

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		03-18	Apr 9/30/03	Apr 11/4/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Deanna B. Chang	Email Address deanna@iup.edu
Proposing Department/Unit Sociology	Phone (724) 357-6247

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current Course prefix, number and full title</u>	SOC 269 Sociology of Deviance
	<u>Proposed course prefix, number and full title, if changing</u>

2. Additional Course Designations: check if appropriate

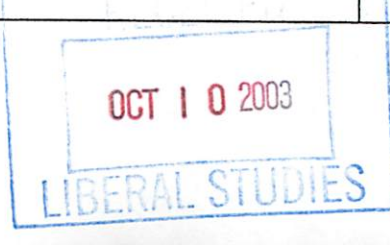
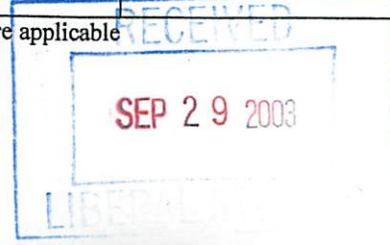
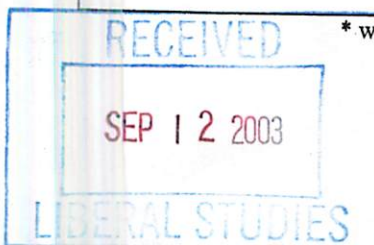
This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Catalog Description Change Program Revision
 New Minor Program Program Title Change Other
 New Track

<u>Current program name</u>	<u>Proposed program name, if changing</u>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	10/11/02
Department Chair(s)	<i>Daniel Alup Haked</i>	10-9-02
College Curriculum Committee Chair	<i>[Signature]</i>	2-19-03
College Dean	<i>[Signature]</i>	2/19/03
Director of Liberal Studies *	<i>[Signature]</i>	11/24/03
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schmitt</i>	9/30/03



* where applicable

LSC Use Only No:	LSC Action-Date:	259	UWUCC USE Only No.	03-18	UWUCC Action-Date:	Senate Action Date:
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Dr. Deanna B. Chang / <i>KATHRYN BONACH</i>	Email Address	deanna@iup.edu
Proposing Department/Unit	Sociology <i>Kbonach@iup.edu 7-1290</i>	Phone	(724) 357-6247

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course ___ Course Prefix Change ___ Course Deletion ___ Course Revision ___ Course Number and/or Title Change ___ Catalog Description Change	
Current course prefix, number and full title: _____ Proposed course prefix, number and full title, if changing: <i>SOC 269 Sociology of Deviance</i>	
2. Additional Course Designations: check if appropriate <input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. <i>S. Science</i> ___ This course is also proposed as an Honors College Course. Other: (e.g., Women's Studies, Pan-African)	
3. Program Proposals ___ New Degree Program ___ Program Title Change ___ Program Revision ___ New Minor Program ___ New Track	
Current program name: _____ Proposed program name, if changing: _____	
4. Approvals	
Department Curriculum Committee Chair(s)	<i>[Signature]</i> Date: <i>10/11/02</i>
Department Chair(s)	<i>Daniel Alex Haked</i> Date: <i>10-9-02</i>
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College Dean	<i>[Signature]</i> Date: <i>2/19/03</i>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	

* where applicable

NOV 10 2003

SYLLABUS OF RECORD

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I. Catalog Description

SOC 269 SOCIOLOGY OF DEVIANCE

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisites: SOC 151 or permission of instructor

Designed to provide students with an overview of the Sociological study of deviance. It will begin with examining the nature and meaning of deviance or how society creates deviance as social and legal constructions and identifies specific human behaviors as types or forms of deviance. Examined also are the major theories or multi-causal explanations of why such deviance occurs. The course further describes how society, especially its social institutions and agents, attempts to control or suppress such deviance. Social policy implications of such societal reactions are also considered.

II. Course Objectives

Students will be able to:

1. explain the complex and varied nature of deviance, including the historical-cultural origins of such perceived norm-violating behavior;
2. show an understanding of the pertinent classical and contemporary sociological research on deviance;
3. compare and contrast the major macro- and micro-level explanations of deviance;
4. recognize the societal reactions to deviance, especially the discrimination and prejudice (overt and covert) shown toward those labeled "deviant" and the social policies created as control mechanisms;
5. analyze the specific deviance forms and to investigate them as a hands-on research experience within a small group context.

