

**DEVIANCE
SOCIOLOGY 3321
SPRING 2025**

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STUDENT HOURS:

CLASS TIME AND LOCATION:

This is an **ONLINE** class offered over the Internet. All course materials may be found on the UT Dallas eLearning site at <https://elearning.utdallas.edu> There are no required in-person class meetings, however optional meetings will be held on campus occasionally.

STUDENT HOURS: W 1:00-3:00 p.m. in person and by appointment on Microsoft Teams
<https://bit.ly/StudentHours2025>

COURSE PRE-REQUISITES, CO-REQUISITES AND/OR OTHER RESTRICTIONS:

None

COURSE DESCRIPTION:

How would you define deviance? Answers to this question vary widely since behaviors that are considered deviant in one society are sometimes seen as perfectly normal in others. In this course, we will focus on sociological theories of deviance. In particular, we will examine deviance as a social construction rather than as a biological or psychological element of human behavior. In exploring the causes and consequences of deviant behavior, we will consider both the positivist and constructionist perspectives and the interaction between those who make society's rules and those who break them. We will address the problems of definition, identification, explanation, and social reaction to violations of cultural norms. Topics will range from sexual assault and family violence to cyberbullying and prescription drug abuse.

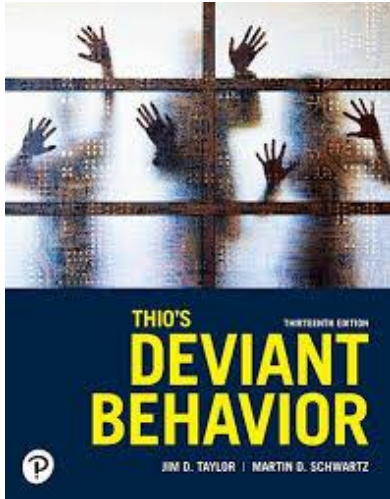
LEARNING OBJECTIVES

By the end of this course, students should be able to identify:

1. Major sociological theories of deviant behavior, including constructionist and positivist perspectives.
2. Social forces that influence deviant behavior and how they are shaped by factors such as race, class, age and gender.
3. Key trends and facts related to particular forms of deviant behavior.
4. How perceptions of deviance change over time and from one location to another.
5. Best practices in carrying out social science research.

REQUIRED TEXTBOOK: Thio's Deviant Behavior – 13th Edition

Authors: Jim D. Taylor; Martin D. Schwartz
Publisher: Pearson



Print ISBN 9780138040529, 0138040524

eText ISBN 9780138040468, 013804046X

Supplementary readings will be posted on Perusall.

CLASS FORMAT AND INSTRUCTOR'S EXPECTATIONS

This course is entirely web-based, and all work will be completed online through the UT Dallas eLearning site, so there will be no required in-person meetings. The class format includes online lectures with embedded assignments and supplementary readings in Perusall. You will also work as part of a group on a field research project focused on a deviant behavior of your choice. More details are provided later in the syllabus and in separate handouts and instructional videos.

Given the widespread availability of generative AI tools, there will be no timed exams or quizzes in this course. Instead, your understanding of the material will be assessed through responses to questions embedded within the lectures, similar to how you would respond in a live class. These questions are designed to encourage active engagement and critical thinking. In some cases, the questions may involve polls or examples from popular culture, with the results compiled and shared with the class to promote discussion. You are responsible for reading the assigned course material each week to participate effectively in the weekly assignments.

Lectures will be recorded and available for viewing on your own schedule. They will cover the textbook material and provide guidance on assignments. All course assignments are due on Mondays at 11:59 p.m.

GRADING POLICY

Your final grade will be awarded based on the following scale. Grades for all assignments and tests will be available in the grade book in eLearning.

