Stephen F. Austin State University
Deviance and Social Control
Sociology 477-001
Fall 2018

Dr. John C. Pruitt, Ph.D.
Department of Anthropology, Geography and Sociology
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Office: Liberal and Applied Arts North Building (LAN) 332
Office Phone: 936-468-3496
Student office hours: Monday 12pm-1pm; Tuesday/Thursday 9am – 11:00am; by appointment

Class Location: T.E. Ferguson Liberal Arts F482
Class Time: Tuesday, Thursday 11am – 12:15pm

Email me directly at pruitjc@sfasu.edu (not through D2L). I am unable to respond to emails through D2L.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

SOC 477. Deviance and Social Control - Sociological analysis of deviance and social control
Prerequisite: SOC 137 or permission of instructor.

Required Texts
None. Zip. Nada. Zero. All texts and videos are available through D2L, the library, and/or Internet. ENJOY! Keep your dollars, you need them.

Course Description
YOU ARE REQUIRED TO READ THIS SYLLABUS FOR CLASS. YOU ARE SOLELY RESPONSIBLE FOR ERRORS YOU MAKE BECAUSE YOU ARE NOT FAMILIAR WITH YOUR SYLLABUS. This is true and obvious for every one of your classes but over the years it has become necessary to spell it out explicitly so that we are clear. Class participants who ask questions in class that can be addressed by the syllabus waste valuable classroom time (and annoy the instructor and the class participants who are paying attention). This is a large class. There is a lot of material to cover. It is important to conduct class in an orderly manner.

LOOK OVER THE COURSE CONTENT CAREFULLY. IF YOU BELIEVE YOU WILL HAVE DIFFICULTY WITH THE TOPICS TO BE COVERED, DROP THIS COURSE NOW. You have been WARNED. The material is designed to be challenging, I hope everyone is
offended at least once during the course. However, being repeatedly offended by the course material is no excuse to be unprepared for class. If a topic is problematic for you, discuss it with me after class. For instance, a survivor may have difficulty with a unit on Sexual Exploitation. This is reasonable.

**Course Objectives**
To give class participants an overview of the sociology of deviant behavior, including theories, investigative methods, and how these apply to various areas of social life. The class participant will develop the ability to explain the enforcement of social norms from various points of view. The ultimate aim of this course is to understand that there are a multitude of perspectives when considering deviance and that deviance is a cultural construct.

**Course Structure**
This course is dependent on lecture materials, particularly at the beginning. I always let class participants know what readings the lectures are from. Class participants who miss a great deal of class historically test poorly and get poor grades. Please consider this as you evaluate your priorities.

A liberal arts education means literally to "liberate" your mind. Therefore, expect the unexpected. Open yourself up to guest speakers, mini-experiments, the opinions of others and alternative perspectives. If you find yourself offended by course material, I suggest you ask yourself the following:

1. What kind of content did I expect from a course called “Deviance and Social Control”? Is this topic outside the reasonable realm of expectation?
2. Is it possible that my reaction “being offended” is, in fact, a sociological principle of deviance in action, and thus “grist” for the classroom “mill” of ideas?
3. Is it possible that my reaction “being offended” is, in fact, an opportunity to watch my mind and my culture at work? Is it an opportunity to learn about myself and how I came to believe the things I believe?

I am always willing to discuss, at a reasonable time and place, and in a reasonable manner, my choice of theorists, topics, and readings for this course.

Discussion is of the utmost importance. You have paid money to be sitting here. DO NOT ALLOW ME TO LECTURE WITHOUT ASKING QUESTIONS IF YOU ARE CONFUSED OR UNCLEAR ON THE MATERIALS. Only VICTIMS allow this to happen to them. If you are having problems, chances are someone else is too!

