

SOCIOLOGY 421: Processes of Deviant Behavior

Summer 2023

Instructor: Jason Nolen

Days/times:

Mondays through Thursdays, 11:45AM – 2:10PM
June 19 – July 13

Location:

<https://uwmadison.zoom.us/j/91713423651?pwd=M0lSWEVpbTdqemxsYmFranJKYWdadz09>
Passcode: deviance

Office Hours:

Available by appointment

Email:

janolen@wisc.edu

Overview

This course is designed to provide an overview of the study of deviance across different social contexts and from multiple sociological perspectives. You will be introduced to theories about (1) the causes of deviant behavior; (2) punishment and social control; and (3) conditions that underly disagreement about fundamental values which inform social understandings of deviance.

Course Readings

You will not be required to purchase any books for this course. All course readings will be available for download on the course's Canvas page, which you can access through MyUW.

I reserve the right to adjust reading assignments—with proper notice, of course.

Grading

Your overall grade for this class will be calculated on a 100-point scale as follows:

Two exams (20% each):	40%
Five Quizzes (10% each, lowest score dropped):	40%
Participation:	10%
Attendance:	10%

The grading scale for the course is as follows:

A: 93–100
AB: 89–92.99
B: 84–88.99
BC 78–83.99
C: 70–77.99
D: 60–69.99
F: below 60

Attendance

Lecture attendance is mandatory. Attendance counts towards 10% of your overall score in the course. Each absence will result in a 15% reduction to your attendance score, which corresponds to a 1.5% reduction to your overall course score. For example, if you miss one class during the semester, your attendance score will be 85%; miss two classes, it will be 70%.

Arriving late or leaving early will result in a 5% reduction to your attendance score.

Exams

Two open-book, open-note exams will take place during lecture on **Thursday, June 29, and Thursday, July 13**. Each exam will be non-cumulative, will cover both lecture material and assigned readings, and will consist of multiple-choice, true/false, and short answer/essay questions.

Quizzes

Five open-book, open-note quizzes will take place during lecture on **Wednesday, June 21; Monday, June 26; Wednesday, June 28; Friday, July 6; and Tuesday, July 11**. Your lowest quiz score will be dropped. The quizzes will be non-cumulative, will cover both lecture material and assigned readings, and will consist of multiple-choice and true/false questions.

Participation

Part of each class meeting will be reserved for group discussion. Discussions will take place both in small break-out groups and as one large group. Participation may at times also involve the completion of additional written assignments or exercises.

Your active participation will be a key element of the learning experience in this class, so I want to make sure that it is clear what I mean by that: participating properly in class is not a function of speaking a lot or of making only brilliant points. My main criterion for evaluating participation is whether or not your contribution is bringing the conversation

forward. This can happen by asking a very simple question of clarification, or even by saying something that is completely wrong yet allows us to confront an issue that we had not considered before. I want you all to participate, but I do ask you to be mindful: you are part of a group, and our goal is to move forward and learn together. Using participation to disrupt the conversation or to put someone else down is not acceptable and I will be strict about that.

Email

My email address for this course is janolen@wisc.edu (please do not attempt to communicate with me through Canvas). I will try to respond to messages promptly, but you should always allow 24 hours (up to 48 on weekends) for my replies. Therefore, do not wait till the last minute with a pressing question or an important concern! Emails should be limited to questions of clarification that can be answered in a sentence or two. For anything requiring a detailed response or a back-and-forth dialogue, please schedule a time to meet with me in person.

Lecture Recording Prohibited

I do not allow audio or video recording of our online class without my permission, and under no circumstances can students post audio or video recordings of class to the Internet.

Academic Misconduct

Academic dishonesty will not be tolerated. It will be detected and detested. It is truly not worth it. Ignorance of the rules is NOT an excuse.

All work that you submit must be your own and must have been done for this class. This means no recycling of old papers or projects (yours or anyone else's) and absolutely no plagiarism. This means no buying papers online, no cutting and pasting chunks of text from other sources and presenting it as your own writing, and no paraphrasing and presenting it as your own ideas. All work will be submitted in electronic form and checked against plagiarism detection software.

All incidences of plagiarism and academic dishonesty will be reported to the Chair of the Sociology Department as well as the Office of the Dean of Students, and you will receive a failing grade for the course. I expect you to acquaint yourself with the University's policy on academic misconduct, found here:

<https://conduct.students.wisc.edu/academic-misconduct/>

If you have questions as to what constitutes plagiarism, the Writing Center has numerous resources and tutorials online on their website

<https://writing.wisc.edu/handbook/assignments/quoting-sources/>

All writing assignments will be run through Turnitin.com to check for originality.

