

# Bellevue College

# SOC 270

# Deviance in Society

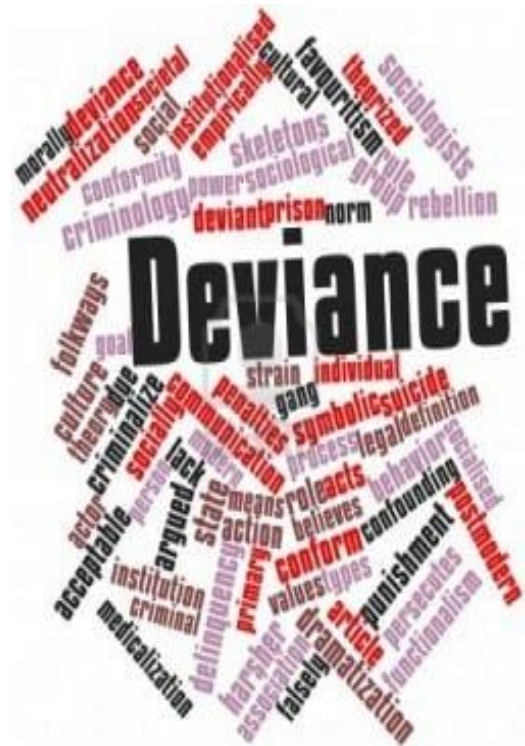
**Sara Sutler-Cohen, Ph.D.**

**Fall '19 Term: September 16 - December 6**

## Email

**Web**

**COURSE DESCRIPTION:** This course will acquaint you with sociological concepts and perspectives around the broad thematic concern of Deviance. Through lecture, film and other media, and assigned readings, this course will take you on an exploration of the many dimensions of contemporary sociological perspectives on the idea of deviance, and why some social behaviors are considered departures from what we might call “polite society”. We will make broad use of popular culture to understand the many complexities of the ideas around deviance in the United States. By the end of this course, I hope to have all of you thinking critically about the way things work, why things work the way they do, and who we are within the social fabric of the global entity in which we live. This course focuses on social control and the way in which cultural, political and social sanctions around ideas of deviance form and maintain the society in which we live. You will be asked, over the course of the term, to confront the things you might take for granted. Everyday occurrences will be challenged and thought through critically.



**A NOTE ABOUT COURSE CONTENT:** Since interdisciplinary academics examine just about every aspect of the social world, we talk about provocative material. When we explore controversial topics, they will always be framed within an academic context. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

**READING REQUIREMENTS:**

- All readings & handouts are available on our Canvas site.
- Readings are uploaded in each module.

- Handouts and resources are uploaded to the course in your Start Here Module

**STRONGLY RECOMMENDED READINGS:**

- Any current Sociology Dictionary
- Any writing guide to help you in your quest for mastering college-level writing.
- Purdue College's [resources for college students](#).

**STUDENTS WITH DISABILITIES:** If you have medical information to share with me in the event of an emergency, please contact me via email. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, please see me immediately so I can also refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their [website](#).

**EXPLORE THE LMC!** The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by [email on their website](#).

- [Main Library Media Center](#)
- [For article databases](#)

**REASONABLE ACCOMMODATIONS FOR REASONS OF FAITH AND CONSCIENCE:** Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College Policy 2950). In the event you feel you are being discriminated against based on faith or conscious, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy (1440P).

**Rules & Expectations:**

Check into our online classroom often. No need to check in with me on this one. Make this class work for you on your own time.

Complete readings and homework assignments *on time*. You need to read/review your required material to complete all homework assignments.

You may submit multiple papers leading up to the deadline; *however*, once your paper is graded, it's locked in. I don't grade papers twice! 😊

**Standard Late work Policy (these may not all apply to each class):**

- You will recognize that every professor has their own approach to late work. This goes together with teaching philosophies and styles, and as such, you want to review and understand the rules. I try to make mine clear but if you ever have questions, post to our Q&A Forum or email me.

- Discussion Boards: Initial Discussion Board Posts (your main Discussion Board homework) are due on Thursdays. You are required to respond to the Initial Posts of two of your colleagues by the Sunday in the week of the active Discussion Board. Your Initial Post is deducted by five points for each day it's late. After Sunday, the Discussions are closed for that week, and no more late work is accepted.
- Other Homework (except final papers where applicable): There is a two-day grace period for homework assignments. After that, I do not accept late work.
- Exams: If you don't have a midterm or final exam, no worries. Otherwise, note that I do not accept any late midterms or exams. The quizzes I have for my classes are always open until the end of the term.
- Final Paper: There are no late assignments accepted for Final Term Papers (sometimes called Portfolio Assignments) and all Incremental Assignments associated with the Final Paper.

