Sociology 3560-090 Deviant Behavior and Social Control
Summer Semester 2021

Note: This course meets the Social and Behavioral Sciences Intellectual Explorations (BF) requirement.

May 9, 2021

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Class Format: Online
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Course Description
The objective of this course is to acquaint the student with fundamental terms, concepts and theories in the origin, nature, and control of deviant behavior. Various dimensions of deviance and its control will be explored including: the meaning of deviance, the origin of deviance, the process of becoming deviant, traditional and conventional theories of deviance, institutional and non-institutional careers in deviance, and the correction of deviant behavior. Some attention will be given to the moral, ethical, and legal implications of deviance as well as the relationship between deviance and sociological theory.

The class is based on an “online” learning style format. Course content includes assigned readings in the texts, online discussions, lectures, and assignments. Please check Canvas on a daily basis for announcements and updated course information. All class communication will be received via Canvas or by email. **All of the quizzes for this class will be administered online.**

The class has been designed to accommodate the demanding time schedules for students (e.g., work, family, campus activities, academic loads). As such, there are no daily or weekly assignments. The material for each quiz will be provided and you can determine when you read the material or listen to lectures. However, be certain that you cover all the material before each quiz. However, the discussions, PowerPoint assignment, and exams must be completed by the assigned dates. I designed the course this way based on feedback from students over several years of teaching online courses. If this format is incongruous with your study habits, you should consider dropping the course.

**Course Objectives**
- Understand what is meant by the concept of deviance
- Gain an appreciation of how deviant labels are applied
- Become knowledgeable of the main theoretical explanations of deviance
- Be able to differentiate between relativism v. absolutism
- Gain an appreciation of how various forms of social control are achieved through
both informal and formal approaches

- Understand the role of punishment in bringing about social control
- Gain an understanding of the various research methods used to study deviance
- Become familiar with the various investigations of deviance including: homicide, sex offenses, mental disorders, origins of moral panics, white collar crime, and cyber deviance.

**Required Text**

**Grading**
The final grade will be based on three multiple choice quizzes each worth 20 percent of the total grade, participation in 4 online class discussions worth 20 percent of the final grade, and a PowerPoint project worth 20 percent of the final grade. Grading Scale: A (100-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C (76-73) C- (72-70) D+ (69-67) D (66-63) D- (62-60) E (>60)

**PowerPoint Assignment**
Students will be required to prepare a PowerPoint presentation on a topic related to deviance and social control. Details of the assignment can be found in the “Files” section of Canvas under the heading “PowerPoint-Deviance.” The assignment is due on July 7.

**Reading Assignments**

How to find readings on Ereserv:  
- Go to U of U Library Page  
- Click of “Course Reserves  
- Search on “Bench”  
Select on the appropriate course

**Online Quizzes**
There will be three online multiple-choice quizzes based on the texts and any other material assigned by the instructor. You will have approximately 60 minutes to complete each quiz. Each quiz will count towards 21% of the overall class grade. Cumulatively, the quizzes account for 63% of the overall grade. The quizzes will be available for you to take during a two-day time period.

Please note that makeup quizzes will only be allowed for exceptional conditions. Forgetting to take a quiz does not constitute a sufficient condition for taking a makeup quiz. In addition, please note there is no extra credit for this course.

**Quiz 1 (June 2-3)** The quiz will be available for you to take beginning at 8:00 A.M. on
June 2. You must take the quiz no later than June 3 at 11:30 P.M.

**Reading Assignments**

Read Chap 1; as well as the following readings in the text in chapter one:
1.1 When the Personal is Political-and Infectious
1.2 The Mystification of Social Deviance

Read Chapter 2; as well as the following readings in the text in chapter 2:
2.1 Love Me Tinder, Love Me Sweet, Reshaping the College Hookup Culture
2.2 Corporate Transgressions Through Moral Disengagement

Read Chapter 3 as well as the following readings in the text in chapter 3:
3.1 The promise and Pitfalls of Going into the Field
3.2 Misogyny in Rap Music: A Content Analysis of Prevalence and Meanings

**E-Reserve reading - Defining Deviance Down (Monihan)**

E-Reserve Reading – Bad for the body, bad for the heart: Prostitution harms women even if legalized or decriminalized (Farley, 2004).

