison: A Reader</i> - Peer Edit of Draft Due
	Monday 11/23/20	Elite deviance	<ul style="list-style-type: none"> - Read Selection from <i>Elite Deviance</i> by Simon - Responding to Deviance Paper Due
	Wednesday 11/25/20	Happy Thanksgiving!	<ul style="list-style-type: none"> - Enjoy the time off!
	Monday 11/30/20	Moral panics.	<ul style="list-style-type: none"> - Read selection from <i>Moral Panics</i> by Goode & Ben-Yehuda
	Wednesday 12/2/20	Conclusion: Normality and Deviance	<ul style="list-style-type: none"> - Read Chapter 9 and Conclusion in <i>Social Deviance</i>
	Monday 12/7/20	Work on Final paper and Presentation	
	Wednesday 12/9/20	Work on Final paper and Presentation	
	Monday 12/14/20		<ul style="list-style-type: none"> - Final Draft of Research Paper Due - Final Project Presentations Due

Available Help and Support

The University of Wisconsin-Milwaukee has many supportive services that can assist you as you work to achieve your goals. I encourage you to reach out to me and other professionals on campus. Here is some information about the resources available to you:

Instructor	E-mail me at nhessler@uwm.edu .
Librarians	The library offers assistance with finding and evaluating information. Visit the library Research Help Desk (1 st floor, west wing), call (414) 229-4659, or visit https://uwm.edu/libraries/ask/ for more options.
Writing Center	The Writing Center, located in Curtin Hall 127 and the East Wing if the Library, offers various tutoring for the writing process. Call (414) 229-4339, or visit https://uwm.edu/writing-center/ .
Counselors	University Counseling Services offers confidential group, couple, and individual counseling as well as crisis intervention. Visit the 5 th floor of the Northwest Quadrant (use the orange elevators), call (414) 229-4716, or visit https://uwm.edu/norris/counseling/ for more information.
Tutors	Panther Academic Support Services (PASS) and the Student Success Center (SSC) offers many different types of tutoring including group, walk-in, and online tutoring. Located in Bolton 120 (SSC), the Library East Wing E154 (PASS), and the Northwest Quadrant 1932 (PASS). You can also call (414) 229-5385, or see the websites, PASS: https://uwm.edu/pass/tutoring/ or SSC: https://uwm.edu/studentsuccess/ for more details.
Academic Advisers	The Student Support Services (SSS) center offers advising and guidance on academic, career, and financial aid issues. Call (414) 229-4696 or visit https://uwm.edu/student-support-services/ .
Title IX Resources	UWM strongly encourages you to report any instance of sexual discrimination or violence. Even if you do not wish to report an incident, Title IX coordinators can connect you to important resources. You can find out more information at: https://uwm.edu/titleix/
Other Resources	LGBT Resource Center: https://uwm.edu/lgbtrc/ Women's Resource Center: https://uwm.edu/womensresourcecenter/ Identity and Access Management: https://uwm.edu/iam/name-changes/ Multicultural Student Center: http://www4.uwm.edu/msc/ Military Education Benefits Office: http://www4.uwm.edu/mebo/ Norris Health Center: http://www4.uwm.edu/norris/ Canvas Support: 833-826-8713, support@instructure.com , or https://uwm.edu/canvas/student-support-for-canvas/ Additional policy information: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

	University info on COVID-19: https://uwm.edu/studenthandbook/student-resources/coronavirus-covid-19/
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