III. Course Outline

- A. Sociological interest in studying deviance and deviants (1 hour)
 1. Durkheim: Deviance as a social fact
 2. Little: underlying assumption about studying deviance: a discoverable socially visible difference between norm/rule breakers and counterparts
- B. Nature of deviant behavior (5 hours)
 1. Deviance as multifaceted socially created phenomena
 2. Deviance as normal and functionally necessary

3. Deviance as relative over time, social settings and situations, groups, roles and cultures
4. Deviance as idealized conceptualizations
 - a. Becker: objective/legalistic vs. adverse reactive
 - b. Little: pure, secretive, residual character
 - c. Heithec: statistical definitions vs. absolutist definitions; formal, medical, and informal
 - d. Lemert: primary and secondary
5. Deviance as janus-faced; its social control counterpart
6. Deviance and medicalization-from badness to sickness
- C. Role of “moral entrepreneurs” or rule makers in creating deviance (1 hour)
- D. Becoming deviant (2 hours)-Moral Career perspective
- E. Theoretical explanations of deviance (6 hours)
 1. Unicausality vs. multicausality explanations
 2. 5 levels of explanations -classical and modern
 - a.. Biogenic
 - b. Psychogenic
 - c. Sociogenic (macro- and micro-sociological levels)
 - d. Social psychological
 - e. Sociobiological
- F. Methodological strategies for studying deviance (3 hours)
 - 1.quantitative
 - 2.qualitative
 - 3.triangulated
 - 4.comparative
- G. Ideological, ethical and moral implications of deviance research (1 hour)

Exam- 1 hour

- H. Forms of deviance (12 hours)
 1. Sexual deviance
 2. Mental disorders/Suicide
 3. Substance Abuse
 4. Family Violence
 5. Delinquent and Criminal Behaviors
 6. Cyberspace deviance
- I. Managing Deviance: passing, disclosure and neutralization (2 hours)-
 1. Goffman: stigma and presentation of self in everyday life
 2. Sykes and Matza: techniques of neutralization
- J. Resistance: Countermovements by deviants (2 hours)
- K. Deviance, control and social policy (2 hours)
- Student taskforce poster presentations (4 hours)

Final Exam - 2 hours as scheduled during final exam week

IV. Evaluation Methods

The course grade is determined as follows:

Midterm - 25% Each exam will be objective with one-fourth true/false items; one-fourth multiple choice; one fourth matching questions; and one fourth fill-in the blank items.

Each exam will be worth 100 points (50 2-pt items).

Final exam-25% -Similar format as midterm.

Case study-25% Each student will conduct an interview with a professional with expertise in the deviant behavior selected

Class presentation -25% Students as a small group/taskforce will present poster displays of the deviant behavior selected in terms of its nature, prevalence, causation, historical societal reactions, and proposed social policy as interventions.

V. Grading Scales:

For each exam: A: 90 points or higher; B: 80-89 points; C: 70-79 points; D: 60-69 points; and F: under 60 points.

For the case study and class presentation: A:4.0; B:3.0-3.9; C:2.0-2.9; D:1.0-1.9 and F: under 1.0.

VI. Attendance Policy

Student course attendance is expected by IUP, especially during the student taskforce activity days and class presentation period. To be excused during taskforce activities, an acceptable written excuse with appropriate documentation or an official confirmation of visit from medical, legal or academic authorities is required unless it is a personal emergency.

VII. Required textbooks, supplemental books and readings

Required:

-Goode, Erich. Deviant Behavior. Upper Saddle River, N.J.:Prentice-Hall. 2001.

-Pontell, Henry. Social Deviance: Readings in Theory and Research. Upper Saddle River, N.J.: Prentice-Hall.2002.

Relevant articles will be distributed once students have selected their deviance topic.

Supplemental books:

-Weitzer, Ronald. Deviance & Social Control. McGraw Hill. 2002.

-Heitzeg, Nancy. Deviance.Rulemakers & Rulebreakers. West.1996

-Little, Craig.Deviance and Control: Theory, Research, and Social Policy. Peacock.1995.

VIII. Special Resource Requirement

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disposable camera, poster boards, tape.

