Syllabus

Course Overview

This course will introduce you to the fundamental concepts and theories of the sociological study of deviance. You will evaluate deviant behavior from historical and sociological perspectives and reflect on contemporary issues involving deviance. You will also have the opportunity to apply your personal and professional experiences and interests to the study of deviance, connecting what you learn in the course to your career goals and interests.

The studies and activities of this course are geared toward the General Education and Criminal Justice program outcomes, which include fostering critical thinking skills, encouraging social awareness, and promoting ethical and social responsibility. This course also gives you the opportunity to build on your information literacy and communication skills.

Note: Topics such as race, ethnicity, religion, culture, gender, and other social constructs will be discussed. Because these are sensitive issues, we ask that you please respect differences and beliefs of others. We want everyone to contribute and feel safe doing so.

Among Capella University's strengths is the diversity of our learners and the varying perspectives they offer. This contributes immensely to your rich educational experience. Logically, Capella courses are a transformative venue for discussing sensitive issues that require a degree of responsibility and maturity. In this course, you will encounter ideas that range from uncomfortable to disturbing. In a university that embraces the free exchange of ideas, conflict is an inherent, and positive, part of the learning environment—but not when dynamics impede learning and inquiry. We do not want any learners to feel unwelcome, disrespected, or unsafe. To minimize conflict, enhance learner interaction, and foster an engaged, inclusive courseroom, you should challenge your own ideas first; disagree respectfully with an idea, not the person; accept that intelligent people can hold valid, wildly divergent viewpoints; and avoid offensive or provocative language.

View the Deviance in the News presentation.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Apply sociological theory to the study of contemporary deviance issues.

2   Apply sociological research to the study of contemporary deviance issues.

3   Analyze how perceptions of deviant behavior are influenced by social status and power.

4   Explain how deviance is a social construct that changes over time.

5   Analyze methods of social control used to enforce conformity and punish deviancy.

6   Analyze data about specific deviant behaviors.

7   Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of sociology.

Course Prerequisites

There are no prerequisites for this course.

Syllabus ❯❯ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Inderbitzin, M., Bates, K., & Gainey, R. (2017). *Deviance and social control: A sociological perspective* (2nd ed.). Thousand Oaks, CA: Sage. ISBN: 9781506327914.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Chaimowitz, G. (2012). The criminalization of people with mental illness. *Canadian Journal of Psychiatry, 57*(2), 1–6.
- ClickView Pty Limited (Producer). (2013). *Aggression: Is violence learned?* [Video]. Films on Demand.

- Dingel, M. J., Karkazis, K., & Koenig, B. A. (2011). Framing nicotine addiction as a "disease of the brain": Social and ethical consequences. *Social Science Quarterly, 92*(5), 1363–1388.
- Goffman, A. (2009). On the run: Wanted men in a Philadelphia ghetto. *American Sociological Review, 74*(3), 339–357.
- Holtfreter, K. (2014). White-collar and corporate crime. In R. Gartner & B. McCarthy (Eds.), *The Oxford handbook of gender, sex, and crime*. Oxford, United Kingdom: Oxford University Press.
- Johnson, S. L., Burke, J. G., & Gielen, A. C. (2011). Prioritizing the school environment in school violence prevention efforts. *Journal of School Health, 81*(6), 331–340.
- McCray, K., Wesely, J. K., & Rasche, C. E. (2011). Rehab retrospect: Former prostitutes and the (re)construction of deviance. *Deviant Behavior, 32*(8), 743–768.
- Moyers, B. (Producer). (2013). *Moyers and Company: Why Wall Street may be getting off easy* [Video]. Films on Demand.
- NBC News (Producer). (2005). *Inside Wabash* [Video]. Films on Demand.
- O'Brien, P. K. (2013). Medical marijuana and social control: Escaping criminalization and embracing medicalization. *Deviant Behavior, 34*(6), 423–443.
- Rafalovich, A. (2013). Attention deficit-hyperactivity disorder as the medicalization of childhood: Challenges from and for sociology. *Sociology Compass, 7*(5), 343–354.
- Shover, N., Hochstetler, A., & Alalehto, T. (2012). Choosing white-collar crime. In F. T. Cullen & P. Wilcox (Eds.), *The Oxford handbook of criminological theory*. Oxford, United Kingdom: Oxford University Press.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Torrey, E. F., Kennard, A. D., Eslinger, D., Lamb, R., & Pavle, J. (2010, May). More mentally ill persons are in jails and prisons than hospitals: A survey of the states. Treatment Advocacy Center. Retrieved from http://treatmentadvocacycenter.org/storage/documents/final_jails_v_hospitals_study.pdf
- Torrey, E. F., Zdanowicz, M. T., Kennard, A. D., Lamb, H. R., Eslinger, D. F., Biasotti, M. C., & Fuller, D. A. (2014, April 14). The treatment of persons with mental illness in prisons and jails: A state survey. Treatment Advocacy Center. Retrieved from http://tacreports.org/storage/documents/treatment-behind-bars/treatment-behind-bars.pdf

