

**SOCY390.02: Senior Seminar on Deviant Behavior
Fall 2018**

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Office Hours: By appointment

Class Hours: Online

“Imagine a society of saints, a perfect cloister of exemplary individuals. Crimes properly so called, will there be unknown; but faults which appear venial to the layman will create there the same scandal that the ordinary offence does in ordinary consciousness. If, then, this society has the power to judge and punish, it will define these acts as criminal and will treat them as such.”

-- Emile Durkheim (1895)

COURSE DESCRIPTION: How is drug dealing organized? How do those labeled mentally ill manage social stigma related to their illness? What is it like for a transgendered person to live in a heterosexual world? How is the career of a prostitute similar to the career of a medical professional? This class will explore these questions and others, providing a foundation for students to engage in an original research project exploring the organization, motives, strategies, etc. of some form of deviant behavior

COURSE PREREQUISITES: *SOCY 101 or HONS 167 or SOCY 102; SOCY 260, 271, 272 and 18 credit hours in the major or instructor permission.*

The Senior Seminar was developed to give you an opportunity to demonstrate the ability to make sense of scholarly sociological literature while practicing the social science research process in some way. Thus, you will definitely be required to draw upon the knowledge and skills you obtained in SOCY271: Introduction to Social Research.

OFFENSIVE MATERIAL WARNING: In studying deviance and social control we will encounter subjects (e.g., sadomasochism, suicide), language (e.g., curse words in readings, videos and songs), depictions, themes, images and attitudes that you may find disturbing or offensive.

COURSE OBJECTIVES: To familiarize you with the sociological study of deviance and social control to understand how both are shaped by social and cultural forces beyond the grasp of individuals. Further, we will explore the consequences experienced by those considered “deviant” and how those folks respond to and manage that status.

STUDENT LEARNING OUTCOMES:

- Demonstrate the ability to analyze and make sense of deviant behavior at the macro and micro levels of analysis.
- Design a research project relating to some aspect of deviant behavior that demonstrates your comprehension of social science research methods including:
 - How to construct a research question(s)
 - How do develop a methodological approach to systematically obtain information that you can analyze to answer that research question
 - How to analyze the data you have collected to draw conclusions from the data/information you’ve collected to identify patterns and themes in relation to your research question.
- Present the results of your research project (in writing & orally) demonstrating your ability to analyze data and draw conclusions from that data that reflect a sociological approach to studying deviance and social control.

CLASS DELIVERY FORMAT:

This is a distance education course, which means that all of our interaction will occur virtually over the Internet and not in a traditional face-to-face classroom setting. Distance education courses require students to be self-motivated, disciplined, organized and task-driven. **Some students are under the impression that distance education classes are easier than traditional face-to-face classes. This is not true. In fact, distance education courses are often more challenging than traditional classes and you should be prepared to spend several hours on this class each day, including additional time on the weekends.**

In this class, you will be able to complete readings and assignments when it is most convenient to you—you do not have to login to the Internet at a specific time each day to interact with your classmates and me. **However, you must have regular access to a computer with a reliable high-speed internet connection and computer with a microphone and/or web-cam throughout the duration of this course. Computer failure/unavailability does not constitute an excuse for not completing assignments (including assigned readings) by the due dates.**

This class will be administered through OAKS, the College of Charleston's learning management system. To access OAKS go to <http://my.cofc.edu> and login to My Charleston. The OAKS icon is the acorn located in the upper right-hand corner of the screen.

Since we are not meeting face-to-face for class, I expect you to regularly login to OAKS to complete assignments, look for course updates (in the News section of the course homepage), complete readings, etc. I will use OAKS to update you on class events and assignments and you can use OAKS to communicate with me and/or your classmates via e-mail (click on the Communication link on the toolbar, then click on Classlist and you can send me or your classmates an email from there). Regularly communicating with each other will enhance the learning experience for us all.

If you are one who feels uncomfortable with technology, the College offers a number of resources to help you develop your technological competency, in general, but specifically within the context of this online class. Visit <http://blogs.cofc.edu/studentreadinessforonlinelearning/> to access those resources. And, if you experience technological problems during the class, please contact me immediately at hoffmannh@cofc.edu.

