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LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 13-103a  
 LSC Action-Date: AP-11/21/13 UWUCC Action-Date: AP-4/1/14 Senate Action Date: APP-4/29/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <b>Sociology</b>	Phone <b>7-7635</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title: Soc 269 Sociology of Deviance

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship       Information Literacy       Oral Communication  
 Quantitative Reasoning       Scientific Literacy       Technological Literacy

3. Other Designations, as appropriate

- Honors College Course       Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change       Program Revision       Program Title Change       New Track  
 New Degree Program       New Minor Program       Liberal Studies Requirement Changes       Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Melanie Hildebrandt</i>	<u>10/13/13</u>
Department Chairperson(s)	<i>Andy He</i>	<u>10/15/13</u>
College Curriculum Committee Chair	<i>APC/KP</i>	<u>11/14/13</u>
College Dean	<i>Tom</i>	<u>11/5/13</u>
Director of Liberal Studies (as needed)	<i>D. H. Roberts</i>	<u>3/14/14</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	<u>4/11/14</u>

Received

APR 11 2014

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FEB 26 2014

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Liberal Studies Liberal Studies Liberal Studies

**Syllabus of Record**  
**SOC 269 – Sociology of Deviance**

**I. Catalog Description**

**SOC 269 Sociology of Deviance**

**3c-01-3cr**

**Prerequisite:** SOC 151 or permission of instructor

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.

**II. Course Objectives and Learning Outcomes (Information Literacy)**

In this course, students will:

**Objective 1:**

Summarize the history of deviance as a sociological concept and explain the differences between competing definitions of deviance.

**Expected Undergraduate Student Learning Outcome 1:**

Informed Learners

**Rationale:**

Through course readings, students will trace the historical shifts that influenced early and current perspectives of as well as “treatments” for deviance. Exams and/or quizzes will assess students’ understanding of these historical shifts.

**Objective 2:**

Explain the more prominent theories used to understand and predict deviant behavior.

**Expected Undergraduate Student Learning Outcome 2:**

Empowered Learners

**Rationale:**

Through course readings and written assignments, students will employ critical thinking skills to analyze and apply numerous theoretical perspectives to hypothetical and “real world” examples. Both the *Hypothetical Family Case History* and *Deviant Biography* assignments accomplish this goal.

**Objective 3:**

Explore various categories of deviance including violence, sexual deviance, mental illness, substance abuse, street crime, and examine issues of deviance within various institutions such as family, media, sport, work, and education.

**Expected Undergraduate Student Learning Outcome 2 and 3:**

Empowered & Responsible Learners

**Rationale:**

Through course readings and written assignments, students will access, evaluate, interpret, *and synthesize* information from a variety sources including their textbooks, course reader(s), journal articles, visual media, government documents, etc. Several assignments accomplish this

objective including: *Deviant Biography*, *Researching Deviant Groups*, *Watching Deviance*, and the *in-class activity on the HBO documentary Thin*. Requiring in class discussions of students' written assignments (i.e. their "findings") will enable them to demonstrate effective oral communication abilities. Inclusion and review of IUP's Academic Integrity Policy on the course syllabus provides students with a comprehensive statement on the importance of intellectual honesty and the legal/ethical use of information.

**Objective 4:**

Evaluate institutional responses to deviance and the social control of deviant behavior.

**Expected Undergraduate Student Learning Outcome 2 and 3:**

Empowered & Responsible Learners

**Rationale:**

Through course readings and written assignments, students employ critical thinking skills to analyze and evaluate current policies, responses, and practices designed and implemented to control the deviant behavior of members of society. The *Watching Deviance*, *Deviant Biography*, and *Researching Deviant Groups* assignments accomplish this objective. Inclusion and review of IUP's Academic Integrity Policy on the course syllabus provides students with a formal policy that highlights the importance of intellectual honesty and the legal/ethical use of information, and also provides students with examples of potential institutional responses (i.e. penalties) associated with violating such formal policies.

