

San José State University
Department of Sociology & ISS
Socio 154, Sociology & Non-Conforming Behavior, Section 01, Spring 2023

Welcome to Socio 154-01!

Course and Contact Information

Instructor(s): Stephen J. Morewitz, Ph.D.

Telephone: TBA

Email: stephen.morewitz@sjsu.edu
(Please use only the SJSU email system)

Class Time/Location: MW, 4:30-5:45 PM; DMH 226A

Office Hour: Mon., 12:30-1:30 PM

Office Location: DMH 237A

Faculty Web Page

<https://www.sjsu.edu/justicestudies/our-department/faculty-and-staff/morewitz-s/index.html>

Course Description

This essential course provides students with a clear understanding of the sociology of behavior outside of social conventions including crime, mental illness, suicide, and chemical dependency.

Course Format

In Person

Course Materials on Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas, please go to https://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html

Course Goals

Course goals include:

- 1) defining deviance and non-conforming behaviors
- 2) critically evaluating the theories of deviance and non-conformity
- 3) describing the social organization of deviance and non-conforming behaviors
- 4) delineating the structure of deviant acts
- 5) identifying the stages of deviant careers
- 6) analyzing the sociology of death threats as a form of deviant behavior
- 7) critically assessing the different research methods used to study deviance and non-conformity

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1 Define non-conforming behavior

CLO 2 Identify theories of non-conforming behavior

CLO 3 Critically evaluate the strengths and weaknesses of theories of non-conforming behavior

CLO 4 Identify the social organization of non-conforming behavior

CLO 5 Describe the structure of the non-conforming behavioral act

CLO 6 Describe the stages of non-conforming careers

CLO 7 Identify non-conforming behavior theories related to the use of death threats in the family, workplace, government, and conflict/war situations

CLO 8 Describe the social structure in which death threats are made

CLO 9 Evaluate the strengths and weaknesses in research methods that are used to study death threats and other non-conforming behavior

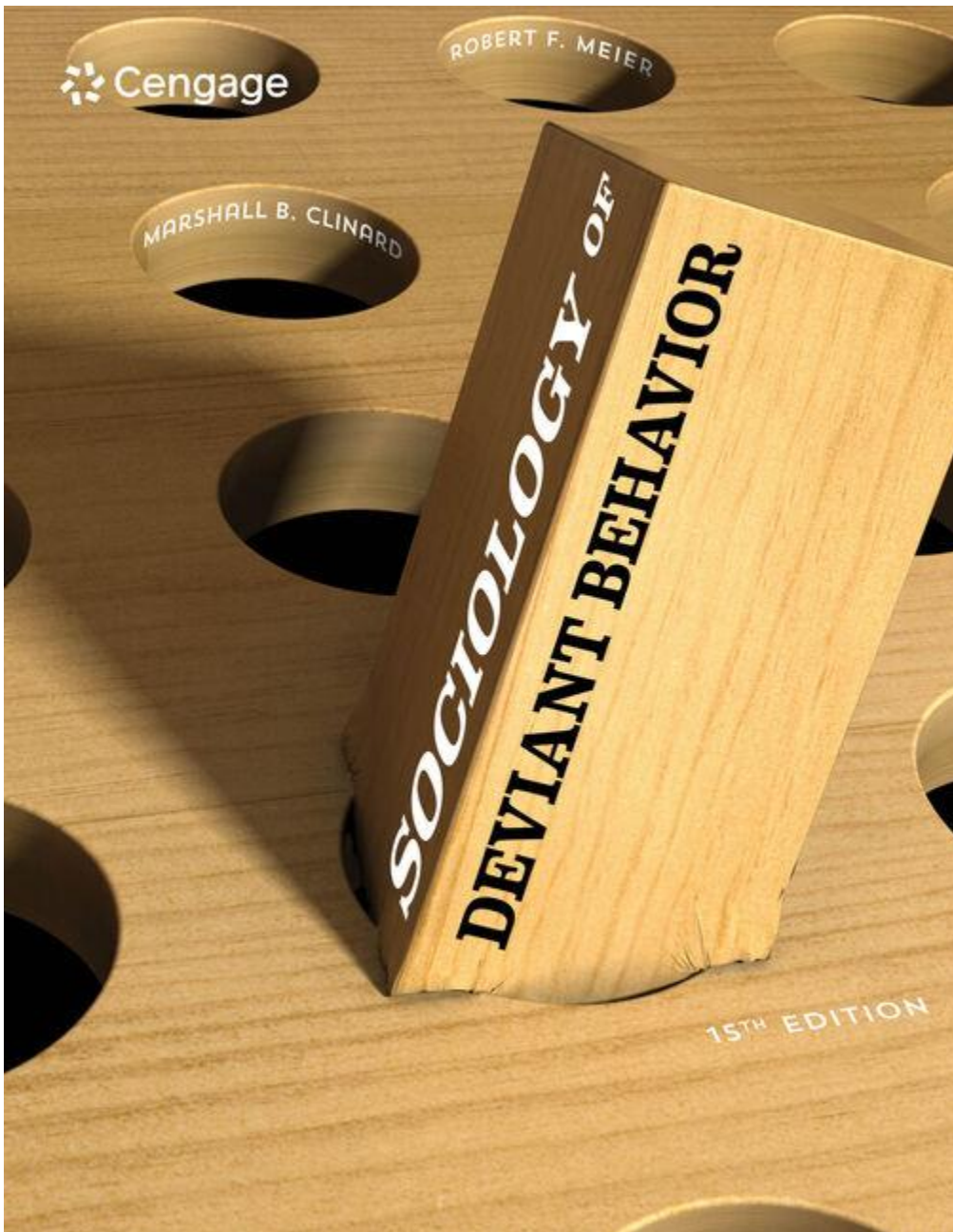
You are on the First Day program at SJSU and automatically enroll for the course material price reduced below \$50.00