CLASS ORGANIZATION:

As you will see below, I have broken the class down into discrete Units. Each Unit consists of assigned readings, lecture(s), related assignments (e.g., quizzes) and sometimes videos that I have asked you to watch. Each Unit will open at 12:01 a.m. on the day specified on the course outline below ([see pages 8 & 9](#)) and the due dates for assignments are listed in that outline as well.

Each Unit for this class contains a checklist for the readings and assignments associated with that Unit. The best way to stay on top of everything and do well in this class is to complete the items for each Unit as I have listed them in those checklists. I estimate that you will spend at least 10-12 hours on this class each week.

COMMUNICATION:

For topics of a personal nature, please communicate with me via e-mail (hoffmannh@cofc.edu) or text (843.696.5388). For class-related topics, please post your questions, comments and concerns in the Course Lounge Discussion Board in OAKS. I will respond to your emails, texts and Course Lounge posts within 24 hours during the work week and within 48 hours on the weekends.

COMMUNITY STATEMENT:

Learning is something you do, not something that is done to you. Thus, in every class I teach, I expect students to be active participants in the learning process. In my face-to-face classes, I sometimes lecture but most of the class time is spent with students discussing the assigned readings. The success of this format is contingent on students reading the assigned articles and chapters before coming to class and to be willing to engage me and their classmates in thoughtful discussion. While the online format of this class is obviously different than a face-to-face class, my expectations are the same.

You will get the most out of this class by completing the readings, participate in the various opportunities for discussion of the topics (many of those discussions are a required component of your grade) and to thoughtfully engage each other in critical examinations of the deviance-related topics. Each of you brings invaluable knowledge and experiences to this class and you should draw on those assets to explore the topics on deviance that we cover in this class.

If you are one who is shy and generally feels uncomfortable talking in class, the distance education format is perfect for you. However, the key is that each of you remain committed to engaging the class through OAKS—I've structured the class so that you are actively engaged with each other and me in the learning process.

The class will be as good as you make it—so, let's make it great. And since this is an online class, below are a set of recommendations for "netiquette" in this class.

Netiquette

Netiquette is a combination of the terms "Network" and "Etiquette". Because online communication generally lacks visual cues common to face-to-face interactions, I expect us all (including me) to follow these standards when interacting with each other.

- Be sensitive to and take time to reflect on what others are saying.
- Use appropriate capitalization. USING ALL CAPITAL LETTERS IS THE EQUIVALENT OF YELLING.
- Be mindful of "flames"-- These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Use appropriate language. Be cautious of offensive language. At the same time...
- Be forgiving. Anyone can make a mistake.
- Use clear subject lines.
- Avoid using abbreviations or acronyms unless you are certain the entire class knows them.
- Keep the dialog collegial and professional.
- Stay positive in all communication to enhance the learning community.

REQUIRED COURSE MATERIALS AND TECHNOLOGY:

All assigned readings are available electronically in OAKS. To locate the readings, select the “Content” link on the main toolbar. All articles are posted as PDF files, which will require you to use Adobe Acrobat Reader (all library computers should have this program) to view these files. Please make sure you have an updated version of Acrobat Reader (version 11.0 is now available) installed on your home computer. To download or update your Acrobat Reader, go <http://get.adobe.com/reader/> and click “Download Now” for the program you want and it will be installed on your computer legally and for free.

Hardware: You need regular access to a computer with a reliable high-speed Internet connection. **Your laptop, tablet or computer needs to have a working microphone and/or a Webcam.**

Software: [Firefox Mozilla Internet Browser](#) (OAKS is said to work best within this browser—I prefer Chrome)
[Adobe Reader](#)
[Adobe Flash Player](#) (necessary to view some of the lectures)

Other. [Voice Thread](#). There is a link to VoiceThread on the OAKS homepage for our class. Click on that link and you will be taken directly to the VoiceThread content for this class. **You have to click on the VoiceThread link within our OAKS class page in order for your access to go smoothly.**

[Skype](#). Download and create a Skype account for optional live office hours with me by appointment.

Amazon, iTunes, Hulu or Netflix Account. There may be one or more movies that I ask you to stream from an online source of your choosing.

