



**Sociology 504.01W: Deviant Behavior [graduate]
COURSE SYLLABUS: Fall, 2011**

Instructor: Yvonne Villanueva-Russell; Associate Professor

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

- 1] Henry, Stuart. 2009. Social Deviance. Malden, MA: Polity Press. ISBN: 978-0-7456-4304-5
- 2] Hendershott, Anne. 2002. The Politics of Deviance. San Francisco: Encounter Books. ISBN: 1-59403-049-9
- 3] Several articles posted as pdf files on the ecollege website
- 4] Students will also obtain several peer-reviewed research articles of their choice from sociological journals

Course Description:

This course has been organized as an overview of the sociology of deviance at the graduate level. Emphasis is placed on the phenomena of “defining deviancy up” as well as “defining deviancy down.” In class discussions and papers, a strong focus will be placed on the sociological, environmental and contextual factors that play a factor in the emergence and reactions to deviance.

Student Learning Outcomes:

1. Students will articulate their comprehension of peer-reviewed literature in the area of the sociology of deviance through use of a powerpoint presentation
2. Students will demonstrate the ability to discuss and engage in scholarly conversation in regards to peer-reviewed literature in the area of the sociology of deviance through discussion board participation

3. Students will be able to locate, summarize and critique peer-reviewed literature in the area of the sociology of deviance
4. Students will synthesize, apply and critique course material in written papers.

Course Format:

Because we are not relying on a traditional textbook, it will be important for you to take notes as you are reading. I suggest that students take these points into consideration when they approach reading for any graduate level course:

- What is the main idea, point or argument of the reading?
- List three important facts or sources of evidence to support the main idea
- What concepts or ideas from class lecture are also discussed in this reading?
- List any new terms or concepts introduced in the article with a brief definition
- Are there any problems or points I disagree with in the main point of the reading? That is, are there alternate explanations or theories that could also explain these phenomena?

We will use a variety of ways to learn and discuss the material this semester. I have tried to organize activities on a set schedule so that we can fall into a predictable routine as to when projects are assigned and due.

Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
Discussion board posts due		Papers due	←--Read the assigned chapters or articles--→				Discussion board posts due

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Our course will have THREE types of assignments:

- 1] **DISCUSSION BOARDS (5 @ 28 points each)**
- 2] **PAPERS (4 @ 100 points each)**
- 3] **POWERPOINT PRESENTATION (1 @ 100 points)**

Detailed instructions for each of these assignments follows:

1] DISCUSSION BOARDS

This assignment has been designed to meet Student Learning Objective #2: Students will demonstrate the ability to discuss and engage in scholarly conversation in regards to peer-reviewed literature in the area of the sociology of deviance through discussion board participation

Because we will not interact face-to-face in the traditional classroom format, we will try to simulate this experience by using eCollege discussion boards. Each week you will be assigned a number of readings. After completing this, students will need to post comments to a question posted by the professor. It is expected that students will thoughtfully reflect on the discussion that ensues, and reply back to comments posted by other students. Here are some ground rules for our discussion boards:

- 1) **There are no minimums or maximums on how much or how little you post on the discussion boards. The goal is to achieve quantity & quality. I am striving for us to have a genuine conversation on the boards this semester.** You may post a new question, start a new thread, or simply respond to other students. For this to happen, we need a couple of guidelines: post or reply, and then **follow-up**. You will not achieve full points by just logging on in the last hour of the last day and posting a couple of random comments on others' posts. Ideally, you'll post something, check back in a few hours and check-in again over the course of several days to interact, reply, respond and comment on what others have said on a single thread. **You don't always have to post a new topic or start a new thread.** You should aim to contribute meaningfully and engage in actual reciprocal interaction, extending a thread to its maximum.
- 2) This discussion will take place within a set timeframe. After the deadline, your professor may post some summary comments of the discussion, highlighting the themes and questions that have emerged. Discussion boards cannot be made up. If you miss out, there is no way to makeup these points.
- 3) Students should feel free to honestly post and defend their opinions, but should be tolerant of other students who express views that are contrary to their own. Discussion boards are places where *dialogue* occurs. They are not a debate that is to be "won" or places where "conversion" takes place. Feel free to explore differences in view points, but do not allow these conflicts to escalate into personal attacks. Please do *not* play devil's advocate or pretend to take a stance that is not genuine or authentically held.
- 4) Full, complete sentences are required. Do not use jargon, abbreviations, or acronyms. So, no "LOL," "SMH," "IMHO" or "BTW," please.
- 5) **IMPORTANT:** Demonstrate your "sociological imagination" by integrating relevant theories and concepts to help explain, support and defend the arguments you plan to make. **You will usually need to draw upon the articles for support. Be sure to CITE appropriately.**
- 6) Spell-check your posts. You may want to draft your response in Microsoft Word, spell-check it, then cut and paste it into the discussion board on eCollege. You will not be able to go back and edit your post once it has been submitted to eCollege.

7) Here are the essentials for our discussion boards this semester:

Cardinal Rules- OBEY!!!	Try NOT to:	Try to:
Wikipedia cannot be used as a credible source of information	Do not rely on personal experiences as your "proof"	Take a firm stance & defend it
The Bible cannot be used as an academic source of information	Do not rely on overly-psychological or psychoanalytical explanations	Pose a question to take the discussion deeper
Do NOT call people "crazy"	Do not give us more to read- summarize and provide a link to a website for those who are curious, instead	Engage in reciprocal interaction with other students within a single thread
Do NOT attribute deviance to the whims of individuals in which patterns cannot be deciphered	Do not post overly-long or overly-complex responses	Give us something new to think about
Do NOT simply say "I agree" with someone's post (send them a private email, instead)	Do not wait until the last day to post. Do no post only on one day at one sitting.	

8) Discussion board grades will be decided on the following rubric:

Grading rubric- discussion boards

Criteria	Possible Points	Your Points
Did student post more than once, and on more than on one day at one sitting?	3	
Did student make a genuine attempt to engage in ongoing conversation within a single thread?	4	
Did student contribute and add something original & valuable to the discussion	6	
Did student integrate facts and information grounded in the readings	6	
Did student put comments in sociological context rather than personal opinion	3	
Was the student collegial and professional in interactions with fellow students?	3	
Proper grammar and citations used throughout	3	
SCORE	28 points	points

Important Notes:

***Each discussion board is with worth 28 points.

***There will be 9 discussion board assignments over the course of the semester. You are required to participate in only FIVE of them.

***Discussion board assignments CANNOT be made up.

Any written work in this class is subject to turnitin review (including posts on discussion boards). Turnitin.com is a website that checks for plagiarism and generates an originality report that notes which parts of a paper appear unattributed to other student papers, internet sources or articles and books. Please make sure that you cite wherever appropriate. If you need help or advice on how to do this, please contact your professor. See document sharing for guidelines on how to cite. **Students who plagiarize will receive a zero on the assignment in question.**

2] WRITTEN PAPERS

This assignment has been designed to meet Student Learning Objective #4:

Students will synthesize, apply and critique course material in written papers.

You will be assigned a number of readings each week. The discussion boards are designed to help you think through, compare and contrast as well as critique the various viewpoints presented. To demonstrate your mastery of each topic, a summary paper will be assigned for you to complete.

The summary paper will be written around a specific set of questions posed by your professor. Students should be careful to base their responses on the readings assigned for the week, using these sources as their evidence to construct an argument. Students are expected to cite appropriately.

Important notes:

***Summary papers are **due by 11:59PM on Fridays**, and are worth 100 points each. Papers should be submitted as a word or rtf attachment to the dropbox provided on ecollege. Late papers will receive a one-letter-grade deduction in points.