Online Lectures with Embedded Assignments	40%
Readings on Perusall	10%
Individual Portion of Field Research Project	10%
Group Portion of Field Research Project	<u>40%</u>
TOTAL	100%

Letter Grade Percentage Points

A+	97-100	A	94-96	A-	90-93	B+	87-89
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B	84-86	C	74-76	D	64-66	F	59 and
B-	80-83	C-	70-73	D-	60-63		below
C+	77-79	D+	67-69				

ONLINE LECTURES WITH EMBEDDED ASSIGNMENTS

Each chapter of Thio's Deviant Behavior will be supplemented by three or four short webinars that delve into the key content, including both traditional and emerging forms of deviance. After watching these webinars, you will be guided to complete short assignments designed to reinforce your understanding of the material. Rather than timed exams, your learning will be evaluated through questions embedded within the webinars, much like participating in a live class. These questions are intended to foster active engagement and critical thinking, sometimes incorporating polls or popular culture examples, with the results shared to encourage class discussion. Assignments will always be due on Mondays by 11:59 p.m. Staying current with the assigned readings is essential to participate effectively in these weekly assignments.

READING ASSIGNMENTS:

Supplementary readings will be available through Perusall, a collaborative annotation/discussion platform. These readings are designed to help you go deeper into a specific course topic. **I will count your 5 highest Perusall reading grades when calculating your final grade for this section of the course.** To successfully complete the assignment, please read the article or chapter excerpt and add comments, annotations, and questions. Your grade on Perusall assignments can be improved by accessing the readings multiple times, reading in small chunks (rather than all at once) and by responding to the questions of other students. So start early and come back to the site often. Check on the comments made by others, try to answer their questions, or respond to their posts. Be sure to look over the Perusall information posted in eLearning. **Please do NOT access Perusall by going to the website directly. ONLY access Perusall assignments through the links in eLearning.**

FIELD RESEARCH PROJECT

You will be completing a group project with two or three other students in the class. Each group will choose a deviant behavior and conduct field research on the topic. You'll find more details on the project later in this syllabus and in instructional videos on eLearning. *Note that there is also an individual portion of the field research project.*

COURSE CONTENT AND CONDUCT GUIDELINES

This course is designed for mature students and will explore topics and use language that may be sensitive or uncomfortable for some. The study of deviant behavior includes examination of disturbing topics. While I expect each of you to actively participate in the course, respect for diverse beliefs and opinions is paramount. As your instructor, I expect everyone to join me in creating an open and supportive environment.

STUDENT HOURS

The hours listed on the front page of this syllabus is time for you, the student. It is time that I have dedicated for whatever you need. We can talk about the course, balancing work and school, grad school, recommendation letters or any other topic. I use Microsoft Bookings for office hours. You will find the link at the top of the course home page in eLearning.

POLICIES AND PROCEDURES

LATE ASSIGNMENTS AND MAKE UP OPPORTUNITES

You will receive a late penalty of 5 points per day for any late assignment, and Perusal assignments will no longer be available after the due date. Because you will have a full week to complete assignments you most likely will not need a make-up. However, in case of extenuating circumstances, make-ups will only be given for legitimate reasons and with proper written documentation. Forgetting a due date does not qualify as a legitimate reason. If you fail to turn in an assignment without a reasonable excuse, you will receive a “0” for that portion of the course.

INCOMPLETE GRADE POLICY

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

ACADEMIC INTEGRITY

The faculty expects a high level of responsibility and academic honesty from students. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in scholastic work. **For online classes, letting another person complete your work for you or representing them as you is considered cheating.** Only students registered for the class may participate in class work or assignments.

SCHOLASTIC DISHONESTY

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism. To ensure academic integrity, all sections of the group project will be checked through Turnitin.com and students who plagiarize will be referred to UT Dallas Office of Community Standards and Conduct. Here is more information on how to [avoid academic dishonesty](#).

One of my most fundamental expectations is the honest and accurate use of sources in all assignments. Fabricating citations or sources—meaning claiming a source exists when it does not or misrepresenting the source's content—is a serious violation of academic integrity. Any student found to have fabricated citations or sources in any assignment will be referred to the Office of Community Standards and Conduct under UTD rules about due process.