**You are responsible for the assigned readings, even if they are not covered in class.**

This is an advanced course. It is taken for granted that you have had exposure to sociology and/or related fields, have some idea about your research interests, and at least minimal exposure to sociological methods and theory. I expect you to read the materials in advance, participate in
course discussions, and contribute to the overall intellectual atmosphere of the class and university. Remember: this is not my class, it is our class. Again, your success in this course largely depends upon preparation and participation. By this I mean do you read, turn in assignments, show up for class, take notes, contribute to the intellectual atmosphere, and prepare for the exams? I will provide you with the tools you need for success, but you must use them.

Exams, Attendance, and Discussion

Exams
There will be three exams in this course. Please note the dates listed in the course schedule below. Each exam could contain multiple choice, fill in the blank, matching, true/false, and/or short essay. I will provide you with review guides the week before the exam. (3 exams x 100 pts = 300 points)

Makeup exams
Make up exams are permitted with proper documentation and are scheduled for Friday 12/07 @ 12pm in F479.

Attendance and participation (see SFASU policy 6.7)
This class turns on participation. You have to show up in order to participate. Attendance and participation are required. If you are absent, you will lose 2 points. If you are late you will lose 2 points. If you leave early you will lose 2 points. (2 points for each per class x 28 classes = 56 points)

Assignment Values and Point Structure

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>100 (28.1%)</td>
<td>A = 320.4</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100 (28.1%)</td>
<td>B = 284.8</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100 (28.1%)</td>
<td>C = 249.2</td>
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<tr>
<td>Attendance and Participation</td>
<td>56 (15.7%)</td>
<td>D = 213.6</td>
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<td></td>
<td>356</td>
<td>F = &lt; 213.6</td>
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</table>

Course Calendar (subject to change at instructor’s discretion)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading /Assignment</th>
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</thead>
<tbody>
<tr>
<td>08/28</td>
<td>Course Introduction: Themes, organization, readings</td>
<td>Course syllabus</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>08/30</td>
<td>What is deviance? What is theory?</td>
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<tr>
<td>09/04</td>
<td>Research Methods</td>
<td>“Quantitative Methodology”, Tewksbury 2011 “Qualitative Methodology” from <em>The Routledge Handbook of Deviant Behavior</em></td>
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<tr>
<td>09/06</td>
<td>Methods</td>
<td></td>
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<tr>
<td>09/11</td>
<td>Conflict Theory</td>
<td>Marx and Engels 1848 “The Manifesto of the Communist Party”</td>
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<tr>
<td>09/13</td>
<td>Conflict Theory</td>
<td></td>
</tr>
<tr>
<td>09/18</td>
<td>Structural Functionalism</td>
<td>Durkheim: Suicide and Fertility</td>
</tr>
<tr>
<td>09/20</td>
<td>Structural Functionalism</td>
<td></td>
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<tr>
<td>09/25</td>
<td><strong>Exam #1</strong></td>
<td></td>
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<tr>
<td>09/27</td>
<td>Classic Constructionists</td>
<td>Goffman 1963</td>
</tr>
<tr>
<td>10/02</td>
<td>Classic Constructionists</td>
<td>Garfinkel 1964</td>
</tr>
<tr>
<td>10/04</td>
<td>Classic Constructionists</td>
<td>Becker 1953</td>
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<tr>
<td>10/09</td>
<td>Classic Constructionists</td>
<td></td>
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<tr>
<td>10/11</td>
<td>Accounts</td>
<td>Scott and Lyman 1968</td>
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<tr>
<td>10/16</td>
<td>Disclaimers</td>
<td>Hewitt and Stokes 1975</td>
</tr>
<tr>
<td>10/18</td>
<td>Saints and Roughnecks</td>
<td>Chambliss 1974</td>
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<td>10/23</td>
<td>Poverty of Sociology of Deviance</td>
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<td>10/25</td>
<td><strong>Exam #2</strong></td>
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<tr>
<td>10/30</td>
<td>Foucault</td>
<td>Discipline and Punish</td>
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<tr>
<td>11/01</td>
<td>Foucault</td>
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<tr>
<td>11/06</td>
<td>Edgework</td>
<td>Lyng 1990</td>
</tr>
<tr>
<td>11/08</td>
<td>Peaks and Valleys</td>
<td>Lois 2001</td>
</tr>
<tr>
<td>11/13</td>
<td>Narrative Identity</td>
<td>Pruitt 2012</td>
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<td>11/15</td>
<td>Stigma and the Body</td>
<td>Ellis 1998</td>
</tr>
<tr>
<td>11/29</td>
<td>Erotic Dancing</td>
<td>Rambo and Pruit 2011</td>
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<tr>
<td>12/04</td>
<td>Sexual Exploitation</td>
<td>Rambo Ronai and Cross 1998</td>
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<tr>
<td>12/06</td>
<td><strong>Exam #3</strong></td>
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<tr>
<td>12/07 @ Noon</td>
<td>Makeup exams</td>
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**Program Learning Outcomes**