***There will be a total of 9 papers assigned, but you only need to complete FOUR of them

Your grade for each weekly summary paper will be assigned according to the following rubric:

Criteria	Possible Points	Your Points
Student addressed the question posed thoroughly/stayed on topic	10 points	
Student was able to integrate readings from the week as evidence	25 points	
Student integrated theoretical and/or key concepts relevant to the week	25 points	
Student demonstrated comprehension of the week's topic	15 points	
Student displayed sociological insight (rather than personal opinion, psychological or other disciplines)	10 points	
Student used own voice rather than cutting and pasting discussion board comments and/or quotes from articles	5 points	

Student cited in-text appropriately; paper was proof-read and grammatically correct throughout	5 points	
Professor's overall impression	5 points	
YOUR SCORE	100 points	

3] POWERPOINT PRESENTATION

This assignment has been designed to meet Student Learning Objective #1:

Students will demonstrate comprehension of peer-reviewed literature in the area of the sociology of deviance through use of a powerpoint presentation

Imagine I have asked you to provide a lecture to my undergraduate deviant behavior class while I am out of town for a conference. You should prepare a lecture using a PowerPoint that would be sufficient to cover a 50 minute class.

- 1) Select a topic of deviance that you would like to cover-
 - This should be a topic that we have NOT covered this semester
 - The topic CANNOT be something you have already researched for another course
- 2) Research this, locating at least THREE PEER-REVIEWED research articles (obviously you will need to go well beyond doing a mere Google or Wikipedia internet search.)
- 3) Create a PowerPoint that includes these essential elements:
 - a) A clear definition of the topic you are presenting
 - b) Any important concepts or terms that are associated with this topic
 - c) Some comments as to the importance or relevance of this topic (why should we care?)
 - d) Present what researchers know about this topic – synthesize the findings by organizing them into themes—do NOT simply present one research article after another
 - e) Discuss the sociological factors related to this topic (why it occurs, how to prevent it, how people react to it, the politics involved in recognizing it, etc.)
 - Strike a balance here- provide major research findings, but not in such detail that the reader gets lost in the data. Do provide some evidence of the research done, but keep it in bite-sized morsels an *undergraduate* could understand...
 - f) Summary of main ideas that students should remember
 - g) Works cited page with bibliographic details of your research
- 4) Audio added to slides is highly recommended, but not required
- 5) Your slides should be more detailed than just bullet pointed notes, but not so detailed as to read like an essay that you've cut and pasted into PowerPoint.

Important notes:

***PowerPoint presentations will be submitted to the dropbox provided for grading, but then will also be posted in the "DocSharing" section of the website for all other class members to view.

***The Powerpoint presentation will be **due by 11:59PM on Wednesday, December 5th**. Late assignments will receive a 10% point deduction.

Your powerpoint presentation will be assigned a grade according to the following rubric:

Criteria	Possible Points	Your points
Did student provide clear definition of topic	4	
Key concepts provided and defined?	4	

Importance/relevance of topic?	4	
Research findings presented	35	
Sociological explanation of this topic	15	
Summary of main ideas	3	
Works cited page	5	
Were research articles peer-reviewed?	10	
Were research findings presented thematically rather than in succession?	5	
Was presentation aimed at undergraduate level?	2	
Were slides in student's own voice; more than bullet points; less than a full paper?	10	
Visual appeal of PowerPoint- eye catching? Proof-read?	3	
YOUR SCORE	100 points	points

Grading

There are a total of 640 points in this course. A breakdown of assignments and their point values is as follows:

Discussion Board participation (5 @ 33 points each)	140 points
Weekly Summary Paper (4 @ 100 points each)	400 points
Power Point Presentation (1 @ 100 points)	100 points
Total points	640 points

Your grade for the course will be calculated using the following scale:

A	90%-100%	576-640 points
B	80% - 89%	512-575 points
C	70%-79%	448-511 points
D	60%-69%	384-510 points
F	59%-0%	0-509 points

Grades of Incomplete:

I do not assign grades of incomplete in this course. Your grade will assigned based on the points you have earned from all completed work at that time. It is your responsibility to finish assignments prior to their due dates or to make alternate arrangements for their completion. Do not assume I can or will extend due dates or course requirements for your individual needs or preferences.

