

Deviance, Crime, and Social Control
FSU College of Criminology and Criminal Justice Distance Learning Class
CCJ5605, Sections 01-08

Summer 2022
(May 9, 2021 - June 17, 2022)

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COURSE OBJECTIVES

The goal of this course is to familiarize students with the study of “deviance.” We will examine (1) different ways of defining deviance and also challenges in studying deviance, (2) types of “deviance” (e.g., crime and drugs, mental illness, sexuality, disabilities, homelessness), (3) theories of deviance and deviant behavior, (4) societal responses to “deviants” and “criminals,” and (5) consequences of these responses. In so doing, the course seeks to teach students ways in which societal responses to “deviants” parallels the sanctioning of “criminals” and how societies maintain order through defining, identifying, and responding to deviance. The specific objectives of the course are that students be able to:

- Identify, evaluate, and critique approaches to defining and studying deviance.
- Distinguish different types of deviance and what makes them “deviant.”
- Apply and evaluate different deviance theories.
- Describe how and explain why society responds to deviance.
- Differentiate and evaluate societal responses to deviance.

The course is offered as a “distance learning” class. Compared to an in-person classroom experience, the primary mode of learning will consist of discussions that occur through the course web site. Beyond that, the class experience parallels that of any other graduate-level class. Specifically, learning centers around reading the materials, reflecting on them, sharing your thoughts with other students, offering feedback to others, and developing your own critical perspective on a range of issues. The activities that the courses uses to facilitate such learning include weekly discussion postings and responses and essay-based exams.

All readings are organized on a weekly schedule. At the beginning of each week, I will provide (1) an announcement about the coming week, (2) brief observations about the discussions and key points from the readings, and (3) an introduction to the upcoming week’s readings. I will facilitate discussion of the readings through the Canvas web site. For each discussion week, students will be expected to be familiar with the assigned readings and to submit two sets of postings (an observation and two responses). Students also must complete two exams.

REQUIRED TEXT AND READINGS

- Adler, Patricia A., and Peter Adler. 2016. Constructions of Deviance: Social Power, Context, and Interaction. 8th edition. Boston, MA: Cengage. ISBN: 9781305093546. The class will rely on this edition, not earlier ones. It can be obtained via the [FSU Bookstore](#). It can be rented from [Cengage](#). Used versions may be available through [Amazon](#) or other vendors. Used or ebook versions may be available at [VitalSource](#).

Any additional readings will be posted on Canvas. In addition to weekly readings, I will also post weekly notes that reinforce the material. I also may post links to videos and audio files to supplement the readings to further class discussions or to highlight important ideas or issues.

INTERNET ACCESS

You will want to make sure that you are able to access the Internet, view and read .PDF files, watch streaming audio/video, and use word processing programs. If you do not have a high-speed internet connection at home, you will want to set aside time in your schedule to access the online material from a computer with an adequate connection speed.

COURSE REQUIREMENTS AND GRADING

The course will be structured around weekly discussion postings and two take-home essay exams. The postings account for 1/3 of your grade, exam 1 for another 1/3, and exam 2 for the remaining 1/3. The grading scale for exams and for the course overall is as follows:

A	=	93.0	to	100
A-	=	90.0	to	< 93.0
B+	=	87.0	to	< 90.0
B	=	83.0	to	< 87.0
B-	=	80.0	to	< 83.0
C+	=	77.0	to	< 80.0
C	=	73.0	to	< 77.0
C-	=	70.0	to	< 73.0
D+	=	67.0	to	< 70.0
D	=	63.0	to	< 67.0
D-	=	60.0	to	< 63.0
F	=	<60.0		

WEEKLY DISCUSSION POSTINGS

Discussion posts. Every Monday, I will post a discussion question and you will be expected to provide a discussion post by the following **Thursday (i.e., 3 days later) at 11:59 p.m. EST**. (The due day/time may vary some weeks, so read the weekly announcements and introduction notes carefully.) Observation posts can vary in length, but should be approximately 2-3 paragraphs. Your response posts should be 1-2 paragraphs each.

Response posts. In addition, you must also post replies to at least two other students' original postings by **Sunday at 11:59 p.m. EST**. (The due day/time may vary some weeks, so read the weekly announcements and introduction notes carefully.)

Grading. To receive full credit, you must submit, at a minimum, the two sets of posts each week (a discussion post and two response posts). Each week, the discussion post is worth 8 points and the two response posts combined are worth 4 points, for a total of 12 possible points.

