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APR 13 2012

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			AP-3/1/11	App-9/1/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Sociology	Phone 7-7635

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) <i>SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE</i> ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☐ Course Number &/or Title Change ☐ Catalog Description Change		
<i>SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE</i> SOC 269 – Sociology of Deviance		
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
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 ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee	<i>Melanie Hildebrandt</i>	Date 10/18/10
Chair(s)		
Department Chair(s)	<i>Andy Kern</i>	11/08/10
College Curriculum Committee Chair	<i>Gail Guel</i>	11/17/10
College Dean	<i>A. M.</i>	4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Edel Kelly, TECC Chair</i>	4/10/12
	<i>A. K. O. Q., Dean</i>	4/11/12
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/13/12

* where applicable

Received

APR 13 2012

Liberal Studies

Received

SEP 21 2011

Liberal Studies

Received

DEC 6 2010

Liberal Studies

Syllabus of Record SOC 269 – Sociology of Deviance

I. Catalog Description

Prerequisite: SOC 151 or instructor permission

3c-01-3cr

An overview of the sociological study of deviance. Begins 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. Also examines the major theories or multi-causal explanations of why such deviance occurs. 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.

Prerequisite: SOC 151 or permission of instructor (3c-3cr)

II. Course Outcomes

In this course, students will:

- a) Develop an understanding of the concept of deviance as it is used by social scientists.
- b) Summarize the history of deviance as a sociological concept and explain the differences between competing definitions of deviance.
- c) Demonstrate understanding of the more prominent theories explaining and predicting deviant behavior.
- d) Examine issues of deviance within various institutions such as family, media, sport, health care, work, and education.
- e) Understand class, race/ethnicity, and gender issues as they relate to deviance.
- f) Explore various categories of deviance including violence, sexual deviance, mental illness, substance abuse, street crime, and white collar crime.
- g) Evaluate institutional responses to deviance and the social control of deviant behavior.

Matrix

Conceptual Framework	INTASC Standards	Program Standards	Course Objectives	Course Assessment
1a	1	1. Culture and Cultural Diversity	(a) – (g)	Midterm Evaluation
		2. Time, continuity and change	(b), (e), (g)	Final Evaluation
		5. Individuals, Groups and Institutions	(a) - (g)	
		6. Power, authority and governance	(d), (f), (g)	

III. Course Outline [Below are example topics and content for this course.]

Week 1: Defining Deviance
What is deviant behavior?
Who is deviant?
How do we study deviance?

Week 2: Constructing Deviance
How does something or someone become defined as deviant?
Who decides what is or is not deviant?
Social power and moral entrepreneurs

Week 3: Theories of Deviance
Functionalism
Anomie-Strain Theory

Week 4: Theories of Deviance (continued)
Social Learning Theory/Differential Association Theory
Social Control Theory

Week 5: Theories of Deviance (continued)
Labeling Theory
Conflict Theory
Feminist Theory

Week 6: The Medicalization of Deviance
Szasz
Conrad and Schneider

Week 7: Mental Illness
Social facts in mental illness
Societal response to mental illness
Perspectives on mental illness

Week 8: Substance Abuse
Illegal drugs
Legal drugs
Social factors associated with substance abuse
Explaining substance abuse
Controlling substance abuse

Week 9: Midterm Evaluation
Complete Discussion of Material to Date
Midterm Exam

[Note: Individual faculty should adjust the course schedule for breaks/holidays, such as Labor Day or MLK Day, Spring or Thanksgiving break, and reflect them in the syllabus.]

Week 10: Deviant Identity
Identity development
Stigma management

Week 11: The Social Organization of Deviance
Loners/Self-targeted deviance/Suicide
Subcultures
Countercultures
Formal organizations

Week 12: Structure of the Deviant Act
Individual (for example, autoerotic sexual asphyxia)
Cooperation (for example, stripping as a confidence game)

Conflict (for example, sexual assault on a college campus)

Week 13: Deviant Careers
 Entering deviance
 Being deviant
 Exiting deviance

Week 14: Deviance and Social Change
 Social movements
 Collective behavior

Week 15: Exam Week
 Culminating Activity: Examination and/or Presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%
Must total 100%	

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, Supplemental Books, and Readings

[One or more texts, such as the sample texts below, supplemented by other readings and videos.]

Adler, Patricia A., and Peter Adler, Eds. 2008. *Constructions of Deviance: Social Power, Context, and Interaction* (Sixth Edition). Belmont CA: Wadsworth.

Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton & Company, Inc.

Miller, Jody. 2001. *One of the Guys: Girls, Gangs, and Gender*. New York: Oxford University Press.

VIII. Special Resource Requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web

- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

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- Durkheim, Emile. 1938. "The Normal and the Pathological." Pp. 85-107 in *Rules of Sociological Method*. New York: The Free Press.
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- Goode, Erich, and Nachman Ben-Yehuda. 1994. *Moral Panics: The Social Construction of Deviance*. Malden MA: Blackwell Publishers.
- Jones, Nikki. 2010. *Between Good and Ghetto: African American Girls and Inner City Violence*. Piscataway NJ: Rutgers University Press.
- Milner, Murray. 2004. *Freaks, Geeks, and Cool Kids: American Teenagers, Schools, and the Culture of Consumption*. New York: Routledge.
- Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley CA: University of California Press.
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[See also American Sociological Association teaching resources available at www.asanet.org.]