Suggested

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Arnulf, J. K., & Gottschalk, P. (2013). Heroic leaders as white-collar criminals: An empirical study. *Journal of Investigative Psychology and Offender Profiling, 10*(1), 96–113.
- Asbridge, M., & Butters, J. (2013). Driving frequency and its impact on road rage offending and victimization: A view from opportunity theory. *Violence and Victims, 28*(4), 602–618.
- Beckham, K., & Prohaska, A. (2012). Deviant men, prostitution, and the Internet: A qualitative analysis of men who killed prostitutes whom they met online. *International Journal of Criminal Justice Sciences, 7*(2), 635–648.
- Brame, R., Kaukinen, C., Gover, A. R., & Lattimore, P. K. (2015). No-contact orders, victim safety, and offender recidivism in cases of misdemeanor criminal domestic violence: A randomized experiment. *American Journal of Criminal Justice, 40*(2), 225–249.
- Bratina, M. P. (2013). Sex offender residency requirements: An effective crime prevention strategy or a false sense of security? *International Journal of Police Science & Management, 15*(3), 200–218.
- Brook, J. S., Lee, J. Y., Rubenstone, E., Finch, S. J., Seltzer, N., & Brook, D. W. (2013). Longitudinal determinants of substance use disorders. *Journal of Urban Health, 90*(6), 1130–1150.
- Brunelle, N., Leclerc, D., Cousineau, M., Dufour, M., Gendron, A., & Martin, I. (2012). Internet gambling, substance use, and delinquent behavior: An adolescent deviant behavior involvement pattern. *Psychology of Addictive Behaviors, 26*(2), 364–370.