SOC 137 is a required course in the Sociology Program for majors and minors. It supports the following program learning outcomes:
**PLO1** The students will be able to identify, compare, and contrast sociological classical and contemporary theories.

**PLO2** The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

**PLO3** The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

**PLO4** The student will be able to apply sociological knowledge and skills to a variety of settings.

**PLO5** The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

**PLO6** The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

**PLO7** The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported course objective SLO # or NA (not applicable)</th>
<th>Skill level Basic, Intermediate, Advanced</th>
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<tbody>
<tr>
<td>PLO1</td>
<td>1, 5</td>
<td>Advanced</td>
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<tr>
<td>PLO2</td>
<td>2, 7</td>
<td>Advanced</td>
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<tr>
<td>PLO3</td>
<td>3, 4</td>
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<tr>
<td>PLO4</td>
<td>4, 6</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO5</td>
<td>3, 6, 9</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO6</td>
<td>1, 5, 7</td>
<td>Advanced</td>
</tr>
<tr>
<td>PLO7</td>
<td>8, 5, 6</td>
<td>N/A</td>
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</table>

**Student Learning Objectives**

SLO1: Students can recognize, define, and understand core concepts related to how varying interpretations shape social psychology

SLO2: Students can articulate the reflexive relationship between individuals and society

SLO3: Students can use micro level perspectives to understand the pertinent social psychology research

SLO4: Students can describe how taken for granted language usage challenges and (re)produces existing forms of social inequality

SLO5: Students define theory and its role in building sociological knowledge

SLO6: Students understand the role of qualitative data in constructing analytic arguments

SLO7: Students can articulate micro level concepts and apply them to their lives

SLO8: Students will hone their analytic skills to understand power in relation to the self, language, and society
Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

Stephen F. Austin State University Non-Discrimination Statement

Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship and veteran status.
Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.

The Discrimination Complaints policy (2.11) and the Sexual Misconduct policy (2.13) outline the university's commitment and details the procedures used to investigate complaints.

It is the responsibility of the university president to ensure that SFA and all its constituencies comply with the provisions of this policy and with all federal and state laws, executive orders and regulations regarding non-discrimination. Discrimination complaints and/or questions concerning university discrimination complaint procedures may be directed to the following designated officials:

**Employment Discrimination Issues**
Director of Human Resources (e-mail)
Austin Building, Suite 201
P.O. Box 13039, Nacogdoches, TX 75962-3039
(936) 468-2304

**Title IX Discrimination Issues, including Sexual Harassment**
Title IX Coordinator (e-mail)
Rusk Building, Room 301
P.O. Box 13074, Nacogdoches, TX 75962-3074
(936) 468-8292
Detailed contact information for the Deputy Title IX Coordinators for Employees, Students, Third-Parties and Athletics can be found at the Lumberjacks Care webpage on the Title IX Coordinators link.

**Student Disability Discrimination Issues**
Americans with Disabilities Act Compliance Officer/Director of Disability Services (e-mail)
Human Services Building, Room 325
P.O. Box 6130, Nacogdoches, TX 75962-6130
(936) 468-3004

**Options Outside the University**
Students may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education. Faculty and staff members may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education in certain circumstances, or under Title VII of the Civil Rights Act of 1964, with the U.S. Equal Employment Opportunity Commission.