**III. Course Outline**

- 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
    - Hypothetical Family Case History assignment (Part I)
- 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
    - Hypothetical Family Case History assignment (Part II)

- 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
    - Researching Deviant Groups assignment
- Week 9: Midterm Evaluation
- Complete Discussion of Material to Date
  - Midterm Exam
- Week 10: Deviant Identity
- Identity development
  - Stigma management
    - HBO Documentary *Thin: Death by Eating Disorder* assignment
- 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

#### IV. Evaluation Methods

The final grade will be determined as follows:

Writing Assignments	30%
Exams	40%
Class presentations (may include but are not limited to the Watching Deviance, Deviant Biography, and Researching Deviant Groups assignments)	10%
Quizzes (on assigned readings)	15%
Attendance and Participation	5%
	<hr/>
	100%

##### Writing Assignments: 30%

Written work for this course will take several forms, including some combination of the following:

- Video response worksheets 10%  
Students will submit completed worksheets on each of the six films watched in class. Answers must be written in complete sentences, with proper grammar and spelling. These assignments will also be graded based on the answers' completeness, accuracy and connections to relevant concepts.
- Watching Deviance 20%  
In a 6-8 page research paper, students will synthesize concepts and theories learned in class and apply them to their own observations of deviance represented on television programs. The specific instructions for this assignment will be distributed on a separate handout.
- Researching Deviant Groups 10%  
After reading assigned chapters or scholarly research articles on specific deviant groups (drug dealers, smugglers, computer hackers, etc.), write a 600-word paper on the challenges of conducting research on deviant groups. Assignment instructions will be distributed on separate handout.
- Deviant Biography 20%  
See attached sample assignment.

##### Exams: 40%

There will be two exams, a Midterm and a Final, each worth 20% of the final grade.

##### Presentations: 10%

Each student will be expected to present the final results of their Deviant Biography (or Watching Deviance) paper. Specific expectations for the presentation include: preparation of a handout, Powerpoint and notes, good organization, accurate and clear understanding of the material, and demonstration of critical thinking and time management skills (no longer than 10 minutes).

##### Quizzes: 15%

Weekly quizzes will be given to assess how well students comprehend assigned readings.

##### Attendance and Participation 5%

Attendance will be taken and participation will be evaluated based on student completion of in-class discussions and activities.

#### 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

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalogue.

## VII. Required textbooks, Supplemental Books, and Readings

Thio, Alex D., Jim D. Taylor, and Martin D. Schwartz. 2013. *Deviant Behavior* (11<sup>th</sup> Edition). Boston: Pearson.

### Supplemental Reading:

Adler, Patricia A., and Peter Adler, Eds. 2012. *Constructions of Deviance: Social Power, Context, and Interaction* (7<sup>th</sup> Edition). Belmont CA: Wadsworth

## VIII. Special Resource Requirements

None

## IX. Bibliography

- Anderson, Elijah. 1999. *Code of the Street: Decency, Violence, and the Moral Life of the Inner City*. New York: W.W. Norton & Company, Inc.
- Becker, Howard S. 1953. "Becoming a Marijuana User." *American Journal of Sociology* 59: 235-242.
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- Goffman, Erving. 1963. *Stigma: Notes on the Management of a Spoiled Identity*. New York: Simon & Schuster, Inc.
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- Miller, Jody. 2001. *One of the Guys: Girls, Gangs, and Gender*. New York: Oxford University Press.
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- Oselin, Sharon. 2014. *Leaving Prostitution: Getting Out and Staying Out of Sex Work*. New York: New York University Press.
- Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley CA: University of California Press.
- Rosenthal, D.L. 1973. "On Being Sane in Insane Places." *Science* 179 (January): 250-258.
- Sykes, Gresham M., and David Matza. 1957. "Techniques of Neutralization." *American Sociological Review* 22, 6: 664-670.
- Thio, Alex, Thomas Calhoun, and Addrian Conyers. 2013. *Deviance Today*. Boston: Pearson.
- Vander Ven, Thomas. 2011. *Getting Wasted: Why College Kids Drink Too Much and Party So Hard*. New York: New York University Press.