ACCESSIBILITY STATEMENT:

The College of Charleston is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to fully participate in this class, complete course requirements, or benefit from the College’s programs or services, contact the Center for Disability Services (CDS) (Lightsey Center, Suite 104) as soon as possible. To receive any academic accommodation, you must be appropriately registered with the Center for Disability Services. The CDS works with students confidentially and does not disclose any disability-related information without their permission. The CDS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the CDS.

Each of us learns in different ways, and the organization of any course will accommodate each student differently. Please talk to me at the beginning of the semester about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Center for Student Learning (Addlestone Library, room 116) and the Counseling Center (843.953.5640), are available to assist you with writing, mathematics and general study skills.

Students with documented disabilities should talk with me personally at the beginning of the semester to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements with me now.

STUDENT HONOR CODE:

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

You can find the complete Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

GRADED COURSEWORK:

Below I describe separately each of the assignments you'll be asked to complete over the course of the semester.

Discussion Board Participation and Lecture Commentary (some of the material below is adapted/quoted from <https://onlinelearning.rutgers.edu/resource-grading-threaded-discussions-model>)

My face-to-face classes tend to be very interactive because it's important to me that students' voices be central to the discussion and analysis of the material we are studying. I try to recreate that interactive process with and between you all in the online environment.

As a result, each unit of this course will include several required and/or optional (bonus) opportunities for you to participate in a discussion of the material. You will be asked to participate in at least two ways. First, you will be asked to participate by responding to discussion questions that I have posted on the OAKS Discussion board relating to assigned readings or related issues (the Discussion board is located within the Communications link in OAKS). Second, you will be asked in some Units to comment and/or pose questions on the lectures I present within VoiceThread.

These discussions are the way that we participate in class. So, I expect you all to post thoughtful and meaningful messages and hopefully your comments move the conversations forward in some way. Responding with "Yeah, I agree," and "Me, too" are not acceptable and will not earn any points. "After the [Unit] due date for the discussion, you will be graded on your overall participation...Late posts are welcome for their intellectual value but will not be considered in your grade" unless you have previously arranged with me to turn in late material because of an excused absence.

Your participation (whether in OAKS, VoiceThread or FlipGrid) "should show that you have read the material" covered in the Unit. "You should do more than merely spit back what the text says; you should engage with the material by analyzing and interpreting it. Your posts should be grammatically clear enough not to present [me or a lay person] with a problem in understanding your point. It's not a formal writing forum, but it's not Facebook [or a Tweet or text message] either."

GRADED COURSEWORK, continued:

Discussion Board Participation and Lecture Commentary, continued

Special Note on Lecture Participation: The programs I use to present lectures allow you to comment and participate using video, audio or text responses—I **expect you to at least provide audio or video lecture responses**. Past experience has shown that students’ audio or video participation offers much more depth and quality of response than text responses. More importantly, audio and video responses force us to practice public speaking (in a way) and help to humanize the distance education course that is mediated by technology.

Below is a rubric showing the criteria I will use to evaluate your participation via the Discussion Board in OAKS and your lecture commentary in Voice Thread. Please be sure to consider these criteria when participating in class. Most required (as opposed to optional/bonus participation opportunities) participation assignments are worth 5 points each. Participation is worth 25% of your final grade.

Rubric I Use to Grading Discussion Board Posts and VoiceThread Lecture Participation

	Exemplary (5 points)	Satisfactory (4 points)	Needs Improvement (3 points)	Unsatisfactory (2-0 points)
Demonstrates Application and Comprehension of Unit Materials	Demonstrates grasp of key concepts and ideas.	Some signs of disorganization with expression.	Demonstrates a shallow/superficial grasp of the material.	Demonstrates no understanding or familiarity with content.
Supporting Evidence	Provides ample examples as supporting evidence.	Provides some evidence to support opinions.	Offers inadequate levels of support.	No evidence or examples offered to support opinions.
Clarity of Ideas	Ideas are expressed clearly and appropriate vocabulary is used.	Some signs of disorganization with expression.	Ideas are not clearly articulated such that the message is difficult to discern.	Participations posts and/or comments read more like Facebook or Twitter feeds.

