SYLLABUS*
PSYCHOLOGY
Socially Deviant Behavior: Theories and Research
Fall 2015

Instructor:        Rebecca S. Morse, PhD
Class Hours & Location: Distance Learning course
Office Hours:      Available by appointment.

Phone: 240-446-1022
Email: Rebecca@nullpointer.net

REQUIRED TEXT:
Perspectives on Deviance and Social Control
Sage Publishing
SBN: 9781452288857
Michelle L. Inderbitzin - Oregon State University
Kristin A. Bates - Cal State University, San Marcos
Randy R. Gainey - Old Dominion University, Norfolk
*Articles furnished on Canvas, and articles that you, and your classmates find to contribute.

Instructor Course Description
The purpose of this course is a) to study various definitions and forms of deviant behavior, b) to examine research methods and approaches used throughout the history of sociology in understanding deviant behavior, c) to provide theoretical explanations of causes of deviant behavior and d) to examine the impact of deviant behavior on society and the individual. 3 credit hours, 100% distance learning (online via Canvas).

Course Objectives
This course aims to provide the student with a review of sociological approaches to the study of deviance and social control. The course objectives are to provide you with a solid foundation in a) the debate over defining deviance in society, b) the major theoretical perspectives on deviant behavior, c) to introduce you to important research methods in the study of deviance and social control, and d) to strengthen your critical awareness in the interactions of individuals and society regarding deviance and social controls.
Additionally, assigned readings and the independent research required for engaged participation will utilize and expand on research, communication, and writing skills acquired in other courses.

TECHNOLOGY:
*Students will be expected to access and use Canvas on a regular basis. Important class information, such as the syllabus and weekly readings will be posted here. To access Canvas, students should use their UMD email ID and password. www.elms.umd.edu

*In addition, students should check their UMD email account regularly. Be sure to check that new messages can be received and that you are not over the message limit. You also have the option for your UMD account to be forwarded to another email address.
**Discussion Board and Participation Policy**

Due to the online format of this class, you will not attend any classroom lectures. Class participation, to include participation in the discussion board, individual class work, and respectful interaction between the instructor and students are emphasized in this course.

I will post several questions/topics on the discussion board for each week. The discussion board is set up to be a “reflection loop.” In other words, you will need to respond to my initial questions (post) by Saturday at midnight of each week; this posting is worth a maximum of ten (10) points per week. What that means, is that you need to respond to my questions, and read and respond to at least one other student in order to earn all 10 points for that week.

Below is the grading rubric for the discussion board. **NOTE:** You will only be able to post for the current week. If you forget to post the previous week, then you lose your opportunity to earn any points for that week. You can post as many times as you like each week. The more you post, the more you participate, and the higher your grade will be.

**Netiquette:** You will be communicating with one another via the discussion board. It is likely that you will not always agree with the opinions of your fellow classmates. Disagreement is fine but you will need to respect others’ views. Thus, personal attacks and derogatory comments will not be tolerated. If, however, you do disagree with someone, then I expect you to state your position in an articulate fashion on the discussion board.

**Grading Rubric for Topical Weekly Discussion Board Questions/Posts:**

<table>
<thead>
<tr>
<th>0 Points</th>
<th>2 Points</th>
<th>4 Points</th>
<th>6 Points</th>
<th>8 Points</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not respond to postings; does not participate freely. No effort to participate in learning community as it develops. Didn't post in each required topic for each week.</td>
<td>Does not respond to most postings. Does not make effort to participate in learning community as it develops; seems indifferent. Comments or questions were not responsive to the discussion questions.</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group. Comments or questions provided some evidence that the participant had read the course material.</td>
<td>Frequently attempts to direct the discussion and present relevant viewpoints for consideration by group; interacts freely. Comments or questions enhanced the quality of discussion (i.e., suggested new perspectives on an issue, asked questions that helped stimulate further discussion, etc.)</td>
<td>Consistently responds to posting; demonstrates good self-initiative. Frequently attempts to motivate the group discussion; presents creative approaches to topic. Participant posted a significant response in the form of comments and or questions to all required conference</td>
<td>Exceeds all expectations when responding to posts.</td>
</tr>
</tbody>
</table>
New: PER UNIVERSITY OF MARYLAND POLICY FOR A STUDENT’S MEDICALLY NECESSITATED ABSENCE FROM CLASS, students shall now make a reasonable attempt to inform the instructor of his/her illness prior to the class; and, upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct. Providing false information to University officials is prohibited under Part 9 (h) of the Code of Student Conduct (V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT) and may result in disciplinary action.