E-Reserve Reading - Flawed Theory and Method in Studies of Prostitution (Weitzer, 2005).

Audio Lectures 1 and 2 (Audio Lectures can be found in “Media Gallery” on the left-hand side of the Canvas course page).

**Quiz 2 (June 30-July 1)** The quiz will be available for you to take beginning at 8:00 A.M. on June 30th. You must take the quiz no later than July 1st at 11:30 P.M.

**Reading Assignments**

Read Chap 4; as well as the following readings in the text in chapter 4:
4.1 Durkheim’s “Suicide” in the Zombie Apocalypse
4.2 A General Strain theory of Terrorism

Online PowerPoint Presentation and Lecture – The Rich Get Richer and the Poor Get Prison (Files section of Canvas)

Read Chap 5; as well as the following readings in the text in chapter 5:
5.1 Fences and Neighbors: Segregation in the 21st Century America
5.2 Segregation and Violence Reconsidered: Do Whites Benefit from Racial Segregation?

Read Chap 6; as well as the following reading in the text in chapter 6:
6.2 Parents and Partners: Moderating and Mediating Influences on Intimate Partner Violence
Read Chap 7; as well as the following readings in the text in chapter 7:
7.1 “Children” Having Children
7.2 Self-Control, Opportunity, and College Students’ Bystander Intervention in Sexually Coercive Situations.

Audio Lecture 3 (Audio Lectures can be found in “Media Gallery” on the left-hand side of the Canvas course page).

**Quiz 3 (July 28-29).** The quiz will be available for you to take beginning at 8:00 A.M. on June 28th. You must take the quiz no later than July 29th at 11:30 P.M.

**Reading Assignments**
Read Chap 8; as well as the following reading in the text in chapter 8:
8.1 Digital Degradation: Stigma Management in the Internet Age

Read Chap 9; as well as the following readings in the text in chapter 9:
9.2 the Spawn of Slavery: The Convict-Lease system in the South

Read Chap 10.

Read Chap 11; as well as the following readings in the text in chapter 11:
11.1 Desperation and Service in the Bail Industry
11.2 Lessons from a Juvenile Training School: Survival and Growth

Read Chap 12; as well as the following readings in the text in chapter 12:
12.1 The Sex Lives of Researchers
12.2 Military Service: A Pathway to Conformity or a School for Deviance

Audio Lecture 4 (Audio Lectures can be found in “Media Gallery” on the left-hand side of the Canvas course page).

**Discussions**

**Discussions (20%)**
You are **required** to participate in all 4 of the online discussion sessions. All discussions will be offered through Canvas. You are expected to make a meaningful and thoughtful response to the discussion question. Courteous and respectful dialogue with other students is encouraged.

To ensure that you receive full credit in for a discussion, make sure that you answer item by item any questions posed by the discussion and that you participate in the discussion by reading the other responses posted by students and then engaging in the discussion. A “single” post does not meet the criteria for engaging in the discussion. It is not uncommon for some students to post six or seven posts in the course of a discussion. The discussion topics are designed to help you apply critical thinking skills
to contemporary problems engendered by the course. You are encouraged to express your position, defend it and/or modify it as you gain a fuller understanding of the perspectives surrounding the discussion topic.

**In order to gain full credit for the discussion you should follow and participate in the discussion on a daily basis while it is active.**

Discussion sessions will not be extended beyond the end date. As this is a class activity, **Makeup discussion sessions will not be offered.** If you miss a discussion session you should plan on participating in the next discussion. If you have trouble “posting” a discussion in Canvas please get assistance through the Canvas help desk at (801) 581-6112 (option 2) and then notify me either by email or by phone. The discussions will last for 4 days. The discussion will begin on a Tuesday morning at 8:00 A.M. and end on the following Friday at 11:30 P.M.

**Discussion Schedule**  
Discussion 1      June 1- 4  
Discussion 2      June 22 - 25  
Discussion 3      July 6 - 9  
Discussion 4      July 20 - 23

**Declarations**
- **ADA Statement**  
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

- **Academic Misconduct Statement**  
Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies ([http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)).

- **Sexual Misconduct Statement** (*Addressing Sexual Misconduct*)
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

- **R-1 statement**
  As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

- **University Safety Statement**
  The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit utah.edu