

PLEASE READ AND KEEP FOR FUTURE REFERENCE

SOCIOLOGY 380
 DEVIANCE, SOCIAL CONTROL,
 AND CRIME
 FALL 2009
 Email: baumann@uoregon.edu

Eleen Baumann PLC 707
 Office Hours: Mon. and
 Wed. 10:00-11:30 & 12:15-1:15
 and by apt. (M & W 3:30-4:00)
 Phone: 541-346-1166

COURSE DESCRIPTION: A student downloading or copying movies and songs without paying for them, step-parents physically abusing their step-children, company engineers knowingly polluting the ground water around their factories, married women who do not desire children, voters who support the (Democratic, Republican, Libertarian, Natural Law - choose one or all) party--all these behaviors/actors are considered deviant by some members of American society. Deviance is a social creation, and as such is a relative and changing entity. The texts and readings in this course will help us understand what conditions cause some people to deviate.

But they address even more fundamental questions. "Why are certain rules laid down in the first place? "Whose rules are they?" "Who has the power to define the norms and their violations?" "Who, and what, is designated as deviant?" "What happens to someone who is singled out as deviant?" "Why are actions that cause harm to significant portions of our society either not defined as deviant or little effort is made to control those actions?"

WRITTEN RESOURCES:

DEVIANT BEHAVIOR Crime, conflict and interest groups (8th ed.). Charles McCaghy, Timothy Capron, J.D. Jamieson and Sandra Carey, 2008, Boston, Allyn and Bacon. The authors note that "the definition of deviance...is fluid and depends upon...the influence of those who attempt to impose the label. In this edition, we continue the theoretical theme of earlier editions by discussing specific behaviors in the context of *interest group conflict*. This approach recognizes that American society consists of groups with diverse notions of what should be defined as 'immoral,' 'illegal,' and 'pathological.'" (p. xi) The authors also offer "recent statistics, research reviews and theories" to help us understand the many facets of deviance in the U.S.

TAKING SIDES: Clashing views of crime and criminology (8th ed.) Thomas Hickey (ed.) 2008 New York: McGraw-Hill. Hickey writes "Discussion and debate are essential components of the learning process. To have confidence in our viewpoints, we must expose them to others and learn from their ideas. Only rarely does any point of view present a complete version of the truth....Many of the topics presented...are hotly contested." Try to fully consider the opposing arguments. [For example,] even if you oppose the death penalty, considering alternative arguments will "provide you with greater insight into the capital punishment debate." (p. iv)

ADDITIONAL READINGS Additional readings will be available on blackboard or on reserve in the library. The four credit hours assigned this course should allow ample time to complete the assigned readings.

ELECTRONIC ACCESS TO ALL CLASS ASSIGNMENTS/HANDOUTS

I will post all assignments and announcements on Blackboard. This site allows you access to course materials 24 hours a day. If you misplace an assignment, logon and download the handout. If you have questions for classmates and want to discuss the course readings, log on to the discussion group under COMMUNICATIONS. When I send messages via BB, they will go to

your university e-mail account. If you routinely use another e-mail address, have the messages to your UO account forwarded to your regular account. Please check your university e-mail for messages from me. Also check Blackboard twice a week for announcements and new course documents. If you are not familiar with Blackboard, please see me.

DISRUPTIVE BEHAVIOR IN CLASS:

Occasionally, students talk to one another in during class. A brief comment is fine. However, if the comments become a distraction to other students or make it difficult for them to hear the instructor, the student(s) will be given a warning. After 2 warnings, the student(s) will be asked to leave the classroom. There will be a similar policy for the use of laptops. Typically, students use laptops for taking notes-an appropriate use. Increasingly, however, some students use laptops during class to check e-mail, cruise the web, view videos on Youtube. If a student's use of a laptop becomes a distraction, the student will be asked to cease using the laptop. Any device – laptop, cellphone, pager, newspapers, magazines – used by a student that creates a classroom distraction will be prohibited. I have instituted these policies after receiving numerous complaints from students about disruptive behaviors that make it difficult for them to hear the instructor or other students' comments. The goal of these policies is to create a classroom environment conducive to learning.

University H1N1 Policy: Students

Students with severe respiratory or flu-like illness must avoid attending class until they are without fever for 24 hours without the aid of fever-reducing medication. Students with absences related to severe respiratory or flu-like illness will be given the opportunity to make up their assignments and class content without penalty. It is the responsibility of the student to notify the instructor, in advance, when absent due to influenza. Faculty are under no obligation to excuse absences related to concerns of acquiring influenza by coming to class. Pregnant students in clinical areas where direct contact with patients positive for influenza is likely should work with their instructor to prevent exposure.