**Life happens. We have stressors. We must manage them. That includes traveling for work or pleasure and any problems with your jobs, partners, parents, siblings, friends, kids, other classes, etc. that come up. Please manage your lives so that you can also manage this class. Your life (and your homework) is your responsibility. That said, I allow two assignment extensions per term, and they must be requested before an assignment's deadline. Use those opportunities wisely.**

I expect that your behavior in our classroom is respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings to discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken offline, so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away. Be wary of soapboxing in this class; you may be tempted to present your opinion and editorialize but refrain from doing this. We're here to think about the world in a fair, balanced, thoughtful, and nuanced manner. One-way thinking doesn't work here.

**Remember: Falling behind can be hazardous to your health!**

**LEARNING AND COURSE OUTCOMES:** By the end of this course, you will be able to:

- Apply basic sociological concepts and ideas to the idea of Deviance;
- Discuss the role of power in defining "deviance";
- Describe a critical perspective of society and social control;
- Question the idea of a "polite society" or the "status quo" in relation to control and power;
- Explain how we construct ideas of our Selves against the landscape of deviance;
- Demonstrate an understanding of positive and negative sanctions as related to deviance in society;
- Describe how changes in society impact what is and is not considered deviant;
- Describe how changes in society impact who has/has not been considered deviant; and

- Explain the role of race, class, gender, and sexuality in the construction of deviance.

**COURSE REQUIREMENTS:** In this course, you will be completing assigned readings, participating in discussion board assignments, and completing short homework assignments. The work you do for this class will keep you critically engaged with the world around you from a sociological perspective. There are no exams for this course. Expect to be writing every week. The key to this course is your thoughtful reflection on course material.

**COURSE REQUIREMENTS:**

<b>Attendance and Participation*:</b>	150 points
<b>Journals (8):</b>	400 points
<b>Main Discussion Boards (5):</b>	250 points
<b>TOTAL:</b>	800 points

*The Fine Print:*

\*Participation points accrue with short assignments in the Discussion Area, such as your Introductory DB. These are labeled **PARTICIPATION DBs**. The Main DB assignments are labeled **MAIN DBs**.

**Attendance & Participation:** Check in no less than four times per week, be engaged with your discussion board assignments, provoke energetic and polite discussion, listen/read/comprehend actively, work respectfully with your colleagues in class, take loads of notes from your readings, look up words you don't understand, ask questions, think critically about the world around you, etc. Make use of the Q&A Board as well. This is not scored, but even if you don't have questions, you might be able to answer somebody's query – so have some presence there.

**All assignments have corresponding general directions, uploaded in your Start Here Module. You can find the rubrics attached to individual assignments. Please note that the rubrics change because I look for intellectual growth throughout the course. So, while an assignment *score* will never change, how these are measured does change.**

**For all written work:** Submit proofread work **only**. Work not proofread will be returned *once* for a rewrite, expected to be handed in within 48 hours. If you need help with your writing, please make use of the following student support services:

- [Academic Success Center](#)
- [Academic Tutoring Center](#)
- [TRiO Student Support Services](#)
- [Writing Lab @ BC](#)

**Required Writing Guidelines (emphasis on *required*):**

- *You must follow the required writing guidelines in the syllabus. Not doing so will result in a drop in your grade.*
- Twelve-point sized Times font, *double-spaced*.
- 1" margins all around
- APA Citations where appropriate – credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism)
- Title pages, footnotes, embedded images or photos, and bibliographies *are never counted* as pages due
- Student information goes at the top left of the page, single-spaced. This means:
  - Name
  - Date
  - Name of class
  - Name of assignment
- No extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are “in quotation marks.” Quotes inside of a quotation use ‘single quotation marks.’
- Avoid the universal “we,” “our,” “us” – ask yourself: Can I speak for everyone? If you cannot, do not write it. Also, avoid phrasing such as “nowadays...” and “since the beginning of time.” Be accurate. Know what you’re writing and why.
- *Do not use* Wikipedia, CliffNotes, or other such encyclopedic references or online dictionaries. Wikipedia is not peer-reviewed and therefore, unreliable. Do your own research, please.
- Be sure that no more than 20% of your papers are outside sources. You must be providing your analysis while you draw from the material presented to you in class.