GENERATIVE AI

Cheating includes using unauthorized materials to complete an assignment ([Student Code of Conduct - UTDSP5003](#)). AI-generated content should NOT be presented as your own work. See assignment descriptions for specific guidance on how to use gen AI tools for each assignment. Workplaces have policies about AI use, and I want you to use the tools appropriately while learning about sociology. In assignments where generative AI use is allowed, include an acknowledgment of how generative AI has been used after your reference page. Inappropriate use of AI may result in penalties, including a zero on an assignment.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the [AccessAbility Resource Center \(ARC\)](#), located in the Administration Building, Suite 2.224. They can be reached by [email](#), calling 972-883-2098, or at their [website](#). To receive academic accommodations for this class, please register and request services by completing the Request for Services form with the proper documentation and meeting with the Director of ARC at the beginning of

the semester. Please review [the section](#) within the UT Dallas Syllabus Policies and Procedures webpage.

ACADEMIC SUPPORT RESOURCES

Please visit the [Academic Support Resources](#) page to view the University's academic support resources for all students.

UT DALLAS SYLLABUS POLICIES AND PROCEDURES

Please visit the [Syllabus Policies](#) page to view the University's policies and procedures segment of the course syllabus.

CLASS SCHEDULE AND READING ASSIGNMENTS

**Please note that this schedule is subject to change. Online announcements will alert you to any revisions. (P) indicates you will find your assigned reading on Perusall.*

MODULE 1 – UNDERSTANDING DEVIANT BEHAVIOR

- Unit 0**
1/21-1/26 **Overview of the Course**
INTRODUCTIONS, SYLLABUS REVIEW AND “TEAM MEMBERSHIP FORM” DUE BY MONDAY, 1/27
- Unit 1**
1/27-2/2 **What is Deviant Behavior?**
Textbook: Chapter 1
Best: Can Normalization Save Society – or at Least the Sociology of Deviance? (P)
CHAPTER 1 ASSIGNMENT DUE MONDAY, 2/3
PROJECT GROUPS WILL BE ASSIGNED BY 2/3
- Unit 2**
2/3-2/9 **Positivist Theories**
Thio: Chapter 2
Optional Additional Readings:
Merton: Strain Theory
Sutherland & Cressey: Differential Association Theory
Hirschi: Control Theory
Braithwaite: Shaming Theory
CHAPTER 2 ASSIGNMENT DUE MONDAY, 2/10
TEAM CHARTER DUE MONDAY, 2/10
- Unit 3**
2/10-2/16 **Constructionist Theories**
Thio: Chapter 3
Optional Additional Readings:
Becker: Labeling Theory
Katz: Phenomenological Theory
Quinney: Conflict Theory
Daly: Feminist Theory
CHAPTER 3 ASSIGNMENT DUE MONDAY, 2/17

MODULE 2 - VIOLENCE

- Unit 4**
2/17-2/23 **Physical Violence**
Thio: Chapter 4
Littlejohn: Homicide in Modern Texas (P)
CHAPTER 4 ASSIGNMENT DUE MONDAY, 2/24
HUMAN SUBJECTS RESEARCH TRAINING DUE MONDAY, 2/24
- Unit 5**
2/24-3/1 **Sexual Assault and Child Molestation**
Thio: Chapter 5
Hirsch & Khan: Sexual Citizens: Sex, Power and Assault on Campus (P)

CHAPTER 5 ASSIGNMENT DUE BY MONDAY 3/2
ANNOTATED BIBLIOGRAPHY DUE BY MONDAY, 3/2

Unit 6
3/2-3/8

Family Violence

Thio: Chapter 6

Sweet: The Sociology of Gaslighting (P)