Conceptual Framework	INTASC Standards	Program Standards	Course Objectives	Course Assessment
1a	1	1. Culture and Cultural Diversity 2. Time, continuity and change 5. Individuals, Groups and Institutions 6. Power, authority and governance	(1) – (4)  (1), (2)  (1) - (4)  (4)	Paper(s) Quizzes Exams Presentations  Midterm Exam or Paper  Final Exam or Paper

### Sample Assignment

#### Soc 269 Sociology of Deviance

#### Final Paper Assignment - Deviant Biography:

As a culminating activity for the class, each of you will be asked to write a biography on an individual that could be characterized as a deviant. This project will require you to assess, evaluate, and combine the information you have learned in this course in a critical way.

The deviant biography can be based on someone whom you know personally (i.e. parent, friend, yourself) or from the media (i.e. Columbine Killers, Jordan Brown, Frank Abignale, Ice Cube, Snoop Dog). You can focus on people who are not criminals, but still considered deviant such as cases of suicide (Phoebe Prince, Alexander McQueen, Bud Dwyer), teen pregnancy (The Goulcester 18, MTV Teen Mom), substance abuse (Lindsay Lohan, Amy Winehouse).

You will write this biography using sociological terminology that you learned during the course. First, you will use at least two theories of deviance/crime as explanatory models for why this person behaves the way they do. Similarly, you must include relevant, current, and credible statistical information on the trends of the deviant behavior observed using sources such as UCR, OJJDP, USDE, USHHS, and CDC data. In addition, you are to find and use no less than eight additional resources from criminology and sociology journals that will provide additional understanding of your deviant behavior.

To be successful, you will need to use the library as a resource.

Please use APA, ASA, or MLA format for your citations. Page length of final draft will vary, but I expect it to be between 8-10 pages in length (double spaced, 12 pt., Times New Roman, 1.5 inch margins). The quality of your writing will be assessed as part of the grade.

You will be required to do this project in three steps that correspond to dates on the course schedule. First, you will submit a one page paper that describes your biographical character and the deviant behavior. Second, you will complete and submit in a rough draft which I will assess, comment on and return. Third, you will revise your draft according to my comments and resubmit.

Scoring:            Proposal 10 points  
                      Rough Draft 30 points  
                      Final Draft 60 points

Your essay will be formatted in the following ways. You will be graded based on (a) whether you address each point in each section and (b) the clarity and quality of your writing.

- Introduction
  - Tell me what you are going to do
  - The biographical subject
  - The deviant behavior
  - The theories
  - What one you will argue fits best
- Section on deviant subject
  - The person
  - Their past
  - Their deviant behavior
  - Consequences
- Section on the deviant behavior
  - Description of the behavior
  - Prevalence in US (statistics)
  - Information about the social conditions for the behavior
    - Where, when, to who, by who, trends of occurrence
- Section on Theory 1
  - Background
  - Important concepts
  - Empirical Support (journal articles)
- Section on Theory 2
  - Background
  - Important concepts
  - Empirical Support (journal articles)
- Application of Theory 1 to Deviant
  - How the theory explains the behavior
  - Assess how it fits with behavior
  - Assess of how it doesn't fit the behavior
  - How missing information comes into play
- Application of Theory 2 to Deviant
  - How the theory explains the behavior
  - Assess how it fits with behavior
  - Assess of how it doesn't fit the behavior
  - How missing information comes into play
- Section on which theory works best
  - Rationale for why you choose one theory over the other
- Conclusion
  - Tell me what you've told me
  - Review what you've addressed in each section
  - Make general argue about what your analysis means for understanding deviant behavior

Rough Draft "GAP" Rubric



	Good	Average	Poor
<b>Introduction</b>			
- overview of the subject			
- overview of behavior			
- overview of theories			
<b>Subject Section</b>			
- gives details on the person			
- gives details on subjects deviant behavior			
<b>Deviant Behavior</b>			
- describes behavior in general sense			
- gives statistical information on the behavior			
<b>Theory 1</b>			
- explains background of theory			
- includes concepts of importance			
- journal articles supporting theory			
<b>Theory 2</b>			
- explains background of theory			
- includes concepts of importance			
- journal articles supporting theory			
<b>Application of Theory 1</b>			
- explains behavior of deviant in theory terminology			
- makes assessment of if theory fits or not			
<b>Application of Theory 2</b>			
- explains behavior of deviant in theory terminology			
- makes assessment of if theory fits or not			
<b>Which theory works best</b>			
- makes an argument for which theory works better			
- provides adequate support for argument			
<b>Conclusion</b>			
- reviews the paper			
- draws some type of conclusion from findings			

### 3. Rationales for Proposed Revisions

1. Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives.