- Chainey, T. A., & Stephens, C. (2014). 'Let's get wasted': A discourse analysis of teenagers' talk about binge drinking. *Journal of Health Psychology*, 1–12.
- Chen, H., Balan, S., & Price, R. K. (2012). Association of contextual factors with drug use and binge drinking among white, Native American, and mixed-race adolescents in the general population. *Journal of Youth and Adolescence, 41*(11), 1426–1441.
- Christian Elledge, L., Williford, A., Boulton, A. J., Depaolis, K. J., Little, T. D., & Salmivalli, C. (2013). Individual and contextual predictors of cyberbullying: The influence of children's provictim attitudes and teachers' ability to intervene. *Journal of Youth and Adolescence, 42*(5), 698–710.
- Contreras, R. (2013). *Stickup kids: Race, drugs, violence, and the American dream*. Berkeley, CA: University of California Press.
- Cottee, S., & Hayward, K. (2011). Terrorist (e)motives: The existential attractions of terrorism. *Studies in Conflict & Terrorism, 34*(12), 963–986.
- Davison, C. B., & Stein, C. H. (2014). The dangers of cyberbullying. *North American Journal of Psychology, 16*(3), 595–606.
- De Block, A., & Adriaens, P. R. (2013). Pathologizing sexual deviance: A history. *Journal of Sex Research, 50*(3/4), 276–298.
- Decker, S. H., Pyrooz, D. C., & Moule, R. J., Jr. (2014). Disengagement from gangs as role transitions. *Journal of Research on Adolescence, 24*(2), 268–283.
- Dickson, L., Dukes, R. L., Smith, H., & Strapko, N. (2015). To ink or not to ink: The meaning of tattoos among college students. *College Student Journal, 49*(1), 106–120.
- Dredge, R., Gleeson, J. M., & de la Piedad Garcia, X. (2014). Risk factors associated with impact severity of cyberbullying victimization: A qualitative study of adolescent online social networking. *Cyberpsychology, Behavior, and Social Networking, 17*(5), 287–291.
- Duck, W., & Rawls, A. W. (2012). Interaction orders of drug dealing spaces: Local orders of sensemaking in a poor Black American place. *Crime, Law & Social Change, 57*(1), 33–75.
- Foster, J. M., & Hagedorn, W. B. (2014). A qualitative exploration of fear and safety with child victims of sexual abuse. *Journal of Mental Health Counseling, 36*(3), 243–262.
- Galeste, M. A., Fradella, H. F., & Vogel, B. (2012). Sex offender myths in print media: Separating fact from fiction in U. S. newspapers. *Western Criminology Review, 13*(2), 4–24.
- Giletta, M., Burk, W. J., Scholte, R. H. J., Engels, R. C. M. E., & Prinstein, M. J. (2013). Direct and indirect peer socialization of adolescent nonsuicidal self-injury. *Journal of Research on Adolescence, 23*(3), 450–463.
- Gill, P. (2012). Assessing contemporary trends and future prospects in the study of the suicide bomber. *Negotiation and Conflict Management Research, 5*(3), 239–252.
- Gottschalk, P. (2010). *White-collar criminals: Theoretical and managerial perspectives of financial crime*. New York, NY: Nova Science.
- Griffiths, H., & Frobish, T. S. (2013). Virtual deviance: Swinging and swapping in an on-line network. *Deviant Behavior, 34*(11), 875–894.
- Hagedorn, J. M. (2008). *A world of gangs: Armed young men and gangsta culture*. Minneapolis, MN: University of Minnesota Press.
- Halstead, R. O., Pavkov, T. W., Hecker, L. L., & Seliner, M. M. (2014). Family dynamics and self-injury behaviors: A correlation analysis. *Journal of Marital and Family Therapy, 40*(2), 246–529.
- Heickerö, R. (2012). *The dark sides of the Internet: On cyber threats and information warfare.* Frankfurt, Germany: Peter Lang.
- Hoffman, B. (2006). *Inside terrorism* (Rev. ed.). New York, NY: Columbia University Press.
- Holmes, M. R., Yoon, S., Voith, L. A., Kobulsky, J. M., & Steigerwald, S. (2015). Resilience in physically abused children: Protective factors for aggression. *Behavioral Sciences, 5*(2), 176–189.
- Hunt, G., Milhet. M., & Bergeron, H. (Eds.). (2011). *Drugs and culture: Knowledge, consumption and policy*. Farnham, United Kingdom: Ashgate.
- Hutchings, A. (2014). Crime from the keyboard: Organised cybercrime, co-offending, initiation, and knowledge transmission. *Crime, Law, & Social Change, 62*(1), 1–20.
- Ionescu, L., Mirea, V., & Blajan, A. (2011). Fraud, corruption, and cyber crime in a global digital network. *Economics, Management, and Financial Markets, 6*(2), 373–380.
- Jacob, J., Gagnon, M., & McCabe, J. (2014). From distress to illness: A critical analysis of medicalization and its effects in clinical practice. *Journal of Psychiatric and Mental Health Nursing, 21*(3), 257–263.
- Kunitoh, N. (2013). From hospital to the community: The influence of deinstitutionalization on discharged long-stay psychiatric patients. *Psychiatry and Clinical Neurosciences, 67*(6), 384–396.
- Lande, R. G., Bahroo, B. A., & Soumoff, A. (2013). United States military service members and their tattoos: A descriptive study. *Military Medicine, 178*(8), 921–925.
- Larsen, G., Patterson, M., & Markham, L. (2014). A deviant art: Tattoo-related stigma in an era of commodification. *Psychology & Marketing, 31*(8), 670–681.
- Lombardo, R. M. (2013). *Organized crime in Chicago: Beyond the Mafia*. Baltimore, MD: University of Illinois Press.
- Lord, A., & Perkins, D. (2014). Assessing and treating sexual offenders with mental disorders. *Journal of Forensic Practice, 16*(2), 94–109.
- Lusthaus, J. (2012). Trust in the world of cybercrime. *Global Crime, 13*(2), 71–94.
- Mills, L. G., Barocas, B., & Ariel, B. (2013). The next generation of court-mandated domestic violence treatment: A comparison study of batterer intervention and restorative justice programs. *Journal of Experimental Criminology, 9*(1), 65–90.
- Mui, H. Z., Sales, P., & Murphy, S. (2014). Everybody's doing it: Initiation to prescription drug misuse. *Journal of Drug Issues, 44*(3), 236–253.
- Murphy, J. (2015). *Illness or deviance?: Drug courts, drug treatment, and the ambiguity of addiction*. Philadelphia, PA: Temple University Press.
- Na, H., Dancy, B. L., & Park, C. (2015). College student engaging in cyberbullying victimization: Cognitive appraisals, coping strategies, and psychological adjustments. *Archives of Psychiatric Nursing, 29*(3), 155–161.
- Newton, C., & Bale, C. (2012). A qualitative analysis of perceptions of self-harm in members of the general public. *Journal of Public Mental Health, 11*(3), 106–116.
- Paulauskas, R. (2013). Sexual deviance and child abuse. *Teacher Education, 21*(2), 10–22.
- Pentina, I., & Spears, N. (2011). Reasons behind body art adoption: What motivates young adults to acquire tattoos? *Journal of Customer Behaviour, 10*(1), 73–94.

