IDEAL PROGRAM

COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
**Course No. & Title:** SOC 270 ID2, Sociology of Deviance  
**Semester and Term:** 2015 Spring  
**Day and Dates:** Tuesdays, 2/17/2015 – 3/17/2015  
**Time:** 6pm – 10pm  
**Campus Location:** Bridgeport

**Course Description:** Specialization into deviance; social typing; deviant subcultures; deviant identity; accommodation to deviance; public and informal regulation of deviance; treatment approaches to deviance; theoretical frameworks. Implications for policy-making.  
**Prerequisite Course:** SOC 101 or 102  
**Course Code:** CJ-C, HS-PE, LA, SS, SsC, HSM

This course applies the sociological imagination to explore deviant behavior (rule breaking). Students will be introduced to different definitions of deviance as well as the various theories postulated to explain the causation of deviance. The major assumptions, concepts and propositions of each theoretical perspective will be noted. Students will conduct a research project to examine the dynamics of deviance in society.

Upon completion of this course students should be able to apply theories of deviance to their practical experiences at their community based learning site. For example, when observing subjects designated as deviants, students should be able to identify facts supportive or contradictory of the various theories (students gaining this ability usually earn an “A”).

**Instructor & contact information:** Charles Phillips, PhD  
**Email:** cphillip@bridgeport.edu

**Required Textbook:**  
I strongly recommend for students to consider digital editions of the textbook both to avoid delays in shipping and for the ease of electronic searches.

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

**Learning Outcomes:**  
Upon completion of this course the student should be able to:  
- Identify and compare various theories of deviance  
- Identify facts supportive or contradictory of the various theories  
- Cite important issues that justify social control over deviancy from a variety of perspectives.  
- Demonstrate knowledge of the role of social control.  
- Articulate your personal views on deviance in a final reflection paper.
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<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Required Reading</th>
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<tr>
<td>Week 1</td>
<td>Introduction to Deviant Behavior</td>
<td>Goode, Chapters 1, 2, 3</td>
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<td>Explaining Deviant Behavior</td>
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<td>Constructing Deviance</td>
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<td><strong>Quiz and class discussion</strong></td>
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<td>Week 2</td>
<td>Poverty and Disrepute</td>
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<td>Criminal and Criminalization</td>
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<td>White Collar Crime</td>
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<td><strong>First Reflection Paper due</strong></td>
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<td>Week 3</td>
<td>Drug Use as Deviance</td>
<td>Goode, Chapter 7, 8, 9</td>
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<td>Drug Abuse</td>
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<td>Sexual Deviance</td>
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<td><strong>Midterm Exam (chapters 1-6)</strong></td>
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<td>Assignment # 4 Team Presentations</td>
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<td>Week 4</td>
<td>Unconventional Beliefs</td>
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<td>Mental Disorder</td>
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<td>Deviant Physical Characteristics</td>
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<td>Tribal Stigma: Labeling Race and Ethnicity</td>
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<td><strong>Second Reflection Paper due</strong></td>
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<td>Week 5</td>
<td><strong>Final Exam</strong></td>
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<td>Presentations</td>
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<td>Wrap up Paper</td>
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**Grading Criteria (weight of assignments towards final evaluation):**

- Class Participations: 15%
- Reflection paper #1: 10%
- Midterm Exam (chpts 1-6): 25%
- Reflection paper #2: 10%
- Final Exam: 30%
- Wrap Up Paper: 10%
Assignment Week 1

2. **Prepare for a Quiz**

A multiple-choice quiz will be distributed after a discussion on the readings.

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**Research and Reflection Evaluation RUBRIC**

Evaluating academic reflection journals is as challenging as evaluating class discussions and other course work performed in the traditional class setting. Other than for an easily quantifiable quiz, it is difficult to offer simple and objective evaluation criteria. What follows is a rubric that has proven to be a useful guide in evaluating your reflection and research papers. The instructor will be using the following grading scale:

1. Journal entries which meet the demands of the assignment will be graded with a **B+ or B**. These assignments will include at least the following:

   - Each entry is posted and/or paper is received **on time** (a hard copy is brought to class each week).
   - Opinions, comments, and observations are offered **in depth** (avoid brief comments in telegraphic style; no "how r u, gr8" for how are you, great"). This does not mean that everything you write should be longgggg.
   - Reflection assertions must relate clearly and directly to the readings (including "**direct quotes**" from the assigned readings to support your position).
   - Your journal entries must indicate an **understanding** of the issues.
   - Generally, your reflection journal entries should seek to **further** the discussion on key issues.

2. Journal entries which go beyond the demands of the assignment will be graded with an **A or A-**. These assignments will include all of the requirements for a B or B+ above. In addition, **A or A-** entries and papers will:

   - Show deeper analytical or inferential thinking, demonstrating **insightful understandings**.
   - Offer comments that are particularly **perceptive**, while they are also supported with direct quotes from the readings.
   - Provide strong, precise, and thoughtfully selected **support** for assertions.
   - **Synthesize and evaluate** experiences related to course topics and/or issues of importance as described in our course objectives.
   - Propose changes and relate material to person experience demonstrating an ability to **apply** the material to propose solutions and/or advocate for unheard voices related to social inequities and justice issues.
   - Pose **good questions** (i.e., questions that further discussion and reflection).
• **Link** to topics/issues from earlier readings [from this course and/or other courses] and current readings/web resources.

3. Journal entries which do **not** meet the demands of the assignment will be graded with a B- C+, C, or D. Although it is **NOT** expected that these types of assignments will be created, it is likely that they would:

- Arrive late or contain insufficient details, or
- Not be clear or understandable, or
- Not use direct quotes from the assigned readings or not relate to these readings or other Internet resources in an appropriate and/or thoughtful way [or misrepresent them], or
- Contain only detailed description of local experiences with no evidence of reflection or synthesis, or
- Contain only opinion, with no descriptive details or supporting quotes from theory or research.

Please note that it is important to check your work for spelling and grammatical correctness.
Presentation Evaluation

Name ___________________________ Grade: ________

1. Interest. Was the presentation interesting? Did it grab the audience’s attention?
   Excellent! Very good Good Marginal Poor (needs improvement) (needs much improvement)

2. Thesis. Did the speaker clearly present a thesis and support it with rationale and evidence?
   Excellent! Very good Good Marginal Poor (needs improvement) (needs much improvement)

3. Logical Argument. Was the material logically and effectively explained to enhance audience understanding of the material?
   Excellent! Very good Good Marginal Poor (needs improvement) (needs much improvement)

4. Evidence. Did the presenter explain the data and analysis with sufficient depth?
   Excellent! Very good Good Marginal Poor (needs improvement) (needs much improvement)

5. Were the speaking style and grammar appropriate for an academic audience?
   Excellent! Very good Good Marginal Poor (needs improvement) (needs much improvement)
6. Conclusion. Did the speech have a clear conclusion?

Excellent! Very good Good Marginal Poor (needs improvement) (needs much improvement)