Title: Sociology of Deviant Behavior, 15e By Clinard; MindTap + eBook, Single Term ISBN: 9781337613415

Required Text

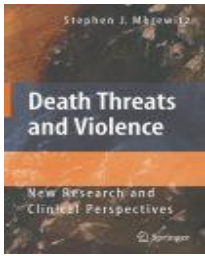
Sociology of Deviant Behavior | 15th Edition

Marshall B. d/Robert F. Meier



Copyright 2016 | Published

Recommended Text



Death Threats and Violence: New Research and Clinical Perspectives | Edition: 1

Author:

Stephen J. Morewitz

ISBN:

9780387766614

Publication Date:

08/28/2008

Publisher:

Springer New York

Other Readings

Additional readings will be posted on Canvas.

Teaching Methods

Class time will be devoted to lecturing, in-class exercises, debates, role plays, student-generated multiple-choice test items, student lectures, video presentations, and student small group discussion. Other teaching methods include enrichment materials and Q and A sessions.

Course Requirements and Assignments

- 1. Midterm (Multiple-Choice and/or True/False Test Items) (due: 10.2.23) (25% of total grade)**
- 2. Final Exam (Multiple-Choice and/or True/False Test Items) (during Final Exams Week) (25% of total grade)**
- 3. Non-Conforming Behavior Role Play Project (due: 12.4.23) (25% of total grade)**

Students will work in teams of two to three to plan, design, and implement a Non-Conforming Behavior Role-Play Project. Students will conduct the Role Play Project by

selecting and applying a theory of non-conforming behavior from the required and recommended texts. As part of their Role Play Project students will:

- a. Read the required and recommended texts, peer-review social science journal articles, and books (no newspapers, magazines, or web sites) related to nonconforming behavior theories, concepts, and research methods and findings
- b. Include a written list of your texts and other peer-review social sciences references using the ASA format
- c. Summarize in writing the salient points of your readings
- d. Prepare a written dialogue for the Role Play Project
- e. Use your written summary of readings to explain in writing the ways in which your dialogue illustrates a theory or concept of non-conforming behavior
- f. Give a 10-Minute Team Zoom Video Presentation of the Role Play Project in Class using your dialogue and written summary of your analysis of the social sciences readings
- g. Submit a typed Word.doc File only online version to Canvas that is divided into two sections (5-6 typed pages, two- page role play entry with a heading and three-page analysis with a heading and five in-text citations, double-space, title page, and list of at least five peer-review social sciences references (including volume #s, issues #s, and page #s), using only the ASA format. You should have a Turnitin Similarity Score of nine percent or lower. Otherwise, you receive a failing score.
- h. To receive a passing grade, each student must work enough hours on the Role Play Project and complete an Individual Student Project Work Hours Log (see Files on Canvas) to document her or his hours in preparing the Role Play Project.