- Pope, L. G., Smith, T. E., Wisdom, J. P., Easter, A., & Pollock, M. (2013). Transitioning between systems of care: Missed opportunities for engaging adults with serious mental illness and criminal justice involvement. *Behavioral Sciences and the Law, 31*(4), 444–456.
- Pyrooz, D. (2014). "From your first cigarette to your last dyin' day": The patterning of gang membership in the life-course. *Journal of Quantitative Criminology, 30*(2), 349–372.
- Raghavan, C., & Cohen, S. J. (Eds.). (2013). *Domestic violence: Methodologies in dialogue*. Lebanon, NH: Northeastern University Press.
- Rose, I. (2009). *School violence: Studies in alienation, revenge, and redemption*. London, United Kingdom: Karnac Books.
- Saleh, F. M., Grudzinskas, A. J., Bradford, J. M., & Brodsky, D. J. (Eds.). (2009). *Sex offenders: Identification, risk assessment, treatment, and legal issues*. Cary, NC: Oxford University Press.
- Schneider, S. K., O'Donnell, L., Stueve, A., & Coulter, R. (2012). Cyberbullying, school bullying, and psychological distress: A regional census of high school students. *American Journal of Public Health, 102*(1), 171–177.
- Seffrin, P. M., & Domahidi, B. I. (2014). The drugs-violence nexus: A systematic comparison of adolescent drug dealers and drug users. *Journal of Drug Issues, 44*(4), 394–413.
- Semple, S., Strathdee, S., Volkmann, T., Zians, J., & Patterson, T. (2011). "High on my own supply": Correlates of drug dealing among heterosexually identified methamphetamine users. *American Journal on Addictions, 20*(6), 516–524.
- Shen, G. C., & Snowden, L. R. (2014). Institutionalization of deinstitutionalization: A cross-national analysis of mental health system reform. *International Journal of Mental Health Systems, 8*(47), 1–23.
- Smith, M. J. (Ed.). (2008). *Child sexual abuse: Issues and challenges*. Hauppauge, NY: Nova.
- Smith, P., & King, R. D. (2013). From road rage to everyday automotive incivility: A routine activities approach to low-level deviance. *Sociological Quarterly, 54*(3), 476–500.
- Steffensmeier, D. J., Schwartz, J., & Roche, M. (2013). Gender and twenty-first-century corporate crime: Female involvement and the gender gap in Enron-era corporate frauds. *American Sociological Review, 78*(3), 448–476.
- Steinmetz, K. F., & Tunnell, K. D. (2013). Under the pixelated Jolly Roger: A study of on-line pirates. *Deviant Behavior, 34*(1), 53–67.
- Thomas, K. A., Goodman, L., & Putnins, S. (2015). "I have lost everything": Trade-offs of seeking safety from intimate partner violence. *American Journal of Orthopsychiatry, 85*(2), 170–180.
- Thompkins, A. C., Chauveron, L. M., Harel, O., & Perkins, D. F. (2014). Optimizing violence prevention programs: An examination of program effectiveness among urban high school students. *Journal of School Health, 84*(7), 435–443.
- Torres-Soriano, M. R. (2013). The dynamics of the creation, evolution, and disappearance of terrorist Internet forums. *International Journal of Conflict and Violence, 7*(1), 164–178.
- Tucker, M. C., & Rodriguez, C. M. (2014). Family dysfunction and social isolation as moderators between stress and child physical abuse risk. *Journal of Family Violence, 29*(2), 175–186.
- Tyler, K. A., Kort-Butler, L. A., & Swendener, A. (2014). The effect of victimization, mental health, and protective factors on crime and illicit drug use among homeless young adults. *Violence and Victims, 29*(2), 348–362.
- Welton, E., Vakil, S., & Ford, B. (2014). Beyond bullying: Consideration of additional research for the assessment and prevention of potential rampage school violence in the United States. *Education Research International*, 1–9.
- Wickens, C. M., Wiesenthal, D. L., & Roseborough, J. E. W. (2015). Personality predictors of driver vengeance. *Violence and Victims, 30*(1), 148–162.
- Xuan, Z., Blanchette, J., Nelson, T. F., Heeren, T., Oussayef, N., & Naimi, T. S. (2015). The alcohol policy environment and policy subgroups as predictors of binge drinking measures among US adults. *American Journal of Public Health, 105*(4), 816–822.