**Your written work is evaluated on:**

1) Content

- a. You are expected to fulfill the entire assignment. Doing the minimum amount of work expected will likely get you a passing grade, but not an outstanding one. You’re expected to go the extra mile.
- b. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).
- c. The flow of thought throughout the paper, with strong analyses and conclusions, should be consistent throughout your writing. I add points to your final grade for continued improvement.

2) Writing Style

- a. Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL student, please let me know! I’m happy to work with you and point you in the right direction.**
- b. Your demonstrated clarity of thought.
- c. Good organization and attention to detail.
- d. The clear and present persuasiveness of your argument/s.

- e. Your ability to be creative, thoughtful, and clever. Make it an interesting read.
- f. PROOFREAD your work. Please do a spell/grammar check before you hand it in. Read it out loud to yourself, too! It helps.
- g. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different way of presenting your research and ideas. ☺

**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. Using papers you have written for other classes is also considered plagiarism (self-plagiarism). Any form of plagiarism is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her words and doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

### **Grading:**

Please use the following rubric to help explain the grade you're given for a given assignment. I offer comments on your written work and general comments on the Discussion Boards – sometimes more, sometimes less. Please read my comments and do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open.

**90-100 = A.** "A" work shows me you're engaged with all course material by utilizing quotes and ideas. It is writing **completely free** from grammar and spelling errors, demonstrating your command not only of the English language but of the form and flow of a solid piece of written work. I also like to see/read/hear your "writing voice." That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be "fleshed out" and not just a series of statements, in other words.

**80-89 = B.** The "B" tells me you're doing very good work. You may have a couple of grammar issues, but your work is still tidy, and the writing is still strong. You have a firm

grasp on the themes in the course, but you may not be as well-versed in the readings and media and/or lecture material as you could be. I should see that you're being challenged and that you're struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

**70-79 = C.** "C" work means that you're not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I would like you to. You write the bare minimum of the length requirement. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**60-69 = D.** Ah, the "D." "D" is for "Don't Be Discouraged." I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point, but if they are, please see me immediately. "D" work is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is the little-to-no integration of material, and you're not responding to the questions raised in the assignment. Demonstrated an understanding of the course materials is not presented clearly, or at all. (NOTE: A "D" and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

**Grade Spread**

<b>A</b>	<b>A 94-100</b>	<b>A- 90-93</b>	
<b>B</b>	<b>B+ 87-89</b>	<b>B 84-86</b>	<b>B- 80-83</b>
<b>C</b>	<b>C+ 77-79</b>	<b>C 74-76</b>	<b>C- 70-73</b>
<b>D</b>	<b>D+ 67-69</b>	<b>D 64-66</b>	<b>D- 60-63</b>
<b>F</b>	<b>59 and below</b>		

**COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)**

**Module One: September 16**

**Required Materials:**

- PowerPoint Presentation: Deviance in Society – Definitions
- Short Introductory Lesson on Deviance and Social Control
- Little, W., (2014). [Deviance and Control](#). In Introduction to Sociology: 1st Canadian Edition (Section 7.1).
- [\(Film\) "The way we live-against the grain: Deviance"](#)

**Assignments:**

- Participation Discussion Board 1: Setting Goals. Due Sunday, 9/22
- Participation Discussion Board 2: Deviance, Society, and You. Due Sunday, 9/22

**Week Two: September 23**

**Required Materials:**



- “Sexual Citizenship” Chapter one in Josephen’s *Rethinking Sexual Citizenship*
- [“The Invention of Heterosexuality” by Brandon Ambrasino](#)
- [Blog: “Understanding Heteronormativity” by Krishen Samuel](#)

**Recommended:**

- [Sex work: time to end the stigma and the condescending narratives](#)

**Assignments:**

- Main DB 1 Due Thursday, 9/26, responses by Sunday, 9/29

**Week Three: September 30**

**Required Materials:**

- (Short Film) [Deviant Behavior](#)
- “Sick/ Beautiful/ Freak: Nonmainstream Body Modification and the Social Construction of Deviance” by Thomas
- “Body Modifications in College Students: Considering Gender, Self-Esteem, Body Appreciation, and Reasons for Tattoos” by Hill, et. al.