Unit Assessments

Most units will include a primary assessment on which you will be evaluated on how well you understand and/or can apply the content of readings, lectures and other materials assigned for that particular unit. These assessments will sometimes take the form of a quiz or as a presentation of what you learned in the unit through VoiceThread. These assessments will account for 25% of your final grade.

Quiz and Assignment Makeup Policy: Life often hits us with unforeseen circumstances that make it difficult for us to fulfill our school and work obligations. If you find yourself in such a situation, contact me as soon as you can to discuss options for completing the work for that week’s unit. **If you do not reach out to me before a quiz or assignment deadline, I will not extend the deadline unless your circumstances prohibited you from contacting me before the unit deadline passed.**

Research Project

SOCY390 was created by our faculty to challenge students to practice research methods skills within topical classes that vary depending on the scholarly interests of the professor teaching the class. Given that deviant behavior is the focus of this class, you will be asked to conduct an original research on a topic relating to the themes, concepts and theories relating to some form of deviance or social control, many of which we will have discussed for the class.

We have all engaged in deviant behavior. Thus, coming up with a topic should not be too difficult for you. And, you can work on this project individually or in a group with no more than 2 other students in the class. However, I will

Research Project, continued

place some constraints around topics that could potentially put yourself or others in harm's way (e.g., researching crack dealers, people with schizophrenia or interviewing street sex workers). For that reason, much of the planning and development of your research will be done in consultation with me.

The methods you employ (e.g., interviews, a survey, participant observation, content analysis of images, news media, song lyrics, etc.) to collect and analyze data for your project will depend on the topic itself. As a result, I will work with you each individually (or with your group if you decide to work on your project with other students) to guide your development of the research project. We will begin this process fairly early in the semester with most of the units in the class including some opportunity for reflection on potential research topics relative to that unit's subject matter.

The research project will consist of four parts: 1) a written description of your research question and topic and a detailed plan for how you will collect data to analyze to answer your research question; this should include consent scripts if appropriate to your project; 2) an annotated bibliography consisting of at least 10 published scholarly articles or government reports related to your topic; 3) a presentation of your research findings (either a presentation in VoiceThread or a short documentary (7-10 minutes); and 4) a written script that reflects your narration for the project presentation.

The annotated bibliography, combined with the original data you collect in your research, serves as the scholarly foundation of knowledge for your presentation. The previous research will guide the questions you ask and/or how you structure your observations for your research as well as how you analyze and make sense of the data that you collect. In other words, what you have learned from the previous research as well as your own research provides the data on your topic that you present to the class via VoiceThread or within a documentary. More details about the four components of the research project are available on the OAKS Content Page Table of Contents under the heading, "Research Project Information."

"In the News" Extra Credit

In OAKS, there is a Discussion Forum titled, "In the News." Throughout the semester, you are invited to post contemporary news pieces on that discussion forum that relate to that particular week's content. However, the news story you post and discuss for the class will have to offer some contribution or move our understanding of the topic/issue forward in some way, not just repeat what we have already learned in the unit.

To receive extra credit, you'll want to post the link to that article and provide a brief commentary describing the piece, how it relates to **and extends** our understanding of the week's content and, finally, offer your own opinion about the issue(s). Each "In the News" post that you provide is worth a maximum of .5% with a maximum total of 3% of extra credit for the class.

You can also receive "bonus participation points" that count toward your Discussion and Participation grade by commenting on the "In the News" contributions that your peers make to the discussion forum.

There will be at least one other extra credit opportunity later in the semester where you will have the option and opportunity to tour a maximum security prison in Ridgeville, SC (about 40 minutes from campus). More information about this will be forthcoming.

Summary of Graded Coursework

Assignment	Weight	Due Date¹	Submit Where?
Discussion and Participation	25%	Ongoing	OAKS & VoiceThread
Unit Assessments	25%	Ongoing	OAKS
Research Project	50%	-----	-----
<i>Final Annotated Bibliography</i>	15%	10/11 ¹	OAKS Dropbox
<i>Research Methods Plan (w/ consent script)</i>	15%	10/25 ¹	OAKS Dropbox
<i>Presentation Script</i>	5%	12/9	OAKS Dropbox
<i>Project Presentation</i>	15%	12/9	Link e-mailed to Heath
"In the News" Extra Credit	3% max	Ongoing	OAKS Disc. Board

¹ These due dates are subject to change depending on how students in the class are progressing; I will solicit feedback from you throughout the class to gauge how realistic these dates are.