Assessment Method

<table>
<thead>
<tr>
<th>Homework Responses/Research Paper</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Chapter Responses (13 with 10 points each)</td>
<td>130 points</td>
</tr>
<tr>
<td><strong>Group Project (Four Phases-Rubrics on Blackboard)</strong></td>
<td></td>
</tr>
<tr>
<td><em>Please note that you submit these as individual assignments, and all grades are based on your work, NOT the group. I do not assign group grades, as that can lead to unequal contributions, and unfairness.</em></td>
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</tr>
<tr>
<td>Phase 1: Topic Selection/Description</td>
<td>10 points</td>
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<tr>
<td>Phase 2: Outline</td>
<td>30 points</td>
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<tr>
<td>Phase 3: Annotated Bibliography</td>
<td>40 points</td>
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<tr>
<td>Phase 4: Final paper</td>
<td>100 points</td>
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<tr>
<td>Peer Review (20 per review)</td>
<td>40 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>350 Points</strong></td>
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Total Possible Points: 350 points (not including any extra credit points earned)

GRADE CALCULATION:
For simplicity, the points have been assigned such that a student can track their own grade without any confusing arithmetic acrobatics. I round to the second decimal when calculating final grades, so a total point value of 324.69 would be rounded to 325, so would equal an A.

Final Grade Breakdown (Letter grade by points):

<table>
<thead>
<tr>
<th>Final Grade Scale</th>
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<tbody>
<tr>
<td>A+ = 350+ points</td>
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<tr>
<td>A = 325 to 349 points</td>
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<tr>
<td>A- = 315 to 324 points</td>
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<tr>
<td>B+ = 305 to 314 points</td>
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<tr>
<td>B = 290 to 304 points</td>
<td></td>
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<tr>
<td>B- = 280 to 299 points</td>
<td></td>
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<tr>
<td>C+ = 270 to 279 points</td>
<td></td>
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<tr>
<td>C = 255 to 269 points</td>
<td></td>
</tr>
<tr>
<td>C- = 245 to 254 points</td>
<td></td>
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<tr>
<td>D = 210 to 244 points</td>
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<tr>
<td>F = 209 and below</td>
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**SCHEDULE OF CLASSES:**

**Topical Outline**

Every effort will be made to keep to this schedule; however, the instructor reserves the right to alter or amend it as necessary. The schedule is subject to change as the course progresses; as much advance notice as possible will be provided when this occurs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>First day of class  Aug 31</td>
<td>Who are you? Introduction to Course Syllabus &amp; Course Expectations</td>
<td>• Read your syllabus</td>
</tr>
</tbody>
</table>
| Week 1  Aug 31- Sept 5 | Discuss Chapter 1: What is deviance? Overview of the book.          | Saturday the 30\textsuperscript{th} at midnight
  • Topic Week 1 posts |
| Week 2  Sept 6-12 | Discuss Chapter 2: Types of deviance, from minor deviations from norms to crime | Saturday the 6\textsuperscript{th} at midnight
  • Topic Week 2 posts |
| Week 3  Sept 13-19 | Discuss Chapter 3: Researching Deviance, what is involved in the research process, ways in answering questions about the study of deviance, approaching populations of interest, etc. | Saturday the 13\textsuperscript{th} at midnight
  • Topic Week 3 posts
  • **Selection of Research Topic** |
| Week 4  Sept 20-26 | Discuss Chapter 4: Anomie - Strain Theory, background and underlying assumptions of anomie and strain theory | Saturday the 26\textsuperscript{th} at midnight
  • Topic Week 4 posts |
| Week 5  Sept 27-Oct 3 | Discuss Chapter 5: Social Disorganization Theory, background and underlying assumptions of social disorganization theory | Saturday the 3\textsuperscript{rd} at midnight
  • Topic Week 5 posts |
| Week 6  Oct 4-10 | Discuss Chapter 6: Differential Association/Learning Theory, background and underlying assumptions of social disorganization theory | Saturday the 10\textsuperscript{th} at midnight
  • Topic Week 6 posts
  • **Outline** |
| Week 7  Oct 11-17 | Discuss Chapter 7: Social Control Theory, background and underlying assumptions of Social Control Theory | Saturday the 17\textsuperscript{th} at midnight
  • Topic Week 7 posts |
| Week 8  Oct 18-24 | Discuss Chapter 8: Labeling Theory, background and underlying assumptions of labeling theory | Saturday the 24\textsuperscript{th} at midnight
  • Topic Week 8 posts
  • **Annotated Bibliography** |
| Week 9  Oct 25-31 | Discuss Chapter 9: Conflict Theory, background and underlying assumptions of conflict theory | Saturday the 31\textsuperscript{st} at midnight
  • Topic Week 9 posts |
| Week 10  Nov 1-7 | Discuss Chapter 10: Critical Theory, background and underlying assumptions, current research and criticisms of critical theory | Saturday the 7\textsuperscript{th} at midnight
  • Topic Week 10 posts |
| Week 11  Nov 8-14 | Discuss Chapter 11: Social Controls of Deviance, what are social controls of deviance? Is deviance necessary? In what ways does the criminal justice system respond to deviance using punishment? | Saturday the 14\textsuperscript{th} at midnight
  • Topic Week 1 posts |
| Week 12  Nov 15-21 | Discuss Chapter 12: Career Deviance, can deviance change over time? What types of deviance would/should one consider? | Saturday the 21\textsuperscript{st} at midnight
  • Topic Week 12 posts
  • **Submit Rough Draft for Peer-Review 11/15** |
| Week 13  Nov 22-24 | **Respond to two students’ Rough Drafts with suggestions for improvement by 11/30**
**FIRST COME BASIS:** You must select someone who has | *The response you receive to your paper does not affect your grade! |
| Week 14 | Discuss Chapter 13: Deviance and Social Control in Global Context. Learning to identify issues unique to international policing matters and global perspectives. | Saturday the 5th at midnight  
• Topic Week 13 posts |
| Week 15 | Research Paper | Due 12/12/15 at 11:59PM |