All students should utilize the following precautions to prevent influenza exposure:

1) Frequent handwashing - consider carrying a bottle of alcohol cleanser with you at all times; 2) Cover your cough –not with your hand!!!; 3) Place used tissues immediately in the waste basket followed by washing your hands; 4) Use approved disinfectants on shared surfaces - such as doorknobs, desk tops, etc. and, 5) Stay home if you have severe respiratory or flu-like illness. Call your health care provider if you are experiencing flu-like symptoms **AND** you have an underlying health condition which increases your risk of complications **OR** if you become concerned about your condition. Seek care immediately if you develop warning signs of more severe infection. For this term, it is not necessary to visit the health center or a physician if your sole purpose is to receive a note “excusing” you from class.

I encourage you to get a seasonal flu vaccine – the seasonal flu can be as debilitating as H1N1. This vaccine is currently available at low cost.

Students should anticipate absences and assure they have access to the Internet and Blackboard. Regardless of a student's H1N1 status, students must complete the requirements of the course to receive a passing grade.

Possible Alterations in Instruction:

If the instructor is ill, typically the course GTF will be responsible for class. If the instructor is ill and no alternate instructor is available, class will be canceled for that day. Students will be notified via a Blackboard Announcement and an e-mail sent via BB.

If numerous students are ill with an upper respiratory illness and/or the instructor is unable to attend class for an extended period of time, course instruction may be offered via electronic means. I routinely post notes from lecture on Blackboard. If, after consultation with the Department Head and other University officials, it is determined that class meetings should be deferred for an extended period, I will post more extensive lecture notes to Blackboard. Additionally, I may require that assignments such as discussion notes and course papers be submitted electronically. While I believe face-to-face interaction is the optimal pedagogical method, this course is structured so that assignments may be completed electronically. I have not yet developed a policy regarding exams and make-up exams. If the need arises, I will notify students via Blackboard and in class.

Absences: If you need to be absent from class, please e-mail Clay Grantham, the class graduate teaching fellow at cgrantha@uoregon.edu* indicating which class you will miss and the reason for the absence. Both abuse of a more lenient absence policy and attendance of classes while contagious would demonstrate a lack of academic integrity.

COURSE REQUIREMENTS:

EXAMS - There will be two exams during the term. The dates are listed in the course schedule. The questions will be drawn from material presented in the readings, lectures and videos. Review/discussion questions will be provided for these exams. You will be allowed to bring a limited number of pages of notes to exams.

CRITICAL THINKING ACTIVITIES

Critical thinking involves effective reading, writing and dialogue with other critical thinkers about questions that ask: What are the fundamental issues raised? What is the relevant evidence required for resolving these issues? Is the source of authority credible? Are the reasons given adequate? Are there contradictions in the logic and evidence presented? Are the conclusions based on appropriate assumptions and premises? Are there other points of view that can be considered? (taken from *The Lizard*, Winter, 1995, Teaching Effectiveness Program, UO). Several types of assignments will focus on critical thinking skills and give you the opportunity to interact with other students. You will complete several short in-class writing/discussion assignments and complete a short paper analyzing one of the ASSIGNED issues presented in the *Taking Sides* reader.

IN-CLASS WRITING AND DISCUSSIONS

Several times during the term I will ask you to complete an exercise in class or to participate in a formal group discussion. Credit will be given only for those written exercises completed on time. Only under emergency circumstances will make-ups for these assignments be given. Some in-class activities will be announced in advance and require out-of-class preparation, while others will be announced and completed in the same class period.

(Please review this section prior to your first formal discussion.) Several times during the quarter you will participate in a discussion group of 5-6 people. The discussion will give you an opportunity to be exposed to alternative points of view, debate controversial issues, clarify and refine your own ideas and opinions. These group discussions offer you a chance to express your

ideas to others, to be exposed to alternative points of view, and to apply the concepts, principles, and descriptive data presented in readings and lecture. In addition, you will be developing and refining skills--such as analytical ability and capacity to work in a group context to achieve goals--that many of you will use in your work beyond college.

General questions for the discussion will be handed out prior to the discussion meetings. It is expected that each student will take time to think about the questions presented. The quality of the discussion depends on the input from all group members. You are expected to back up your ideas and opinions about the questions with empirical evidence, theoretical premises, or some sociological principle. The text, readings, and lecture will serve as the basic resources for your discussion and direct references should be made to them. Feel free to bring in information from other courses or areas of study.

PREPARATION FOR GROUP DISCUSSIONS: 1) The group will select several questions from the list provided by the instructor to discuss. 2) Bring 2-3 pages of typed notes to the discussion. Only typed notes will receive credit. Include in these notes ideas and information relevant to the questions selected for discussion and indicate the source of the material--text and page number, article name, other readings. 3) **Evaluations:** At the end of the discussion period, each member evaluates the contributions of every other individual in the group. You may chose to use a rating system of excellent, good, fair or poor or narrative descriptions of each person's contribution. Your group will turn in the evaluations at the end of the class period.