I do not drop students from my courses. If you feel Sociology 504 is not the course for you, please take the necessary steps to remove yourself from this class. Simply not participating or logging on, in hopes that I will remedy the situation for you will not occur. You are responsible for the consequences stemming from either coming to class, or not coming to class. [Student may submit a "drop request" through MyLeo.]

Important dates:

Last Day to Drop: November 1, 2012

Last Day to Withdraw from the semester: November 30, 2012

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required. You will need access to a computer with:

- Internet access (high-speed preferred)

- Word processing software (Microsoft Word 2007 or later preferred)
- Adobe Acrobat, or ability to open pdf files
- PowerPoint software

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via **myLeo** - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will often directly send yahoo, hotmail, etc. to junk mail, and I will not regularly check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to **helpdesk@online.tamuc.org**. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course. [You may also want to click on the "compatibility test" button on the main page of eCollege to see whether your computer has all of the necessary programs to work with eCollege.](#)

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about a paper or discussion board, about course due dates, etc.), please contact your instructor via email: Yvonne.VRussell@tamuc.edu

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You may expect the same of me.

1. **Email is the best way to reach me as I check it daily.** I am teaching from Auckland, New Zealand this summer which is a 17-hour time difference from CST. Should you email me between 8AM and 3PM (CST) I will most likely be asleep. Rest assured, I will check email frequently during my waking hours, and will reply to you as quickly as possible. If you do not hear from me within 24 hours, please resend your message as there is a good chance it was lost in cyberspace.
2. If you want to talk face to face via the "phone," download a program called **Skype** - a free internet calling service that you can use to chat live or instant message me. To download the program, go to **www.skype.com**, download the program, and then search for **vrussell1** as the contact to add me to your list. Generally, I will be available for a Skype chat **anytime after 3PM (CST)**. I would suggest sending me an email with the specific time you'd like to talk. We can

also instant message using this program if you do not have access to a video camera and microphone. All calls and instant messages via Skype are free!

3. You can expect any assignments to be graded and returned to you within one week of its submission. If there are any delays in grading, I will alert all students via email.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance & Participation:

This is an online class. Although attendance will not be taken, it is crucial that you regularly visit the eCollege website and work independently to keep up with reading assignments. **Regularly check your MyLeo email account** for notifications about our class, too. I have designed the course with assignments due on set days each week to help you get into a rhythm.

Late Work:

Discussion board assignments cannot be made up. Lack of participation in this forum will result in a loss of points for this assignment. Written work is due by the day and time assigned. Late work will result in a loss of points, usually 10%. See specific assignment for details.

Statement on Student Behavior:

As stated in the Student Handbook: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct, for more information). Please refer to the section on "netiquette" for information about expected behaviors in online discussion boards.

Academic Honesty:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must work to provide an environment in which each student has the opportunity to be evaluated fairly on the basis of his/her own performance. University regulations regarding academic dishonesty will be strictly enforced. **At a minimum, any student found to be in violation of academic honesty policies will receive a zero on the exam or assignment involved.** ALL instance of academic dishonesty will be reported to both the Department Head as well as the Dean of the College of Humanities, Social Science & Art. These offices may also wish to evaluate the case and decide punishment independent of this professor's actions. In short, cheating, plagiarizing and engaging in unethical student behavior carries a high price for such short-term rewards—don't do it!

*****If in doubt, check with your professor on citing procedures, format and style. See notes above about the use of turnitin.com in this class. See also the handout "how to cite" in document sharing for guidelines. Feel free to use any citation style you are familiar with: APA, MLA, ASA, and Chicago are all acceptable.**

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

Reading & writing assignments are scheduled tentatively at this time. They may be changed, but advanced notice will be given in class. You are expected to read the assigned material prior to its discussion in class.