4. Non-Conforming Behavior Powerpoint Presentation Project (due: 11.6.23) (25% of total grade)

Students will work solo and in teams to give a 25-slide Non-Conforming Behavior Powerpoint presentation. **Six** peer-review social sciences journal articles are required, and the reference list should follow the ASA format. To receive a passing grade, each student must work enough hours on the Non-Conforming Behavior Powerpoint Presentation Project and complete an Individual Student Project Work Hours Log (see Files on Canvas) to document her or his hours in preparing the Non-Conforming Behavior Powerpoint Presentation Project.

Class Assignments and Extra Credit Policy

During the semester, students complete weekly class assignments and submit their answers to the designated Discussion Forums. Assignments can include chapter exercises, test item

construction, debates, diaries, presentations, quizzes, and/or required responses to a Discussion Forum prompt based on the readings covered that week.

Assignments must be completed by the following Sunday by 11:30 PM, unless indicated otherwise by the instructor. In-class work will include critically analyzing information from the readings, videos, student presentations, as well as class lecture and discussion. Students will receive one or more extra credit points added to their final grade if they complete 100% of the assignments depending on the final grade distribution. Ten points will be deducted if 100% of the assignments are not completed.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

Grading Policy

According to the Departmental policy, all recorded grades are final. The faculty member will not change any grade after it is recorded unless the faculty member has made an error in calculation. Students will not be permitted to re-submit assignments for a better grade.

Grading Rubric for Weekly Assignments

Students' Discussion Forum assignments will be graded on a pass-fail basis. Passing requires a timely, good faith effort in completing the assignments. Student responses demonstrate critical thinking skills and be easy to understand. In addition, student responses should be accurate, detailed, comprehensive, and grammatically correct. Student will have an opportunity to correct the deficits in their analysis to receive a passing grade. Students must complete all assignments by the last class day of the semester.

Grading Rubric for Role Play Project and Powerpoint Presentation

Students will be graded based on the following rubric:

Relevance to nonconformity and deviance theory and research (5 points)

Adequacy of the analysis of peer-review journal articles and books (no magazines or newspapers) (20 points)

Adequacy of critically analyzing major theories and/or findings related to deviance and nonconformity (20 points)

Creativity (5 points)

Clarity/Critical Thinking Skills/Problem-Based Learning Skills/Logic/Adherence to Report Guidelines/ASA Report Format, e.g., In-Text Citation Format and Reference List Format/Attention to Detail/Grammar/**Six** Peer-Review References/Sufficient Number of Hours Worked and Documented in Work Hours Log (50 points)

1. Passing This Course:

Passing this course requires consistent good effort to turn in all materials, use correct grammar, and know the conventions of writing in the social sciences. Poor attendance, sloppy papers, or consistently turning materials in late, usually result in lower overall points.

2. Late Exams/Assignment Penalty: All late exams/major assignments will lose 10 points for each class meeting that the exam/assignment is late.

Below is the SJSU Grade Distribution

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

For additional information, see:

- *University Grading System Policy F18-5* (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

Classroom Protocol

Participation and Attendance:

Attendance is important for student learning and success. Please do not leave class early. If you miss class, you are responsible for contacting classmates to make up the work. In addition, you must review the Canvas postings to submit your in-class assignments for the day that you missed. Please do not email the instructor to ask about missed work.

Please do not use any electronic devices in class unless you are using them for preparing assignments in class. Please do not carry on conversations with classmates unless they are related to class discussions and specific assignments.

Being on Time: Attendance and being on time is critical. If you do not have your assignment, then you can still do the assignment. While attendance cannot be graded, expect that absences and/or late arrivals could affect your grade should you miss (parts of) in-class exercises or assignments. If you miss announcements, lecture material, hand-outs, you need to be sure to review them later on Canvas.

Contacting Your Professor: **Please use only the SJSU email system and only send emails about personal issues that you may have. Submit all questions about the syllabus and Canvas to the Dr. Q & A Discussion Forum in Canvas.** I receive A LOT of email, so be sure to put in your SUBJECT line your course number and section number. That way I know why you are contacting me. Please sign your full name at the end of your email so that I know who you are! If you are absent from class, please do not ask me what you have missed. Please do not expect me to email you a copy of anything if I can post it on Canvas. I try to respond to email within 48 hours between Mondays and Fridays. Enjoy your weekends.

Hand-outs, Readings, and Other Learning Materials: These items are useful for your entire career at SJSU. I recommend bringing the materials and the lecture outlines to class, as I frequently explain and lecture from the materials. I post my hand-outs on Canvas.