CHAPTER 6 ASSIGNMENT DUE BY 11:59 P.M. MONDAY 3/9

MODULE 3 – SOCIAL STIGMA

Unit 7
3/9-3/15

Mental Disorder

Thio: Chapter 8

Grinker: Nobody's Normal: How Culture Created the Stigma of Mental Illness (P)

CHAPTER 8 ASSIGNMENT DUE BY MONDAY, 3/16

3/16-3/23

SPRING BREAK – NO ASSIGNMENTS DUE

Unit 8
3/24-3/30

Heterosexual Deviance

Thio: Chapter 9

Worthen: "Defining Sexual Deviance" (P)

CHAPTER 9 ASSIGNMENT DUE BY MONDAY, 3/31

**PART 1 OF FIELD RESEARCH PROJECT CAN BE SUBMITTED
FOR REVIEW ON 3/31**

Unit 9
3/31-4/6

Gay People and Other Targets of Stigma

Thio: Chapter 10

Lindemann: What Reality TV Says About Us (P)

CHAPTER 10 ASSIGNMENT DUE MONDAY, 4/7

MODULE 4 – INTERNET AND SUBSTANCE ABUSE

Unit 10
4/7 – 4/13

Substance Abuse

Thio: Portions of Chapters 12 and 13

Beletsky: 21st Century Cures for the Opioid Crisis (P)

UNIT 9 ASSIGNMENT – DUE BY MONDAY, 4/14

Unit 12
4/14-4/20

Internet Deviance

Thio: Chapter 11

Kowalski et al: Cyberbullying (P)

UNIT 11 ASSIGNMENT DUE MONDAY, 4/21

**PART 2 OF FIELD RESEARCH PROJECT MAY BE TURNED IN
FOR FEEDBACK ON 4/21**

MODULE 5

Unit 13
4/21-4/27

SOCIOECONOMIC FACTORS IN DEVIANCE

Privileged and Underprivileged Deviance

Thio: Portions of Chapters 14 and 15

Reiman & Leighton: The Rich get Richer and the Poor get Prison
(P)

UNIT 12 ASSIGNMENT DUE MONDAY, 4/28

Unit 14
4/28-5/4

FIELD RESEARCH PROJECT DUE
11:59 P.M ON 5/5

5/5-5/9

PEER REVIEW FORM AND COURSE EVALUATIONS

NOTE: This schedule is tentative and may be subject to change.

Field Research Project

For your group project, you will be doing field research on a deviant behavior of your choice. Working in groups of three or four, you will choose from a list of pre-approved topics. The project will be conducted in multiple phases: developing a clear and well-written introduction, conducting a thorough literature review with proper citations, formulating a research question, performing field observations on three separate occasions, maintaining an observational grid, and recording detailed field notes. Your group will then identify and describe at least six key findings and conclude with a synthesis that ties back to the literature review. *Please note that while the*

completed project is due at the end of the semester, you have the option of submitting Parts 1 and 2 on or before the interim deadlines in order to receive feedback. No late submissions will be accepted for feedback.

GUIDELINES

TEAM BUILDING

TEAM MEMBERSHIP FORM (Due 1/27/2025)

You will find a link to this form in the field research folder.

TEAM ASSIGNMENTS – BY 2/3/25

TEAM CHARTER (Due 2/10/25)

You will find a link to this in the field research folder.

The field research project involves mainly group work however you do have the following two individual assignments.

INDIVIDUAL ASSIGNMENTS

INDIVIDUAL ASSIGNMENT - HUMAN RESEARCH SUBJECTS TRAINING (Due 2/24/25)

Before conducting your field research, you are required to complete Human Subjects Protection (HSP) training, which can be accessed using this link. You will find step-by-step guidance for completing the training here: [CITI Training](#). **Be sure to complete the HSP – Social & Behavioral course.** *IMPORTANT NOTE: If you have already completed this training for another course, you are not required to do it again. You will find a link to submit your certificate of completion.*

INDIVIDUAL ASSIGNMENT - ANNOTATED BIBLIOGRAPHY (Due 3/2/25)

For this assignment, you are required to find and review three peer-reviewed journal articles related to your topic of study. For each article, write a concise paragraph summarizing the research methods used and the key findings. Following the summary, include a complete APA citation for the article. Ensure that your citations are properly formatted according to APA guidelines, and submit all three entries in a single document. Review your work for clarity, accuracy, and adherence to citation standards before submission.