*Syllabus subject to change.*
Group Project/Paper Topics (10 points total):
You will select your topic based on any of the topics covered in class.

Students will submit an individual proposal of the topic of their choosing from the above list. Proposals must consist of the following, and each is worth 2 points:
1. A hypothesis statement
2. A statement of how their paper will fit into the class topic (what are the connections you plan to make between your paper, and the specific course materials)
3. An indicator for the relevance of their idea to the topic in-general (how is your paper relevant for the topic, outside of the parameters of the course)
4. A statement of implication for the topic relative to the field of forensic psychology or criminology (why should we care about what you wrote in #’s 2 and 3)
5. A statement of summary (wrap it up and put a bow on it!)

Phase Two (30 points total):
Students will submit an individual outline of their paper, demonstrating a fully “fleshed out” concept for their research, which must include the following, worth 10 points each:
1. A detailed overview
2. A logical step-wise plan for implementation of the literature/research
3. Demonstration of an articulated development of the student’s argument/premise

Phase Three (40 points total):
Students will submit an annotated APA formatted bibliography, which will include at least 10 peer-reviewed sources, with each citation up to the 10 correctly formatted worth 1 point, and each annotation worth up to 3 points each, for a total of 40 points:
1. Citation in current APA style format
2. Annotation

Guidelines:
- The annotation will follow the citation on the next line.
- There is not an extra space—double spacing is used throughout.
- An annotation is different from an abstract. It should have several sentences summarizing the main points or ideas found in the item. It should then include your own statement evaluating the quality of the item and/or relating the item to your own research topic.
- For a longer annotated bibliography, it is appropriate to divide into sections or topics, and to title those sections as seems fitting.

Phase Four (100 points total):
Students will submit an individual final research paper. Final papers must:
- Be in APA 6th edition format
- Follow all guidelines/requirements as defined in the Rubric on Blackboard
- Include research of the topic of interest (should cover an explanation of issues)
- Include the context of the topic/position you are presenting
- Indicate the research evidence for support of your perspective/hypothesis
- Provide a concise conclusion
- Include a reference list in APA format
- Demonstrate appropriate (400-level+) writing quality

Group Component/Peer Review Process (40 points total):
The group aspect includes the opportunity to collaborate online within the classroom “forum” with other students, allowing students to:
- Share resources
• Break down larger or unwieldy topics into more manageable sub-topics within a larger context
• Receive feedback from peers
• Work smarter, not harder!
• You will submit your paper to the discussion board, and you will then review two other students’ papers. Each review is worth 20 points. Your reviews need to include the following, and each area is worth 5 points:
  o Does the paper adequately address the research questions?
  o Does the paper fully expand on the strengths and weaknesses inherent in the current literature?
  o Does the paper provide a rational argument for future research?
  o Does the conclusion succinctly and effectively close any thought “loops” started in the intro or discussion of the research?