

**Instructor:** Barbara Imle

**Office Hours:** By appointment via Zoom or telephone

**Email:** bimle@pdx.edu

**Course Title:** Sociology of Deviance

**CRN:** 62988

**Credits:** 4

**Course Location:** Fully Online via Canvas

**Course Meeting Schedule:** Asynchronous

### Course Description

In his classic book entitled *Outsiders: Studies in the Sociology of Deviance* (Free Press 1963), Howard Becker wrote that deviance “is not a quality that lies in behavior itself, but in the interaction between the person who commits an act and those who respond to it.” This course will build on this statement and will address how society handles those who act in unconventional ways – outside the socially constructed norms, values, and beliefs of society. We will begin by discussing definitions of deviance and how issues of power and formal and informal social control affect these definitions. Then we will explore the ways sociologists explain deviance. Finally, the remainder of the quarter will be devoted to exploring more fully the ways deviance is constructed in everyday life, paying attention to how certain social groups are subject to labels more so than others and how images of these groups are presented in society. This course will encourage rigorous thought about the various forms of deviance and the various theoretical approaches to understanding these forms.

### Course Outcomes/Learning Objectives

- To critically analyze the way social structures and social interaction create, maintain, and change the experience and expression of deviance.
- To acquaint the student with sociological and social-psychological theories and research on deviant behavior.
- To acquaint the student with relevant historical perspectives of deviance as it relates to social change.
- To acquaint the student with issues of deviance within various institutions such as family, religion, media, sport, health care, work, and politics.
- To acquaint the student with class, race/ethnicity, and gender issues as they relate to deviance.
- To enable the student to critically analyze the construction of deviance and the future of deviant labeling.

**Required Materials:** You are not required to purchase any materials for this class. The main text is available as a free E-Book through the PSU library and all other material will be provided on Canvas as PDFs or Word documents.

#### E-Book

- Thompson, William E., & Gibbs, Jennifer C. 2017. *Deviance and deviants: A sociological approach*. ProQuest E-book Central:  
<https://search.library.pdx.edu/permalink/f/1bv1aaj/CP71301261230001451>

#### Work through Canvas

- **Canvas account:** Canvas PSU's online learning platform. This is where you will find content (readings, homework assignments, quizzes, etc.) for this class. Before you can access Canvas, you will need to establish an Odin account. Instructions on how to create an Odin

account can be found on PSU's website. Once you have set up an Odin account, you can access the Canvas page for this class.

## Major Assignments

There will be a total of **250 possible points** to be earned. Here is a breakdown:

- **10 Weekly Assignments** (10 points each for a total of 100): Weekly assignments will vary in format (quizzes, reflections, activities) and are all worth 10 points each week. The reflections and activity assignments are graded on the substance of content you submit and the connections you make.
- **Online Participation** (5 points per week for a total of 50 points): Each week (except week 1, which are just introductions) you will be required to respond to at least one discussion prompts I provide, and reply (respectfully) to at least one of the other students' posts. Responses should be a paragraph (4-5 sentences) are worth 3 points; and replies should be about 2-4 sentences and are worth 2 points (total of 5 points each week). I will review all discussion posts, but will not be commenting on the majority of content.
- **Final** (100 points): You will have a choice between taking a final exam, or submitting a final paper. Topics for the final paper will be provided during week 6.

Final grades will be assigned based on percent total:

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
C+	77-79.9	F	< 60

## What to Expect Each Week:

- **Weekly Reading**

You can expect a lot of reading in this class. Each week I will list mandatory readings and will also post optional readings. The optional readings are intended for those of you who may have a special interest in what we are covering that week. Only readings from the main textbook will be included in quizzes and the final exam, so these should take priority over the other readings. Feel free to download the extra/optional readings so you can access them another time. Remember- knowledge is power 😊

- **Weekly Assignments**

The work each week will vary in format (quizzes, writing reflections, activities) and are worth 10 points each week. The reflections and activity assignments are graded on the substance of content you submit and the connections you make. For papers I usually ask for 1-2 pages which is about 300-600 words, but please focus on quality of work, not quantity. I don't specify a style or set font/spacing requirements. Just keep it simple and standard. In other words: normal font (Times, Arial, Calibri, NOT Wingdings or symbols); 10-12 font size; single- or double-spaced max; cite your sources using the style you will use for your major.

- **Weekly Discussion Post & Reply**

Each week (except week 1, which are just introductions) you will be required to post a response to at least one discussion prompts I provide, and reply (respectfully) to at least one of the other students' posts. Responses should be about a paragraph (4-5 sentences) are worth 3 points; and replies should be about 2-4 sentences and are worth 2 points (total of 5 points each week). I will review all discussion posts, but will not be commenting on the majority of content.

### **Due Dates and Late Work Policy**

Due dates in my classes are more of a goal. Typically, the weekly discussion/reply posts are due Friday's by 4pm; and weekly assignments are due Monday's by 10am. Meeting these suggested dates will help both of us (professor and student) stay on top of the work we need to complete to make this a meaningful class. Remember with more freedom come more responsibility, so please do your best to turn things in on time. This will help prevent yourself from becoming overwhelmed, and will also help me stay on top of grading. Work that is turned in late will be graded when I get to it, which may be one day, or not until the end of week 10... may the odds be in your favor. Some students complain that having due dates fall on different days of the week is confusing. If this is the case, please remember that you are free to turn work in early, or even late. Just get the work turned in.