Date	Topic	Reading	Assignment
August 27-29 [M-W]	Introductions		Introduce yourself in the (ungraded) discussion board
August 29-Sept 5 [W-W]	Relativity	1) Review PowerPoint Lecture 2) Henry Book: Chapter 1: "What Is Deviance?" 3) "Furries From A to Z" on eCollege 4) "Is TV Paying too much attention to fans?" on eCollege	Discussion board(relativity) posts due by 11:59PM on Wednesday, September 5th If doing Paper #1, submit by 11:59PM on Friday, Sept. 7
Sept 5-Sept 12 [W-W]	Defining Deviancy Up & Down	1) Hendershott book: "Introduction"	No papers or discussions this week: Let's take it slow☺

Date	Topic	Reading	Assignment
Sept 12 – 19 [W-W]	How do issues become deviant?	1) Henry Book: Chapter 2: “Why People Ban Behavior” 2) “How You Gonna See Me Now” on eCollege	Discussion board (moral panics) posts due by 11:59PM on Wednesday, Sept 19th If doing Paper #2, submit by 11:59PM on Friday, September 21
Sept 19-26 [W-W]	Drug users and dealers	1) Hendershott book: Chapter 1: “Medicalizing the Deviance of Drug Abuse” 2) “Feels Good To Be a Gangsta” on eCollege	Discussion board (drugs) posts are due by 11:59PM on Wednesday, Sept. 26 If doing paper #3, submit by 11:59PM on Friday, September 28
September 26-Oct 3 [W-W]	Mental Illness	1) Hendershott book: Chapter 2: “Removing the Stigma from Mental Illness” 2) Hendershott book, Chapter 3: “Expanding the Market for Mental Illness”	Discussion board (mental illness) posts due by 11:59PM on Wednesday, October 3 If doing paper #4, submit by 11:59PM on Friday, October 5
October 3- Oct 10 [W-W]	Neutralization & Stigma Management	1) Henry book: Chapters 4: “Neutralizing Morality” 2) Henry book, Chapter 6: “Responding to Deviant Designations”	Phew! Let’s take a breather☺
October 10- October 17 [W-W]	Neutralization, continued	1) “The Good Mother” on eCollege 2) “Stigma Management Among the Voluntary Childless” on eCollege	Discussion board(neutralization) posts due by 11:59PM on Oct. 17 If doing paper #5, submit it by 11:59PM on October 19
October 17-24 [W-W]	Parenting, adolescents and sexuality	1) Hendershott book: Chapter 7: “Celebrating the Sexually Adventurous Adolescent” 2) “Parents’ Constructions of Teen Sexuality” on eCollege	Discussion board(sexuality) posts due by 11:59PM on Oct 24 If doing paper #6, submit by 11:59 on Oct 26

Date	Topic	Reading	Assignment
October 24-31 [W-W]	Defining sexuality upwards and downwards	1) Hendershott book: Chapter 8: "Rape, Real or Imagined" 2) "Cybershrews" on eCollege	Discussion board(rape) posts due by 11:59PM on Oct. 31 If doing paper #7, submit by 11:59PM on Nov 2
October 31- November 7 [W-W]	The role of advocacy groups	1) Hendershott book: Chapter 6: "Stigma and Sexual Orientation" 2) "Ex-Gay Rhetoric and the Politics of Sexuality" on eCollege	Discussion board(gay rhetoric) posts due by 11:59PM on Nov 7 If doing paper #8, submit by 11:59PM on Nov 9
November 7-14 [W-W]	Suicide	1) Hendershott book: Chapter 9: "A Death of One's Own" 2) "A New Way to Be Mad" on eCollege	(Last!!!) Discussion board(dying) posts due by 11:59PM Nov. 14 If doing paper #9, submit by 11:59PM on Nov 16
November 14-21	Independent Study		Begin research for PowerPoint assignment
November 22-25	Thanksgiving		Thanksgiving
November 28- December 5th	Independent Study		Submit completed PowerPoint assignment to dropbox by 11:59PM on December 5 Post copy to DocSharing for other students to review