2. The discipline of sociology is rooted in the scientific method, where theories, observations, and empirically grounded analyses require strong information literacy skills. As a result, the Department of Sociology is revising this course to meet the Information Literacy competency subcategory of Liberal Studies electives with its emphasis on accessing, evaluating and analyzing information gathered from a variety of sources. Assignments for this course (see Deviant Biography) require students to write papers about deviant behavior, grounding their analyses in scholarly research and theories from peer reviewed sociology and criminology journals. Another assignment focuses on IUP's Academic Integrity Policy to engage students in active learning about the ethical and legal use of information and their own obligations as responsible learners.

3. Liberal Studies course approval general information questions have been addressed.

## Liberal Studies Course Approval General Information

1. This course can be taught by numerous professors in the Department of Sociology. All instructors involved in teaching the course will meet every year to exchange syllabi, discuss new possible content (in keeping with new pedagogy and research on the subject matter), and review the course objectives, guidelines and grading criteria. Such meetings will ensure the maintenance of basic equivalency.
2. The course focuses generally on the subject of Deviance, but is inclusive of the perspectives and contributions of minorities and women, as well as the voices of individuals who, by virtue of their “outsider status” are considered ‘deviants’ in American society. A variety of readings focus on the experiences of racial/ethnic minorities, including works written by non-white authors such as Elijah Anderson’s *Code of the Street*, and articles about the intersection of race and gender, such as Brunson and Miller’s “Gender, Race and Urban Policing” found in the course reader. Readings related to – and written by women and sexual minorities-- include Michelle Bemiller’s “Men who Cheer” and "Anorexia Nervosa and Bulimia" by Penelope McLorg and Diane Traub, as well as feminist theoretical perspectives on deviance, such as Meda Chesney-Lind’s “Girls’ Crime and Woman’s Place: Toward a Feminist Model of Female Delinquency.”
3. As indicated on the syllabus, this course has, beyond the required textbook, several options for a supplemental, non-fiction supplemental reader, including Adler and Adler’s (2012) *Constructions of Deviance*, Thio, Calhoun, Conyers (2012), *Deviance Today*, an anthology of select readings on topics such as tattooing, stimulant use by college students, prostitution, etc., or in-depth case studies such as *Fat Gay Men: Girth, Mirth and the Politics of Stigma* (Whitsel, J. 2014) among others.
4. This is not a majors’ course but is designed to serve as an elective for Sociology majors and minors, while also serving IUP’s general student population, by providing an introduction to the topic and theoretical perspectives of deviance.

**Old syllabus of record**

**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**

<b>Conceptual Framework</b>	<b>INTASC Standards</b>	<b>Program Standards</b>	<b>Course Objectives</b>	<b>Course Assessment</b>
1a	1	1. Culture and Cultural Diversity 2. Time, continuity and change 5. Individuals, Groups and Institutions 6. Power, authority and governance	(a) – (g)  (b), (e), (g)  (a) - (g)  (d), (f), (g)	Paper(s) Quizzes Exams Presentations  Midterm Exam or Paper  Final Exam or Paper

**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

#### 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	<u>0 to 50%</u>
	Must total 100%

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

#### VII. Required textbooks, Supplemental Books, and Readings

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](mailto: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

- Becker, Howard S. 1953. "Becoming a Marihuana User." *American Journal of Sociology* 59: 235-242.
- Becker, Howard S. 1963. *The Outsiders: Studies in the Sociology of Deviance*. New York: The Free Press.
- Best, Joel. 2003. *Deviance: Career of a Concept*. Belmont CA: Wadsworth.
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