Professor's Revisions to the Syllabus: I reserve the right to adjust assignments, material, and time schedule to fit the needs of the class. Students will be told about all changes in the syllabus.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources. For additional information, see:

- University Syllabus Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

- University Attendance and Participation Policy F15-12
(<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Course Schedule

The schedule is subject to change with notification.

Module	Wk	Topics, Readings, Assignments, Deadlines	
1	8.21	<p style="text-align: center;">Syllabus review.</p> <ul style="list-style-type: none"> ○ Clinard & M Ch 1: The Nature and Meaning of Deviance <ul style="list-style-type: none"> ▪ What is Deviance? ▪ Deviance and Society ▪ Summary <p>Morewitz, Ch 1: Homicidal Threats</p> <p>Morewitz, Appendix A Research Methods</p> <p>Morewitz, Appendix B Study Results</p>	
2	8.28	<ul style="list-style-type: none"> ○ Clinard & M Ch 2: Deviant Events and Social Control <ul style="list-style-type: none"> ▪ Deviant Events ▪ Social Control ▪ Law as an Example of Formal Control ▪ The Irony of Social Control 	

Module	Wk	Topics, Readings, Assignments, Deadlines	
		<ul style="list-style-type: none"> ▪ Summary <p>Morewitz, Ch 2: Death Threat Makers</p>	
3	9.4 NO CL AS S	<ul style="list-style-type: none"> ○ Clinard & M Ch 3: Becoming Deviant <ul style="list-style-type: none"> ▪ Socialization and Social Roles ▪ Seeing the Deviant's Perspective ▪ Individualistic Theories of Deviance ▪ Summary <p>Morewitz, Ch 3: Death Threat Victims</p>	
4	9.11	<ul style="list-style-type: none"> ○ Clinard & M Ch 4: Major Theories of Deviance <ul style="list-style-type: none"> ▪ Anomie Theory ▪ Conflict Theories ▪ Labeling Theory ▪ Control Theory ▪ Learning or Socialization Theory ▪ Summary <p>Morewitz, Ch 4: Stalking and Homicidal Threats</p>	

Module	Wk	Topics, Readings, Assignments, Deadlines	
5	9.18	<ul style="list-style-type: none"> ○ Clinard & M Ch 5: Crimes of Interpersonal Violence <ul style="list-style-type: none"> ▪ Crime as Deviance ▪ Assault and Murder ▪ Domestic Violence ▪ Forcible Rape ▪ Society's Reaction to Crimes of Personal Violence ▪ Summary <p>Morewitz, Ch 5: Death Threats and Weapon Use</p>	
6	9.25	<ul style="list-style-type: none"> ○ Clinard & M Ch 6: Nonviolent Crime <ul style="list-style-type: none"> ▪ Occasional Property Offenders ▪ Conventional Criminal Careers ▪ Political Criminal Offenders ▪ Organized Crime and Criminals ▪ Professional Offenders ▪ Summary <p>Morewitz, Ch 6: Substance Use and Abuse, and Homicidal Threats</p>	

Module	Wk	Topics, Readings, Assignments, Deadlines	
7	10.2	<ul style="list-style-type: none"> ○ Clinard & M Ch 7: White-Collar and Corporate Crime <ul style="list-style-type: none"> ▪ The Example of Computer Crime ▪ A Brief History ▪ Defining White-Collar Crime ▪ Corporate Criminal Behavior ▪ Professional White-Collar Crime and Deviance ▪ Characteristics of White-Collar Offenders ▪ Explaining White-Collar Crime ▪ Costs of White-Collar and Corporate Crime ▪ Explaining Corporate Criminal Behavior ▪ Controlling White-Collar and Corporate Crime ▪ Summary <p>Morewitz, Ch 7: Death Threats and Violence at Schools and Colleges</p>	

Module	Wk	Topics, Readings, Assignments, Deadlines	
8	10.9	<ul style="list-style-type: none"> ○ Clinard & M Ch 8: Drug Use and Addiction <ul style="list-style-type: none"> ▪ Drug Taking as Deviance ▪ Legal Drug Use ▪ Types of Illegal Drugs ▪ Marijuana Use ▪ Opiate Use and Addiction ▪ Becoming an Opiate Addict ▪ Cocaine Use ▪ Society's Response to Drug Use and Addiction ▪ Prevention of Drug Use ▪ Summary <p>Morewitz, Ch 8: Workplace Homicidal Threats and Violence</p>	
9	10.1 6	<ul style="list-style-type: none"> ○ Clinard & M Ch 9: Drunkenness and Alcoholism <ul style="list-style-type: none"> ▪ Physiological and Behavioral Aspects of Alcohol ▪ Types of Drinkers 	