As described in the grading rubric at the end of the syllabus—to earn all of the points, you must answer the question, cite all assigned readings for that week, and post on time. Responses must be free of grammatical errors, they must be well-written, and they must be proofread.

The grading rubric at the end of the syllabus describes how each post will be graded. As it states, simply posting a response does not result in full credit. To earn all points, you must (1) answer all parts of the question, (2) cite all assigned readings for that week, (3) discuss each of these readings, (4) write in a clear, concise, and professional manner with no grammatical errors, and (5) provide thoughtful, substantive responses to at least two other students' posts.

Only postings submitted on time will receive credit. Because the schedule allows plenty of time to submit observation postings and response postings, no late postings will be allowed unless a medical emergency precludes submitting them.

It is expected that all students read all of the class postings. Discussion questions cannot be made up and late postings will not be accepted. I will selectively choose several posts to which to respond or on which to comment to highlight critical points or issues.

The class postings are designed to simulate a “real-life” classroom. It is expected that you will provide thought-provoking comments that contribute to intellectual discussions. The comments should help everyone to gain insights into the readings and topics. Although this is a distance learning class, I will still hold you to the same standards that I hold in all other classes.

All grades will be posted via the Canvas grade book.

EXAMINATIONS

- **Exams.** Each exam will be essay-based. I will provide you with the questions and you will be responsible for answering them. When doing so, cite the readings and, where appropriate, page numbers where the basis for specific claims can be found. There is no set amount of citations to include. However, your response should clearly draw on relevant readings to support your claims and arguments. Be sure to edit your responses for content, logic, grammar, spelling, etc. Also, be sure your name is included at the top of the document.

Exam 1 will cover material from the first half of the course. The completed exam must be delivered as a .pdf file through Canvas and should be labeled as LASTNAME.Exam1 (e.g., Mears.Exam1.pdf).

Exam 2 will cover material from the second half of the course. The completed exam must be delivered as a .pdf file through Canvas and should be labeled as LASTNAME.Exam2 (e.g., Mears.Exam2.pdf).

- **Grading.** Each exam will be graded according to how well you answer the questions. The criteria are detailed in the grading rubric at the end of the syllabus.

COURSE POLICIES

- **Correspondence and online discussion.**
 - All correspondence will be done through FSU e-mail. If you do not check your FSU email regularly, you will need to do so for this course. You may not receive correspondence to other email accounts.
 - It is easiest to reach me via e-mail (not through the comments section of Canvas assignments). I check e-mail daily, so if you need to contact me, you typically can expect a response within a day. Your e-mails should be written in a professional manner (e.g., appropriate salutation, grammar, punctuation, and signature).
 - Extend courtesy and respect to your fellow students in any online discussions. Communicate in ways that show respect to other students and viewpoints.
- **University attendance policy.** The University's attendance policy states: "*Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness*" (<https://facsenate.fsu.edu/Curriculum-Resources/syllabus-language>). There is no attendance in this class but assignments still must be submitted on time. *FSU's first-class attendance policy will be addressed in this online course by students submitting short, biographical statements during the first week of classes.* Not providing a biographical statement will result in being dropped from the course, just as would occur in an on-campus class if a student did not show up.
- **Late assignment policy.** In this class, apart from the first week, there is no attendance. However, assignments still must be submitted in a timely manner that accords with the University's attendance policy. Late assignments will not be accepted unless: (1) Notification is provided to the instructor within 24 hours of a missed assignment, and (2) a legitimate reason is provided for why the assignment was late. Written documentation for the excuse may be required. *If you do not follow this procedure, you will receive a zero on the assignment.* When a legitimate reason exists, the assignment must be submitted within one week of the assignment's original due date.
- **Academic honor policy.** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading

the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>).

- **Academic success.** Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.
- **Americans with Disabilities Act.** Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. To receive academic accommodations, a student: (1) must register with and provide documentation to the Office of Accessibility Services (OAS); (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the
Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>
- **Confidential campus resources.** Centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A,
Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and
Psychological Services
Askew Student Life Center,
2nd floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu>

University Health Services
Health and Wellness Center
(850) 644-6230
<https://uhs.fsu.edu>

- **Free tutoring from FSU.** On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options—see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.
- **Syllabus change policy.** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

COURSE CALENDAR

“A&A” refers to the Adler and Adler (2016) edited volume.