### **Contacting and Meeting with Instructor**

The best way to contact me is through email at [bimle@pdx.edu](mailto:bimle@pdx.edu). To expedite my response, please put SOC 370 in subject line of your email, otherwise there is a chance I may not see it as I get an obscene number of emails. **Please DO NOT email me through Canvas** as my response to you will take longer. You can typically expect a response from me within 24-48 hours. I am available to meet with students individually via Zoom, or over the telephone. To request a meeting, please email me and include some days/times you will be available to meet.

### **Flexibility Statement**

The instructor reserves the right to modify course content and/or substitute assignments and learning activities.

### **Tentative Course Calendar/Schedule**

Students can find assigned readings, tasks, and deadlines for each week on Canvas.

- Week 1: Nuts and Bolts
- Week 2: Classical Perspectives
- Week 3: Positivist Perspectives
- Week 4: Constructionist Perspectives
- Week 5: Alcohol and Drugs
- Week 6: Deviant Lifestyles (e.g., sexuality and work)
- Week 7: Physical and Mental Deviance
- Week 8: Crime (violent and non-violent)
- Week 9: Power and Deviance
- Week 10: Positive Deviance and Loose Ends

### **Course Attendance and Make-up Policies**

There are no mandatory meetings for this class (online or in-person). That said, I am always happy to meet with you individually to discuss class content and work. Since we do have regular meetings, it is imperative that you stay up to date with coursework and reach out to me with questions. I understand that many of you work fulltime, have families, and that we are living in very stressful times. All of these things may (or may not) interfere with your personal lives, and ability to keep up with school work. If this is the case, please let me know so I can do my best to accommodate any needs you may have. I cannot promise to agree to all requests, but if you don't ask me for help, you won't receive it.

## PSU Policies & Resources

### Academics

#### *PSU Grading System*

Undergraduate: <http://pdx.smartcatalogiq.com/2020-2021/Bulletin/Undergraduate-Studies/Grading-System-for-Undergraduates>

#### *Academic Integrity*

Academic integrity is a vital part of the educational experience at PSU. Please see the [PSU Student Code of Conduct](#) for the university's policy on academic dishonesty. A confirmed violation of that Code in this course may result in failure of the course.

#### *Turnitin*

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy and Privacy Pledge posted on the Turnitin.com site.

#### *Incomplete Policy*

Students do not have a right to receive or demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.

##### Eligibility Criteria:

1. Required satisfactory course completion/participation.
2. Reasonable justification for the request.
3. Incomplete grade is not a substitute for a poor grade.
4. Written agreement. (See [Incomplete Contract](#) )
5. Resolving the Incomplete.

For the full Incomplete Policy see [here](#).

## Student Services and Resources

#### *Disability Access Statement*

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the **Disability Resource Center** to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), website is available [here](#).

#### *Student Health and Counseling (SHAC)*

The Center for Student Health & Counseling is committed to helping students succeed inside and out of the classroom. From managing stress to general wellness, we focus on the overall well-being of Portland State's student body. At SHAC you can find high quality, accessible mental health, COVID-19 resources, physical health and dental services - all under one roof! Call SHAC at 503.725.2800 and visit website [here](#).

#### *Safe Campus Statement*

Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>

#### *Student Legal Services*

Student Legal Services provides FREE legal help to current PSU students. Their team of attorneys offers consultations and representation on many legal topics including housing, immigration, criminal, family, disability, legal name changes, employment and interpersonal violence. SLS [website](#).

### *Women's Resource Center*

The Women's Resource Center advocates for the best educational and campus experience for all members of our community. We accomplish this by advancing social justice, *ensuring access to personal empowerment for students of all genders*, and by working toward a safe and healthy campus. WRC [website](#).

### *Student Food and Housing Security*

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 Committee for Improving Student Food Security for support at [foodhelp@pdx.edu](mailto:foodhelp@pdx.edu). The PSU Food Pantry and the monthly The Free Food Market are still available to students. Please check online for open hours.

If you are experiencing houselessness, facing eviction, or feel that you are being treated unfairly by your landlord, there are resources on campus and in the community. On campus, you can start by looking at the resources listed here for houselessness and other economic challenges [here](#). Student Legal Services is also available to help with landlord-tenant issues [here](#). Additional community resources can be found throughout Portland. The local organization, Street Roots, has compiled a guide to these called the "Rose City Resource." When in stock, this comprehensive guide to public services and assistance programs in the Portland Metro area can be picked up at Street Roots (211 NW Davis St. Portland, OR 97209) during open hours or from a Street Roots vendor.

### *Title IX Reporting*

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response [website](#). For more information about Title IX please complete the required student module "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault" in the "My Courses" section of CANVAS.

### *Cultural Resource Centers*

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian program. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge, study spaces; and extensive programming. All are welcome!