SHORT ANALYTIC PAPER – DUE WEEK NINE IN CLASS

Select one of the **ASSIGNED** issues discussed in the Taking Sides reader. You will sign up for your issue the third week of the class. For the paper, you will read the Taking Sides articles (usually 2 + an introduction/postscript) on the topic and the relevant sections from the McCaghy text. Also, read three additional **SCHOLARLY** works. If the work is a book, read 10-15 pages of relevant material. Begin your paper with a short section in which you state the issue you are analyzing. You will include a bibliography with a list of articles from the reader, the additional readings you completed, and the pages from the text that apply to your topic.

You are expected to summarize the main points from the readings. However, your paper will be assessed on the basis of your ability to integrate relevant points from the different reading sources, your interpretation of the material presented and the strength of your argument supporting your position. A more detailed description of the assignment will be distributed during the term and posted on Blackboard.

The paper should be typed/word processed, doubled spaced, 10 or 12 point type, and 6 pages in length. Feel free to add appropriate cartoons, editorials, or short articles from popular sources. Don't count your bibliography or any additional items in the 6 page limit. **LATE PAPERS WILL RECEIVE A SUBSTANTIAL GRADE REDUCTION.**

GRADES: Each activity will contribute the following amount to your final grade.

Exam #1	35%
Exam #2	35%
In-class writing and Discussions	15%
Short Paper	15%

Periodically, I will announce extra-credit opportunities. To receive extra credit (up to 15 points), you must attend one of the presentations/events and write a brief report. A more detailed description will be given in class and posted to Blackboard.

SOC. 380 Introduction to Deviance, Social Control, and Crime

TENTATIVE COURSE SCHEDULE Readings should be completed BY THE LISTED DATE. Most reserve readings will be on electronic reserve. Any changes in the syllabus will be posted on the class website on Blackboard. **TS**=Taking Sides reader

- WEEK 1 Mon. Informal discussion; In-class questionnaire;
Wed. Lecture – What is deviance?
McCaghy – Introduction and Ch. 1 Perspectives on Deviance, pp. 1 - 7 only;
- WEEK 2 Mon. TS – Issue 4 Torture Suspected Terrorists & Issue 15 Zero Tolerance Laws
Lecture – Social Control
Wed. McCaghy – Ch. 5 Crimes against Property; Lecture: How much crime is there?
- WEEK 3 Mon. Ch. 1 – pp. 7-18; Issue 3 IQ and Crime and Issue 2 Biology and Crime
Lecture: Early explanations of crime – Classical, Positivist
Wed. Ch. 2 – Sociological theories of Crime; TS Issue 1, Is crime beneficial?
Sign up for discussion group; Sign up for paper topic
- WEEK 4 Mon. Continuation of theory discussion;
Wed. **Formal group disc. #1** – Review directions for disc. and bring your notes to class
- WEEK 5 Mon. **MIDTERM EXAM** - Bring a #2 pencil and a scantron answer sheet
Wed. McCaghy – Ch. 3 Why is Certain Behavior Deviant? Pp. 79-85 only;
Chambliss-Saints and the Roughnecks (Labeling Theory) e-link to be provided on BB
TS – Issue 5 Racial profiling; Lecture: The labeling perspective
- WEEK 6 Mon. TS Issue 17 3 Strikes; Lecture: Conflict theory and formal social control
McCaghy – Ch. 3 pp. 85 – end;
Wed. McCaghy – Ch. 7 Deviance and Organizations- skip section on police corruption
Lecture: Elite Deviance
- WEEK 7 Mon. Goode Time articles on corporate welfare – BB Lecture: Elite deviance cont.
Wed. **Formal group discussion #2** – Bring your notes to class
- WEEK 8 Mon. McCaghy - Ch. 4 Crimes against the Person;
Relevant sections of UO Student Conduct Code will be posted to Blackboard
TS- Issue 7 –Should serious sex offenders be castrated?
Lecture: Rape and sexual assault
Wed. Ch. 6 Assaults against children and spouses;
Recommended: Dobasch article BB; Lectures: Child abuse, domestic violence
Go to writing lab in the basement of PLC to have an editor review your paper.
- WEEK 9 Mon. McCaghy Ch. 8 Deviant Drug Use; TS Issue 16 Legalize marijuana?
Lectures: Patterns of illegal drug use, sociological explanations of drug use
SHORT PAPER DUE IN CLASS
- WEEK 10 Mon. Medicalization of deviance; TS Issue 13 Capital punishment & Issue 11,
Quarantine serial killers and violent sexual predators for life
Wed. Lecture: Social policy **Formal group discussion #3** – Bring your notes to class

FINAL EXAM – MONDAY, 10:15, DECEMBER 7 Bring a #2 pencil and a scantron answer sheet