Week	Topics
Week 1 (5/9-15)	<p>Introduction</p> <p>Defining Deviance</p> <ul style="list-style-type: none"> • On the Sociology of Deviance (Erikson in A&A, ch. 1). • Relativism: Labeling Theory (Becker in A&A, ch. 3). • Natural Law and the Sociology of Deviance (Hendershott in A&A, ch. 4). • Social Power: Conflict Theory of Crime (Quinney in A&A, ch. 5). <p>Social Control</p> <ul style="list-style-type: none"> • The Social Construction of Drug Scares (Reinarman in A&A, ch. 15). • Blowing Smoke: Status Politics and the Smoking Ban (Tuggle and Holmes in A&A, ch. 16). • Legitimated Suppression: Inner-City Mexican-Americans and the Police (Durán in A&A, ch. 18). • The Saints and the Roughnecks (Chambliss in A&A, ch. 21).
Week 2 (5/16-22)	<p>Theories of Deviance</p> <ul style="list-style-type: none"> • Functionalism: The Normal and the Pathological (Durkheim in A&A, ch. 6). • Social Structure and Anomie (Merton in A&A, ch. 7). • Differential Association (Sutherland and Cressey in A&A, ch. 8). • Control Theory (Hirschi in A&A, ch. 9). • Feminist Theory (Chesney-Lind in A&A, ch. 10). • The Constructionist Stance (Best in A&A, ch. 11). <p>Deviant Identity</p> <ul style="list-style-type: none"> • The Adoption and Management of a “Fat” Identity (Degher and Hughes in A&A, ch. 23). • The Paradox of the Bisexual Identity (Weinberg et al. in A&A, ch. 24). • The Devil Made Me Do It: Use of Neutralizations by Shoplifters (Cromwell and Thurman in A&A, ch. 28). • Passing as Black: Identity Work among Biracial Americans (Khanna and Johnson in A&A, ch. 31).
Week 3 (5/23-29)	<p>Social Organization of Deviance</p> <ul style="list-style-type: none"> • Drug Use and Disordered Eating among College Women (Vecitis in A&A, ch. 34). • Cyber Communities of Self-Injury (Adler and Adler in A&A, ch. 35). • Subcultural Evolution: The Influence of On- and Off-Line Hacker Subcultures (Holt in A&A, ch. 36). • State-Corporate Crime in the Offshore Oil Industry: The BP Oil Spill (Bradshaw in A&A, ch. 39). <p>Exam 1 due by Sunday, May 29, 11:59 p.m. EST</p> <ul style="list-style-type: none"> • Covers material from lecture notes and readings for weeks 1, 2, and 3.
Week 4 (5/30-6/5)	<p>Crime and Drugs</p> <ul style="list-style-type: none"> • The Mark of a Criminal Record (Pager in A&A, ch. 20). • Doctors and the Context of Medical Crime and Deviance (Liederbach in A&A, ch. 22). • Deciding to Commit a Burglary (Wright and Decker in A&A, ch. 45). • Shifts and Oscillations in Upper-Level Drug Traffickers’ Careers (Adler and Adler in A&A, ch. 48). <p>Mental Illness</p>

	<ul style="list-style-type: none"> • Anorexia Nervosa and Bulimia (McLorg and Taub in A&A, ch. 25). • Obstacles to Exiting Emotional Disorder Identities (Howard in A&A, ch. 49). • Follette, William C., and Arthur C. Houts. 1996. "Models of Scientific Progress and the Role of Theory in Taxonomy Development: A Case Study of the DSM." <i>Journal of Consulting and Clinical Psychology</i> 64:1120-1132.
<p>Week 5 (6/6-6/12)</p>	<p>Sexuality</p> <ul style="list-style-type: none"> • Homophobia and Women's Sport (Blinde and Taub in A&A, ch. 19). • Convicted Rapists' Vocabulary of Motive (Scully and Marolla in A&A, ch. 27). • Contesting Stigma in Sport: The Case of Men Who Cheer (Bemiller in A&A, ch. 29). • Pimp-Controlled Prostitution (Williamson and Cluse-Tolar in A&A, ch. 47). <p>Challenges in Studying Deviance</p> <ul style="list-style-type: none"> • Child Abuse Reporting (Besharov and Laumann-Billings in A&A, ch. 12). • Survey of Sexual Behavior of Americans (Laumann et al. in A&A, ch. 13). • Researching Dealers and Smugglers (Adler in A&A, ch. 14). <p>Disabilities</p> <ul style="list-style-type: none"> • Moral Stigma Management among the Transabled (Davis in A&A, ch. 30). • Dark Secrets and the Collective Management of Inflammatory Bowel Disease (Thompson in A&A, ch. 33). • Grue, Jan. 2016. "The Social Meaning of Disability." <i>Sociology of Health and Illness</i> 38:957-964.
<p>Week 6 (6/13-17)</p>	<p>Homelessness</p> <ul style="list-style-type: none"> • Fitting In and Fighting Back: Homeless Kids' Stigma Management Strategies (Roschelle and Kaufman in A&A, ch. 32). • Rayburn, Rachel L., and Nicholas A. Guittar. 2013. "'This Is Where You Are Supposed to Be': How Homeless Individuals Cope with Stigma." <i>Sociological Spectrum</i> 33:159-174. • Rogers, Laura E. 2017. "'Helping the Helpless Help Themselves': How Volunteers and Employees Create a Moral Identity While Sustaining Symbolic Boundaries within a Homeless Shelter." <i>Journal of Contemporary Ethnography</i> 46:230-260. <p>Healthcare</p> <ul style="list-style-type: none"> • Banja, John. 2010. "The Normalization of Deviance in Healthcare Delivery." <i>Business Horizons</i> 53:139-148. <p>Exam 2 due by Friday, June 17, noon EST</p> <ul style="list-style-type: none"> • Covers material from lecture notes and readings for weeks 4, 5, and 6.