GROUP WORK

PART I – INTERIM DEADLINE - 3/31/25

- **INTRODUCTION**

Begin your paper by introducing your topic with a few paragraphs that provide background and context. Clearly describe the type of deviance you will be observing in your field research and explain why you have chosen to focus on this particular behavior. Identify the individuals and groups involved, detailing their roles and interactions. Additionally, discuss any public policies or regulations that have been implemented to address or manage this deviant behavior, if applicable.

- **LITERATURE REVIEW**

Use the articles from your annotated bibliographies to write a literature review. Your review should include nine to 12 research studies (three from each team member). Write a cohesive narrative with smooth transition sentences that connect the various studies. Be sure to use in-text citations to indicate which articles you are referencing and include a complete reference list at the bottom of the page following APA format.

- **RESEARCH QUESTION**

Based on your literature review, you should now come to a consensus within the group of your research question (s). In other words, what will you be looking for when you go out in the field and observe?

PART II - INTERIM DEADLINE 4/21/25

- **FIELD OBSERVATIONS**

Each group member is required to conduct a total of three hours of field observation, divided into three separate one-hour sessions. For instance, if you are observing in a public place, visit the location three times, spending one hour each time. Record the date, time, and location for each observation session.

- **OBSERVATION GRID**

Be sure to develop an observation grid before you go where you can easily keep track of what you see. Examples of grids will be posted in the eLearning Group Project folder. For example, if you're observing driving deviance, you might want to have a gender/race column and then list

categories of deviant driving, such as: texting, talking on the phone, running red lights etc. Post a grid that summarizes your group observations.

- **FIELD NOTES**

Take notes as well (although do your best to keep your observation unobtrusive). Your notes will help you when you're writing the section outlining your findings. **Each group member should post informal notes in the group document.**

PART III AND FINAL PROJECT DUE 5/5/25

- **PATTERNS OF DEVIANCE**

Describe at least six patterns of deviance that you were able to discern during your fieldwork. These patterns should reflect recurring behaviors, actions, or interactions that you observed and documented. Summarize the data you gathered, drawing on the details recorded in your grid and field notes. Be sure to highlight how these patterns illustrate the deviant behavior you studied, noting any similarities or differences across the various observations.

- **CONCLUSION**

Write a few concluding paragraphs that thoughtfully reflect on your findings. In your conclusion, connect your observations back to your literature review or introduction, reinforcing the key points you initially set out to explore. Consider whether your field research aligned with your expectations or if the results surprised you. Discuss any unexpected insights or patterns that emerged and consider the implications of your findings for the broader topic. Your conclusion should provide a clear, cohesive wrap-up that ties together the various elements of your research

- **REFERENCES**

Include a list of references at the bottom of the page. They must be in APA format and in alphabetical order by authors' last name.

- **PEER RATING FORM**

YOU WILL NOT RECEIVE AN INDIVIDUAL GRADE FOR THE GROUP PROJECT UNTIL YOU SUBMIT A PEER RATING FORM.

FORMATTING GUIDELINES

- All information should be included in a single Word document submitted through TurnItIn.com

- Examples and instructional webinars will be provided for each section of the project.
- Please include a table of contents that includes all of the sections listed above (e.g. Introduction, Literature Review, Research Questions etc.)
- Follow APA style for the in-text citations in your literature review and your reference page. Here is a link to an APA style guide:
<http://owl.english.purdue.edu/owl/resource/560/01/>