VIII. Bibliography

- Adler, F. & Adler, P. (eds.) 2000. *Constructions of Deviance*. Belmont, CA:Wadsworth.
- Bartollas, C. 2003. *Juvenile Delinquency*. Boston: Allyn & Bacon.
- Becker, H. 1963. *Outsiders: Studies in the Sociology of Deviance*. New York: Free Press.
- Conrad, P & Schneider, J. 1992. *Deviance and Medicalization*. Philadelphia: Temple U. Press.
- Durkheim, E. 1964. *The Rules of Sociological Method*. New York: Free Press.
- Goffman, E. 1961. *Asylums*. Garden City, NY: Doubleday-Anchor.
- Goffman, E. 1963. *Stigma: Notes on the Management of Spoiled Identity*. Englewood Cliffs, N.J.: Prentice-Hall.
- Henry, S. & Henry, R.(eds.). 1999. *Degrees of Deviance*. Salem, Wisc.: Sheffield Publishing.
- Lemert, E. 1967. *Human Deviance, Social Problems, and Social Control*. Englewood Cliffs, N.J.: Prentice Hall.
- Quinney, R. 1970. *The Social Reality of Crime*. Boston: Little, Brown.
- Ragin, C. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley, CA: University of California Press.
- Ruch, L. 1997. "Sexual Violence against Women." *Journal of the History of Sexuality*. 2: 634-41.
- Schur, E. 1984. *Labeling Women Deviant: Gender, Stigma and Social Control*. NY: Random House.
- Sykes, G. & Matza, D. 1957. "The Techniques of Neutralization: A Theory of Deviance." *American Journal of Sociology*. 22:664-70.
- Thio, A. & Calhoun, T. (eds.) 2001. *Readings in Deviant Behavior*. Boston: Allyn & Bacon.
- Wilson, E. 1975. *Sociobiology*. Cambridge, Mass: Harvard University Press.

Course Analysis Questionnaire

Section A. Details of the Course

A1. How does this course fit into the programs of the department?

This proposed course will be an elective course that will be incorporated into the department's substantive areas for Human Services, General Sociology and Applied Sociology tracks; specifically, those substantive areas are Interpersonal & Family Sociology, Medical Sociology, Juvenile Delinquency, and Gerontology under the Human Services and Applied Sociology tracks. For the General Sociology track, the proposed course will be incorporated under the Deviance and Social Problems and Individual and Society tracks.

For what students is the course designed?

The proposed course is designed to attract Sociology majors and minors as well as students in other related majors and minors, like Criminology and Human Development.

Explain why this content cannot be incorporated into an existing course.

At the current time, there is no other Sociology course that can incorporate the broad coverage of material covered by the proposed course.

A2. Does this course require changes in the content of existing courses or requirements for a program? NO.

A3. Has this course ever been offered at IUP on a trial basis (e.g., as a special topic). If so, explain the details of the offering (semester/year and number of students).

The proposed course has been offered as a special topics (Soc 481) course. The author of this proposal (Dr. Deanna Chang) has taught it in the Spring of 2000 to 25 students and in the Spring of 2001 to 27 students; A previous instructor (Dr. Hugh Klein) taught it twice in the Spring of 1992; his two sections had enrollments of 24 and 25, respectively.

A4. Is this course to be a dual-level course? NO.

A5. Is this course to be taken for variable credit? NO.

A6. Do other higher educational institutions currently offer this course? Yes. The proposed course is offered at most Sociology Departments nationally. Some of these institutions are: University of Hawaii (Soc 336 Deviant Behavior and Social Control); University of Connecticut (Soc 217 Deviant Behavior); St. John's University (Soci 334 Deviant Behavior) California State University (Soc 304 Sociology of Deviance).

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

An undergraduate deviance course in Sociology was strongly recommended by an external review of the Department's undergraduate curriculum in 3 external reviews; the latest one was by Dr. Denzel E. Benson, Professor of Sociology at Kent State University. Dr. Benson was acting as a consultant associated with the Departmental Resources Group of the American Sociological Association at the time of this third review in June of 1998. In examining undergraduate issues in his report, Dr. Benson wrote:

At present, the department does not offer a course in the Sociology of Deviant Behavior. This course is a staple in the curriculum of almost any sociology department in this country....A course in deviant behavior would add to the attractiveness of the sociology curriculum for a number of majors and be a 'tie' with the Criminology department for mutual benefit(1998:5-6).

Section B: Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department or team taught within the department? **NO.**

B2. What is the relationship between the content of this course and the content of courses offered by other departments? **At the present time, Criminology has no deviance course of its own. That department's focus is on crime, the law and justice systems primarily. The proposed Sociology course on deviance will not be emphasizing those topics because not all crimes are viewed as deviant and not all deviance is criminal. The proposed course is much broader in content.**

B3. Will this course be cross-listed with other departments? **NO.**

Section C: Implementation

C1. Are faculty resources adequate? **YES.**

C2. What other resources will be needed to teach this course and how adequate are the current resources? **Space-Adequate; Equipment-Adequate; laboratory supplies and other consumable goods-not applicable; Library materials- Adequate; Travel funds-not applicable.**

C3. Are any of the resources for this course funded by a grant? **NO.**

C4. How frequently do you expect this course to be offered? **Once an academic year.**
Is this course particularly designed for or restricted to certain seasonal semesters? **NO.**

C5. How many sections of this course do you anticipate offering in any single semester? TWO.