Accommodations

Students who require accommodations for in-class exams (or any other assignments or course-related activities) due to disabilities, religious observances, or sports-team events need to let me know about them as early as possible, preferably before the end of the second full week of the semester.

Student Resources

University Health Services (UHS) Mental Health Services: To obtain assistance for personal, social, career, and/or study skills problems, please contact the counseling center at University Health Services: 333 East Campus Mall, 7th Floor. (608) 265-5600 (option 2). For 24/7 crisis support, call (608) 265-5600 and select option 9.
Website: <https://www.uhs.wisc.edu/mental-health>

UHS Medical Services: For health issues ranging from the flu to sexual health testing, UHS offers health services for many student needs. They are located on the 5th and 6th floors of 333 East Campus Mall. You can contact them by calling (608) 265-5600 (select option 1). Website: www.uhs.wisc.edu/medical

UHS Violence Prevention: Violence can affect university students before they reach campus and throughout their time at college. UHS Violence Prevention services exists to prevent violence as well as to support survivors of sexual assault, intimate partner violence, and stalking. Please contact them to learn more about their services or to make an appointment.

Location: 8th Floor of 333 East Campus Mall

Website: www.uhs.wisc.edu/prevention/violence-prevention/about-us/

The Writing Center: It is always useful to develop your academic writing skills as early as possible. The UW Writing Center provides you with a diverse range of resources to help you write as a scholar and with style.

Location: 6171 Helen C. White Hall

Website: writing.wisc.edu

Departmental learning objectives

Beyond the specific substantive content this course covers, I have designed it to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically think about society and social processes.* Students taking sociology courses can look beyond the surface of issues to discover the “why” and “how” of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.

- *Conduct research and analyze data (quantitative or qualitative).* Although professional-quality research requires graduate-level training, we expect that all undergraduate students taking sociology courses will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- *Critically evaluate published research.* Students in sociology classes will be able to read and evaluate published research.
- *Communicate skillfully.* In sociology classes students write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *See things from a global and historical perspective.* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences across space and time. They understand the ways events and processes in one place and time are linked to those happening in other places and times.

Course Schedule: Topics and Assigned Readings

WEEK 1

Monday, June 19: Introduction to the course, introduction to sociology

- C. Wright Mills (1959), "The Promise of Sociology"

Tuesday, June 20: Introduction to the study of deviance

- Howard Becker (1963), *Outsiders* chapter 1

Wednesday, June 21: Criminology

- Frank Hagan and Leah Daigle (2019), "Introduction to Criminology"
- Quiz 1 at beginning of class

Thursday, June 22: Strain theory and anomie

- Robert Agnew (1992), "Foundation for a General Strain Theory of Crime and Delinquency"

WEEK 2

Monday, June 26: Social disorganization theory

- Anthony Piscitelli and Sean Doherty (2019), "The Social Disorganization of Intimate Partner Violence"
- Quiz 2 at beginning of class

Tuesday, June 27: Differential association and social learning theories

- Andy Hochstetler, Heith Copes, and Matt DeLisi (2002), "Differential Association in Group and Solo Offending"

Wednesday, June 28: Social control theories

- Travis Hirschi (1977), "Causes and Prevention of Juvenile Delinquency"
- Quiz 3 at beginning of class

Thursday, June 29: Exam 1

- No assigned reading

WEEK 3

Monday, July 3: Labeling theory

- Williams Chambliss (1973), “The Saints and the Roughnecks”

Tuesday, July 4: No class

- *No assigned reading*

Wednesday, July 5: Deviant careers

- Howard Becker (1963), “Becoming a Marihuana User”

Thursday, July 6: Conflict theories

- Devah Pager, Rebecca Goldstein, Helen Ho, and Bruce Western (2022): “Criminalizing Poverty: The Consequences of Court Fees in a Randomized Experiment”
- Quiz 4 at beginning of class

WEEK 4

Monday, July 10: Race and Mass Incarceration

- Amanda Chicago Lewis (2016): “America’s Whites-Only Weed Boom”

Tuesday, July 11: 13th film viewing

- Michelle Alexander (2010): introduction to *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*

Wednesday, July 12: Microsociology

- Harold Garfinkel (1963): “A Conception of and Experiments With ‘Trust’ as a Condition of Concerted Stable Actions”
- Quiz 5 at beginning of class

Thursday, July 13: Exam 2

- *No assigned reading*

*****I reserve the right to make any changes to the syllabus as deemed necessary over the course of the semester*****