Projects

Project ❯❯ Social Deviance Research

Project Overview

For your course project research paper, you will select a contemporary issue related to deviance. Please follow the guidelines below:

Your project should include the following sections, labeled clearly using the titles highlighted in bold:

- An **Introduction** section that describes your topic and its connection to the sociology of deviance.
- A **History** section that outlines the history of the deviant behavior involved, highlighting the historical and current relevance of the issue selected, and explaining how the social perception and treatment of the deviant behavior has changed over time.
- A **Theory** section that analyzes how at least two sociological theories discussed in the course would interpret and explain the deviant behavior selected.
- A **Control and Punishment** section that describes how the deviant behavior involved is currently punished or controlled and the advantages and disadvantages of these methods.
- A **Policy** section in which you discuss the policy changes—at the school, community, state, regional, or national level—you think are necessary to more fully address and prevent the deviance your paper focuses on. You should support your argument with data or information from your research. Cite statistical evidence (at least one source that includes statistical data) that supports the rationale for your recommendations.
- A **Conclusion** section that sums up your main points and discusses the implications of your research.

Your reference list should contain at least six credible sources. Two of these sources can be your course readings, two must be books or articles obtained via the Capella University Library, and two can be credible Internet sources. Credible Internet sources include academic or government Web sites (.edu or .gov), or newspaper, news magazines, and general news sites, such as *The New York Times*, *The Washington Post*, *Time* magazine, CNN, and PBS. Wikipedia, about.com, and other general Web sites (.com or .org) should not be used. After you have met these requirements, feel free to add additional course readings or other credible sources to your reference list, as needed.

Your task is to present, summarize, and analyze the research on your chosen topic. You should make frequent references to your sources, and use brief quotes, examples, definitions, or data from your sources to support your own points. Be sure to address the role of power or social status in the definition, reaction to, or control of the deviant behavior you have chosen.

You will submit your completed project as an assignment in Unit 10, and then post a 1- to 2-paragraph summary of your project to the Unit 10 Project Sharing discussion.

- **Written Communication**: Written communication is free of errors that detract from the overall message.
- **APA Formatting:** Paper, resources, and citations are formatted according to current APA style and formatting.
- **Length:** 10–12 pages, typed, double-spaced. Include a title page and reference page listing at least six sources.
- **Font and Font Size:** Times New Roman, 12 point.
- **Submission**: Attach document in Microsoft Word format.

Project Components

Activity	Grade Weight (%)
u02a1 - Social Deviance Research Project Proposal	10
u10a1 - Social Deviance Research Project	20

Unit 1 ≫ The Sociological Approach to Studying Deviance

Introduction

Your journey into the sociological study of deviance begins with defining the term *deviance*. As you will see in this unit, sociologists consider deviance to be a social construct, meaning that definitions and control of deviant behavior are always connected to the social norms and expectations of a given society or culture at a particular point in time. This unit's readings will introduce the concept of deviance, explore how sociologists define deviant behavior, and address why it is important to evaluate such behavior through the social context in which it occurs.