Module	Wk	Topics, Readings, Assignments, Deadlines	
		<ul style="list-style-type: none"> ▪ Drinking as a Social and Group Activity ▪ Alcoholism and Problem Drinking ▪ Group and Subcultural Influences on Excessive Drinking ▪ Society's Response to Alcohol Use and Alcoholism ▪ Public Policy and Public Drunkenness and Alcoholism ▪ The Continuing Controversy: Can "Recovering" Alcoholics Ever Return to Drinking? ▪ Summary <p>Morewitz, Ch 9: Crime, Culture, and War</p>	
10	10.2 3	<ul style="list-style-type: none"> ○ Clinard & M Ch 10: Suicide <ul style="list-style-type: none"> ▪ Suicidal Behavior ▪ Historical Background ▪ Extent of Suicide ▪ Types of Suicide ▪ Sociological Theories of Suicide 	

Module	Wk	Topics, Readings, Assignments, Deadlines	
		<ul style="list-style-type: none"> ▪ Social Meanings of Suicide ▪ Preventing Suicide ▪ Physician-Assisted Suicide or "Aid in Dying <p style="text-align: center;">Summary</p> <p>Morewitz, Ch 10: Hate Crimes</p>	
11	10.30	<ul style="list-style-type: none"> ○ Clinard & M Ch 11: Heterosexual Deviance <ul style="list-style-type: none"> ▪ Sexual Norms ▪ Selected Forms of Heterosexual Deviance ▪ Extramarital Sex (Adultery) ▪ Sex and the Computer ▪ Sex Work and Prostitution ▪ Pornography ▪ Summary <p>Morewitz, Ch 11: Death Threats and Terrorism</p>	
12	11.6	<ul style="list-style-type: none"> ○ Clinard & M Ch 12: Gays, Lesbians, and Homophobia 	

Module	Wk	Topics, Readings, Assignments, Deadlines	
		<ul style="list-style-type: none"> ▪ The Development of the Notion of Homosexuality ▪ Why Do Some People Regard Homosexuality as Deviant? ▪ Social Dimensions of Homophobia ▪ Law and Public Attitudes ▪ Prevalence and Variations of Male Homosexuality ▪ Sex-Role Socialization and Becoming a Homosexual ▪ Lesbianism ▪ Transvestitism ▪ AIDS and the Homosexual Community ▪ Current Controversies over Homosexuality ▪ Summary <p>Morewitz, Ch 12: Death Threat and the Legal System</p>	
13	11.1 3	<ul style="list-style-type: none"> ○ Clinard & M Ch 13: Physical Disabilities <ul style="list-style-type: none"> ▪ Deviance and Physical Disabilities 	

Module	Wk	Topics, Readings, Assignments, Deadlines	
		<ul style="list-style-type: none"> ▪ Definitions and Distinctions ▪ Disabilities and the Idea of Deviance ▪ Societal Reaction and Ambivalence toward Disability ▪ Disability as a Socialization Process ▪ Disability as a "Career" ▪ Managing Disability ▪ The Americans with Disabilities Act ▪ Summary 	
14	11.20	<p>NO CLASS on 11.22</p> <ul style="list-style-type: none"> ○ Clinard & M Ch 14: Mental Disorders <ul style="list-style-type: none"> ▪ The Stigma of Mental Disorders ▪ Psychiatric View of Mental Disorders ▪ Problems of Definition ▪ Social Stratification and Mental Disorders ▪ Social Stress in Mental Disorders ▪ Social Roles and Mental Disorders ▪ Eating Disorders 	

Module	Wk	Topics, Readings, Assignments, Deadlines	
		<ul style="list-style-type: none"> ▪ Social Control of Mental Disorders ▪ Reducing Stigma <p>Summary</p>	
15	112 7	<ul style="list-style-type: none"> ○ Clinard & M Ch 15: Recent Forms of Deviance <ul style="list-style-type: none"> ▪ Rudeness ▪ Cyber Deviance ▪ Bullying ▪ Child Obesity as Child Abuse ▪ Pirates ▪ Teachers Abusing Their Students ▪ Extreme Deviance ▪ Summary 	
16	12.4	Special Topics (TBA); Course Review	