Catalog Description: SOC215 Social Deviance (3-0-3)
This course utilizes the sociological perspective to clarify the meaning and relativity of deviance and social control. Focus is on public opinion and the media’s coverage of and contributions to the definition of deviance as well as the systematic sanctioning of deviants. Specific areas to be addressed include (but are not limited to) the judicial system, substance use/abuse, sexual and gender identity, and theories and methods of deviance. (SP)

Prerequisite: SOC101 Sociology or SOC102 Rural Sociology

Text(s):
- Title: Constructions of Deviance
- Author: Adler
- Publisher: Cengage
- ISBN: 978-1-3050-9354-6

Other Required Materials: None

Purpose of Course: This course is designed to provide the student with an introduction to the sociological study of the process of deviance. A theoretical and practical understanding of the theories and methods utilized to understand deviance will be applied when addressing the three major types of deviance—formal, medical and informal.

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

• Demonstrate familiarity with the basic terms, concepts and ideas necessary to the understanding of deviance;
• Demonstrate an understanding of deviance as a violation of norms that are socially constructed and otherwise dependent on social situations;
• Appreciate the social process of deviance; and
• Recognize the array of social responses to deviance.

Course Content:
1. Defining and Studying Deviance
2. Theories of Deviance  
3. Constructing Deviance  
4. Stigma Management

Assessment of Student Learning: Individual Instructor will submit information here.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): Individual Instructor will submit information here.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Valuing**: Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

College / Instructor Policies:

Academic Dishonesty: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents
of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<p>| In Seat Course | Physically attending scheduled, face-to-face, class meetings |</p>
<table>
<thead>
<tr>
<th>Virtual Course</th>
<th>Being present, via appropriate platform, for scheduled class meetings/activities</th>
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<tbody>
<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
</tr>
<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
</tr>
<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
</tr>
<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
</tr>
<tr>
<td></td>
<td>• Participation in threaded discussions</td>
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</tbody>
</table>

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Tardiness:** Students who are not present at the beginning of the class period will be marked absent.

**Make-up and late work:** Late work is not accepted.

**Extra-credit work:** A student has the opportunity to obtain extra credit. Each activity is worth a maximum of 10 points. For the semester a student may earn up to 30 extra credit points. An example of an extra credit activity might include attending a lecture on campus, participating in a field trip or reading an article/book and providing a typed summary that will include your reaction to the particular activity or reading as well as a connection to sociology. In other words, you will use sociology as a tool to explain your extra-credit papers. Each 10 point paper should be two full pages in length (12 point font, times new roman, double spaced). All activities/readings should be pre-approved by the instructor and are due by date.

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).
Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.