For the discussions in this unit, you will examine why deviance is socially constructed, exploring the distinction between deviant behavior and criminal behavior. You will then analyze The Case of the Stolen Lunch to determine how this scenario might shed light on the key concepts introduced in this unit and to address an important question: How and why are certain behaviors categorized as deviant?

Course Resources

The Case of the Stolen Lunch

Learning Activities

u01s1 - Studies

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Chapter 1, "Introduction to Deviance," pages 1–15.
- Reading 1, "Sick/Beautiful/Freak," pages 16–31.
- Reading 2, "Status, Deviance, and Sanctions: A Critical Review," pages 32–40.
- Reading 3, "Anti-Social Debts," pages 41–43.

These readings will give you an idea of how sociologists define deviance and the key concepts used to understand these definitions.

In addition to these readings, the Capella University Library provides a wealth of resources to assist you in completing research assignments. Visit the Capella Writing Center, which contains a variety of resources to assist you in your written assignments. Among those is the APA Style Guidelines, the required formatting for citing research sources. Getting familiar with these resources now will help you in the rest of the course.

Visit the Capella University Library home page, which leads you to tutorials and other assistance on using the library for research.

Multimedia

- Click Social Deviance - Unit 1: How Deviant Is It? to take the interactive poll.
- Click The Case of the Stolen Lunch to view the presentation.

u01s2 - The Ethical Use of Intellectual Property at Capella

Plagiarism and Academic Honesty

In our modern world, we have nearly unlimited access to others' thoughts, ideas, and written works via the Internet and other search tools. Because many of us exchange ideas both in our work and in our creative lives, it has become increasingly important for us to practice ethical uses of intellectual property.

Throughout your Capella career, you will conduct research, evaluate sources, and interpret and synthesize the work of others. Your final product—be it an essay, discussion post, or course project—should integrate your own voice (that is, your original ideas, interpretation, or written analysis) with properly cited ideas, theories, and concepts from others. Failure to properly credit your sources is considered plagiarism and is a violation of Capella University's Academic Integrity and Honesty Policy.

Plagiarism is a type of academic dishonesty that we take seriously. When you engage in this behavior, you put your academic career at risk. Understanding plagiarism and how to avoid it is important for any learner in Capella courses.

The following resources provide additional insight on plagiarism and academic honesty:

- Capella's Writing Center.
- Academic Honesty and APA and Formatting.
- Academic Integrity and Plagiarism.
- Plagiarism.
- Stages of Writing.

Paraphrasing

Paraphrasing is an important skill to develop. It is how you read or hear another author's ideas, critically evaluate and synthesize them with your own ideas, and restate them in your own words. An academic paper should typically contain elements of original work (your thoughts), the work of supporting authors (via direct quotes with formal APA citations), and paraphrasing (where you synthesize your thoughts with those of others and draw unique, educated connections on a given topic or question). You will spend much of your academic career developing and honing this skill.

Review Direct Quoting, Paraphrasing, Summarizing to help push your academic writing to the next level.

Resources and Tools

- Visit the Capella Writing Center's APA Style and Format page for additional APA guidance, including examples of citations for a variety of sources.
- Visit the Capella University Library's RefWorks page for more information and webinars on using RefWorks to help organize and prepare your sources.

u01s3 - Optional Microsoft Tutorials

This course requires you to complete assignments using Microsoft products, including a PowerPoint presentation due in Unit 8. Capella University supplies optional tutorials for this software. Go to the Microsoft Tutorials page to access these resources.

u01s4 - Research Topics and Resources

In this course, you will complete assignments in which you will research topics related to social deviance.

- For your course project, you will complete a research project proposal due in Unit 2. To prepare for your proposal, carefully review the course project instructions and grading. This week, spend some time thinking about which topic to research and narrow your choices to two or three ideas. Your course text is a good place to start. Skim through the text and note the many different examples of deviant behavior that are included in the first few chapters. In addition, the Research Topics and Resources document, linked in Resources, includes a list of deviance-related issues along with specific Capella library resources that pertain to these issues. Consider reading a few of these resources to help pinpoint your topic.
- In addition to your course project, in Unit 4, you will select a scholarly article or book that focuses on a contemporary form of deviant behavior or an issue related to the study of deviance, and analyze it using the sociological perspectives, concepts, and theories covered in this course. Again, you may find the Research Topics and Resources document, linked in the Resources, helpful as you work on this assignment.