DISCUSSION POSTING GRADING RUBRIC

Each objective below is worth a maximum of 2 points	2 points	1 point	0 points
1. <i>Effectively addresses all parts of the question posed.</i>	Answers all parts of the question logically and in detail; reasoning is explained and defended.	Addresses only some parts of the question and the logic is not fully clear.	Does not address the question being posed.
2. <i>Cites all assigned readings.</i>	All assigned readings are included in posting, with page numbers as appropriate.	Some assigned readings cited, but others are missing and page numbers not cited.	No assigned readings are cited.
3. <i>Discusses all of the cited and assigned readings for the week.</i>	All cited materials discussed and well-integrated into answer.	Some of the cited materials discussed, but others not discussed in detail.	None of the cited materials are discussed.
4. <i>Writing is clear, concise, and professional in nature; no grammatical errors.</i>	Clearly expressed ideas; few grammatical errors.	Difficult-to-follow post; disorganized; some grammatical errors.	Major grammatical errors; lack of structure; sentences incomplete; difficult to understand.
5. <i>Response 1.</i> <i>Provide a thoughtful, substantive response post (4-5 sentences each) to another student's post.</i>	The response post builds on the observations that other students make, draws on the readings, and is well-written.	The response post lacks focus, does not add to the observations or draw on the readings, and is not well-written.	No response post submitted.
6. <i>Response 2.</i> <i>Provide a thoughtful, substantive response post (4-5 sentences each) to another student's post. (Select a different student than used for response 1.)</i>	The response post builds on the observations that other students make, draws on the readings, and is well-written.	The response post lacks focus, does not add to the observations or draw on the readings, and is not well-written.	No response post submitted.
Total possible points	12 points		

EXAM GRADING RUBRIC

Each objective below is worth a maximum of 20 percent of the exam grade (per question)	20 points =	10 points =	0 points =
1. Effectively addresses all parts of question(s).	Excellent job of directly answering all parts of question logically, completely, and in detail; reasoning is explained and defended through reference to theory, logic, and research.	Addresses only some parts of the question, the logic is incomplete, and/or provides insufficient detail.	Does not address the question being posed.
2. Cites all relevant assigned readings.	All relevant assigned readings are included in posting. Any additional material is directly relevant to the question.	Some relevant assigned readings are cited, but others are missing. Extraneous information included.	No assigned readings are cited.
3. Discusses all relevant cited and assigned readings.	All cited materials are discussed and coherently integrated into the answer. Logical and clear and complete, using theory, research, and other evidence to support answer.	Some of the cited materials are discussed, but other relevant readings not discussed. Unclear logic and incomplete explanation of argument and supporting theory, research, or other evidence.	None of the cited materials are discussed.
4. Writing is clear, concise, and professional in nature; no grammatical errors.	Clearly expressed ideas. No grammatical errors or other writing problems.	Difficult-to-follow post; disorganized; some grammatical errors and writing problems.	Major grammatical errors; incomplete sentences; difficult to understand.
5. Organization.	Exam is well-organized, using clear headings, sub-headings, and transitions. Answers flow in a linear manner that addresses the question directly.	Exam is choppy and lacks coherent organization. Limited or no headings or sub-headings or clear transitions. Question not directly answered.	Exam is difficult to follow; ideas are not well linked together. No headings, sub-heading, or transitions. Question not answered or not directly answered.
Total possible points	100 points		