C6. How many students to you plan to accommodate in a section of this course? 40-50.
What is the justification for this planned number of students? **Room size restriction.**

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? NO.

C8. Is this course a distance education course? NO.

Section D: Miscellaneous-Not applicable.

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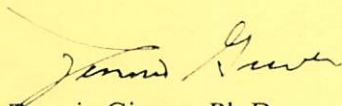
October 23, 2002

Dr. Deanna Chang
Department of Sociology
Indiana University of PA
McElhanev Hall, Room 102
441 North Walk
Indiana, PA 15705-1087

Deanna,

The department of criminology is happy to provide a letter of support for your proposed undergraduate course entitled "Deviant Behavior." Both the departmental curriculum committee and I reviewed the draft of your proposal and found it to be well thought out. Once implemented, it should benefit students both in your program as well as in the IUP community. We wish you all the luck in your development of this new course.

Sincerely,



Dennis Giever, Ph.D.
Associate Professor and Chair

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

_____ First Composition Course _____ Second Composition Course
 _____ Mathematics

KNOWLEDGE AREAS:

_____ Humanities: History _____ Fine Arts
 _____ Humanities: Philos/Rel Studies _____ Social Sciences
 _____ Humanities: Literature _____ Non-Western Cultures
 _____ Natural Sci: Laboratory _____ Health & Wellness
 _____ Natural Sci: Non-laboratory Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

prim _____
prim _____
 _____ *n/a*
prim _____
sec _____
prim _____
 _____ *n/a*

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy--writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

prim _____

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

n/a _____

C. Understanding the Physical Nature of Human Beings

prim _____
 _____ *incid*

D. Collateral Skills:

1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

LIBERAL STUDIES COURSE APPROVAL, PARTS IV-VI:

IV.

A. This course deals with the sociology of deviance which is a recognized subdiscipline in sociology. Deviance has its own pedagogy and theoretical framework which will guide every section of this course that is offered. Only professors that have training and/or experience with the subdiscipline would be scheduled to teach this class. This will guarantee continuity of instruction across sections.

B. Since deviance deals with anything that falls outside the established social norm, both positively and negatively, this course is specifically designed to incorporate the experiences of marginalized groups. This course dedicates time to the discussion of sexism, heterosexism, racism and ageism. Furthermore, it explores the relationship between power structures and the establishment of norms to maintain the status quo and how this creates marginal social status for groups. One example would be that both the Equal Rights Movement and the Civil Rights Movement, led by Dr. Martin Luther King, were examples of positive deviance. The course is designed to encourage students to challenge the "normalcy" of social expectations and determine for themselves if our expectation encourage or inhibit social growth.

C. Several supplemental texts will be assigned for this course, as well as additional articles and current events as appropriate. The list of supplemental texts follows.

-Weitzer, Ronald. Deviance & Social Control. McGraw Hill. 2002.

-Heitzeg, Nancy. Deviance.Rulemakers & Rulebreakers. West. 1996

-Little, Craig.Deviance and Control: Theory, Research, and Social Policy. Peacock. 1995.

D. This course is not introductory. Principles of Sociology is a prerequisite.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency.. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.



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*Honoring Yesterday
Creating Tomorrow*

September 26, 2003

MEMO:

To: Dr. Gail Sechrist, Chair, &
The University Wide Undergraduate Curriculum Committee
Fr: Dr. Deanna Chang 
Re: Revised Course Proposal for Sociology of Deviant Behavior

Attached is the new Syllabus of Record that addressed the Committee's suggestions as emailed by Dr. Gail Sechrist on September 24, 2003. I have highlighted the changes made on the pages attached.

At the present time, the Sociology Department wants to postpone a program revision, since it still needs to make changes to its undergraduate programs because of a new research methods sequence, Criminology curriculum changes, and other minor changes. It will add this new deviance course to the appropriate tracks once those changes are completed.

A support letter from Criminology has already been obtained and should have been forwarded to you. If not, I have attached a copy of that letter.

Dr. Zanich of Psychology will be contacted for her Department's approval on Monday.

If you have any more concerns, please feel free to contact me at 357-6247 or at deanna@iup.edu.