u01d1 - Deviance as a Social Construct

After completing this unit's readings, reflect on the following:

- Chapter 1 discusses three major conceptions of deviance or ways of defining deviance from a sociological perspective. Using a particular example of deviant behavior that you have observed, compare and contrast how each of the three conceptions would analyze or interpret that behavior.
- The social constructivist conception of deviance (also called the relativist view) contends that whether a behavior is defined as deviant depends on the cultural context, and that definitions of deviance can change over time and vary according to culture and setting.
    - What examples from the "Sick/Beautiful/Freak" or "Anti-Social Debts" readings (Readings 1 and 3 following Chapter 1) illustrate the social constructivist conception of deviance?
    - What do you think are the strengths and weaknesses of using this conception to study deviance?

In your post, explain what you think it means for deviance to be a social construct, using the assigned course reading to support your points. Post by Thursday.

Response Guidelines

By Sunday, respond to posts of two other learners.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01d2 - Norm Violations

Review the simulation, The Case of the Stolen Lunch. Then post your response to the following questions:

As discussed in this week's readings, deviance refers to the violation of social norms. Sociologist William Sumner identified three types of norms: folkways, mores, and laws (as cited in Inderbitzin, Bates, & Gainey, 2017, p. 2).

- What type of norm is being violated in The Case of the Stolen Lunch—a folkway, more, or law? Explain your position.
- How do you think the situation should be handled? Think about whether it would be handled differently if the employee were a manager as opposed to an intern. In other words, would the social status of the victim in this case affect how the case is handled?

Justify your responses by referencing the course readings, and feel free to connect your responses to your experiences as well. Post by Thursday.

Reference

Inderbitzin, M., Bates, K., & Gainey, R. (2017). *Deviance and social control: A sociological perspective* (2nd ed.). Thousand Oaks, CA: Sage.

Response Guidelines

By Sunday, respond to posts from two other learners who have selected a different norm than you did. Decide which category you believe is most valid, and explain why.

Course Resources

Undergraduate Discussion Participation Scoring Guide

The Case of the Stolen Lunch | Transcript

Unit 2 ▶▶ The Diverse Forms of Deviance

Introduction

Unit 1 presented deviance as a social construct rooted in time and place. Unit 2 focuses on the variety of forms that deviance takes, including physical deviance, sexual deviance, cyberdeviance, and workplace deviance. We will also explore deviant subcultures, a concept used to describe how certain deviant groups form their own unique cultures set apart from mainstream society.

In addition to studying the diversity of deviance, you will begin working on the first phase of the course research project, your project proposal, due in this unit. The first step is to choose the form of deviant behavior you would like to research, and this week's Course Project Topic Sharing discussion gives you the opportunity to share and receive feedback on your topic ideas as you interact with other learners.

Learning Activities

u02s1 - Studies

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Chapter 2, "The Diversity of Deviance," pages 47–61.
- Reading 4, "The 'Simmie' Side of Life: Old Order Amish Youths' Affective Response to Culturally Prescribed Deviance," pages 63–71.
- Reading 5, "Illness and the Internet: From Private to Public Experience," pages 72–79.
- Reading 6, "Corporate Transgressions Through Moral Discouragement," pages 80–86.

Multimedia

Click Deviance in the News to view the presentation. This media piece features several instances of deviance as reported in contemporary news accounts. This week's discussion gives you the opportunity to discuss one of the forms of deviance in this presentation, but also keep in mind that the issues presented here could be viable topics for the course research project.

u02a1 - Social Deviance Research Project Proposal

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 2: **Apply sociological research to the study of contemporary deviance issues.**
  - Describe a contemporary issue related to the study of deviance.

◦ Explain why a contemporary issue is relevant to the sociology of deviance.
  • Competency 4: **Explain how deviance is a social construct that changes over time.**
      ◦ Describe how perceptions of the chosen issue have changed over time.
  • Competency 7: **Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of sociology.**
      ◦ Summarize at least four credible academic sources.
      ◦ Communicate knowledge in a manner that is clear, organized, and in correct APA format.

In this course, you will complete a substantial research project on a topic related to the sociology of deviance. For complete instructions and project expectations, see the course project information in your syllabus.