Point distribution for final grade

Percentage	Letter Grade (quality pts)	Percentage	Letter Grade (quality pts)
96.0-100%	A (4.0)	77.0-79.9%	C+ (2.3)
90.0-95.9%	A- (3.7)	74.0-76.9%	C (2.0)
87.0-89.9%	B+ (3.3)	70.0-73.9%	C- (1.7)
84.0-86.9%	B (3.0)	67.0-69.9%	D+ (1.3)
80.0-83.9%	B- (2.7)	64.0-66.9%	D (1.0)
77.0-79.9%	C+ (2.3)	60.0-63.9%	D- (0.7)
77.0-79.9%	C+ (2.3)	≤59.9%	F (0.0)

Grading and Feedback

For most assignments, I will grade and provide feedback within 7 days after the due date of the Unit's materials.

WEEKLY COURSE SCHEDULE

The subject, content and dates for each unit below are subject to change based on your progress and the intellectual interests of the class.

Unit Number and Topic	Assignments	Dates	
Unit 1: Overview of the Class	Please consult the Unit 1 Checklist for readings and associated assignments under the Content link in OAKS.	OPENS:	Tues., 8/21, 12:01 am
		DUE:	Tues., 8/28, 9:00 am
Unit 2: What is Deviant Behavior?	Please consult the Unit 2 checklist in OAKS	OPENS:	Tues., 8/21, 12:01 am
		DUE:	Thurs., 8/30, 9:00 am
Unit 3: Social Construction of Deviance	Please consult the Unit 3 checklist in OAKS	OPENS:	Thurs., 8/30, 12:01 am
		DUE:	Thurs., 9/6, 9:00 am
Unit 4: Exemplar Research Studies of Deviant Behavior	Please consult the Unit 4 checklist in OAKS	OPENS:	Thurs., 9/6, 12:01 am
		DUE:	Thurs., 9/13, 9:00 am
Unit 5: Theories of Deviance	Please consult the Unit 5 checklist in OAKS	OPENS:	Thurs., 9/13, 12:01 am
		DUE:	Thurs., 9/20, 9:00 am
Unit 6: Deviant Careers	Please consult the Unit 6 checklist in OAKS	OPENS:	Thurs., 9/20, 12:01 am
		DUE:	Thurs., 9/27, 9:00 am
Unit 7: Research Project Development	Please consult the Unit 7 checklist in OAKS	OPENS:	Thurs., 9/27, 12:01 am
		DUE:	Thurs., 10/4, 9:00 am

Unit 8: Research Project Development	Please consult the Unit 8 checklist in OAKS	OPENS:	Thurs., 10/4, 12:01 am
		DUE:	Thurs., 10/11, 9:00 am
Unit 9: Research Project Development	Please consult the Unit 9 checklist in OAKS	OPENS:	Thurs., 10/11, 12:01 am
		DUE:	Thurs., 10/18, 9:00 am
Unit 10: Research Project Development	Please consult the Unit 10 checklist in OAKS	OPENS:	Thurs., 10/18, 12:01 am
		DUE:	Thurs., 10/25, 9:00 am
Unit 11: Research Project Development	Please consult the Unit 11 checklist in OAKS	OPENS:	Thurs., 10/25, 12:01 am
		DUE:	Thurs., 11/1, 9:00 am
Unit 12: Research Project Development	Please consult the Unit 12 checklist in OAKS	OPENS:	Thurs., 11/1, 12:01 am
		DUE:	Thurs., 11/15, 9:00 am
Unit 13: Your Research Project: To Be Announced	Please consult the Unit 13 checklist in OAKS	OPENS:	Thurs., 11/15, 12:01 am
		DUE:	Mon., 12/3, 9:00 am
Project Presentations Due			Sun., 12/9, 7:00 pm