**Assignments:**

- Main DB 2: Initial Post Due Thursday, 10/3; Responses Due Sunday, 10/6
- Journal 1. Due Sunday 10/6

**Week Four: October 7**

**Required Materials:**

- Precooked Sociology. (2016, Jan.10). [What are the effects of labelling? Crime and Deviance](#)
- Philosophy Tube. (2017, May 19). [Foucault: Crime, Police & Power](#). [Video file]
- Philosophy Tube. (2017, May 26). [Foucault 2: Government Surveillance & Prison](#). [Video file]
- Gierk, et. al. (2018). “Assessment of perceived mental health-related stigma: The Stigma-9 Questionnaire (STIG-9)”. *Science Direct*.

**Assignments:**

- Journal 2. Due Sunday, 10/13

**Module Five: October 14**

**Required Materials:**

- “The Mississippi of the North: Trailer Park Boys and race in Contemporary Nova Scotia” by Peter Thompson
- [Trailer Park Boys YouTube Channel](#) Strong language, nudity, adult situations, drug use, explicit sexuality. Explore as little or as much as you’d like. If you opt out of watching this film because of content, simply email me and we can work out an alternative. To get the full benefit of the article, you should watch some of it.

**Assignments:**

- Journal 3: Trailer Park Boys and Subverting the Dominant Paradigm Due Sunday, 10/20

**Module Six: October 21**

**Required Materials: HEAVY READING WEEK!**



- [Chapter Two: Social Stratification and Mental Health” in \*A Sociology of Mental Health\*](#). (Note: You must be logged into the BC Library to access this article.)
- [“An Overview of Sociological Perspectives on the Definitions, Causes, and Responses to Mental Health and Illness”](#) by Allan V. Horwitz
- Film: [\*Giving Vulnerable Residents Help before Mental Health Issues Land Them in Jail\*](#). (Note: You must be logged into the BC Library to access this film.)
- Film: [\*The New Asylums\*](#). (Note: You must be logged into the BC Library to access this film.)

**Assignments:**

- Main DB 3: Initial submission Thursday, 10/24, Responses Due Sunday 10/27
- Journal 4. Due Sunday, 10/27

**Module Seven: October 28**

**Required Materials:**

- [“The Trump Administration and The Normalization of Deviance”](#) by Newell
- [“A Psychological Explanation for the Dysfunctional Trump White House”](#) by Jacobs
- [Op-Ed: Who Behaves Like Trump? Deviants. And Delinquents”](#) by D’Antonio
- [Alt-Right Movement](#) by Grinnell College

**Assignments:**

- Journal 5. Due Sunday, 11/3

**Module Eight: November 4**

**Required Materials**

- [Chapter 4 “No Surprises: The Evolution of Anti-Immigration Legislation in Arizona” in \*Punishing Immigrants: Policy, Politics, and Injustice\* by Martinez, et. al.](#) (Note: You must be logged into the BC Library to access this reading.)
- [“Unauthorized Immigrants and the Law”](#) by Armenta
- [TED Talk: “What We’re Missing in the Debate about Immigration”](#) by Duarte Geraldino
- [TED Talk: “A Wall Won’t Solve America’s Border Problems”](#) by Will Hurd

**Assignments:**

- Journal 6. Due Sunday, 11/10

**Module Nine: November 12**

**Holiday November 11**

**Required Materials:**

- “Individual Psychology on the Virtual Frontier: Massive Multiplayer Online Role-Playing Gaming” by Brack, et. al
- [“Battling the Stigma of Gaming”](#) by Schmidt
- [Film: \*Free to Play\* by Valve](#)
- [Website: Free to Play](#)
- [Video: \*Why do You Play Video Games?\* by Game Theory](#)

**Assignments:**

- Journal 7. Due Sunday, 11/17
- Main DB 4: Initial submission Thursday, 11/14, Responses Due Sunday 11/17

**Module Ten: November 18**

**Required Materials:**

None! Take a breather this week.

**Assignments:**

- Journal 8. Due Sunday, 11/24

**Module Eleven: November 25**

**Holiday November 28 & 29**

**No Final Exam for this class – Note Deadlines for the Discussion Board!**

**Required Materials:**

- Positive Deviance Collaborative: [About Us](#)
- Positive Deviance Collaborative: [Voices from The Field](#)
- Positive Deviance Collaborative: [News](#)

**Assignments:**

- Main DB 5: Initial submission Wednesday, 11/27, Responses Due Sunday 12/1

**Module Twelve: December 2**

**No Final Exam for this class – Note Deadlines for the Discussion Board!**

**Assignments:**

- Final Participation DB 3, due Friday, 12/6

*Let's have a wonderful term!*