Your project proposal is due in this unit. The proposal lays the groundwork for your social deviance research project and is designed to get you involved in the research process so that you can work on your project throughout the course and be prepared to submit your project before the final deadline. Your proposal should be 2–3 pages of text, double-spaced, with title and reference pages, and in correct APA format. In your proposal:

  • Describe the deviance-related issue you have chosen, and explain why you chose it. For topic ideas, review this week's readings, the Deviance in the News presentation, and the Research Topics and Resources document. Include a few sentences on what you would like to learn from your research.
  • Discuss how the issue you have chosen is relevant to the sociology of deviance. Consider how using the sociological imagination we read about in Chapter 1 would be useful for understanding the causes and consequences of the deviance-related issue you have chosen.
  • Explain your thoughts regarding how perceptions of your selected deviant behavior or issue have changed over time and whether, and how, you expect these perceptions to change.
  • List and summarize four potential academic sources you plan to use. Describe the usefulness of each source in understanding your topic. Two of these sources can come from the course—either the textbook or other assigned readings listed in the syllabus. The remaining two sources should be books or scholarly articles obtained from the Capella University Library. Web sites should not be used at this point, but credible Web sites can be incorporated in the reference list submitted with your final project assignment.
  • Include a reference list with complete, APA-formatted citations of all sources mentioned in your proposal.

Assignment Requirements

To achieve a successful experience and outcome, you are expected to meet the following requirements:

  • **Written Communication:** Written communication is free of errors that detract from the overall message.
  • **APA Formatting:** Resources and citations are formatted according to current APA style and formatting.
  • **Page Requirements:** 2–3 typed, double-spaced pages. Include a reference list with all sources mentioned in your proposal as well as an APA-formatted title page.
  • **Font and Font Size:** Times New Roman, 12 point.
  • **Submission:** Attach document in Microsoft Word format.

Refer to the Social Deviance Research Project Proposal Scoring Guide to ensure that you meet the grading criteria for this assignment.

Course Resources

APA Style and Format

Journal and Book Locator

Evaluating Sources

Research Topics and Resources

u02d1 - Deviant Subcultures

For this discussion:

  • Choose a deviant subculture mentioned in this week's readings or featured in the Deviance in the News presentation.
  • Explain which factors show that those engaging in this particular form of deviant behavior are part of a subculture.

- Reflect on whether the members of that subculture tend to define themselves as deviant or view their behaviors as "normal" within the context of their subculture.
- Discuss the stigma members of this subculture may encounter and how they may react to or deal with that stigma.

Post by Thursday of this week.

Response Guidelines

By Sunday, respond to posts from two other learners. In your replies, share your thoughts on other learners' analysis of a deviant subculture.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02d2 - Course Project Topic Sharing

Your research project proposal is due this week. Please review the course project guidelines for the proposal and for the final course project assignment. In this discussion:

- Submit an initial post in which you discuss the topic you are researching for the course project and why you are interested in it.
- Address how the topic connects to the sociology of deviance.

Post by Thursday of this week.

Response Guidelines

By Sunday, respond to posts from two other learners, and share your topic feedback and suggestions.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 3 ❯❯ How Sociologists Study Deviant Behavior

Introduction

How do sociologists study deviant behavior? What are the key differences between, and applications of, qualitative and quantitative research methods? When is it appropriate to use surveys or conduct a participant observation? This week, we will focus on addressing these questions as we describe and analyze the major sociological research methods used in the study of deviance. We will also consider how the nature of the research questions posed often dictates which method is most suitable. Finally, we will discuss the ethical issues and questions that can arise during the research process.

Learning Activities

u03s1 - Studies

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Chapter 3, "Researching Deviance," pages 87–105.
- Reading 7, "'They Must Be Crazy': Some of the Difficulties in Researching 'Cults'," pages 106–114.
- Reading 8, "The Problems of Researching Sensitive Topics: An Overview and Introduction," pages 115–126.

- Reading 9, "Reefer Normal," pages 127–130.

Use the Capella University Library to read the following:

- Goffman's 2009 article, "On the Run: Wanted Men in a Philadelphia Ghetto," from *American Sociological Review*, volume 74, issue 3, pages 339–357.

u03d1 - Researching Deviance

Imagine you are a sociologist asked by your department manager to conduct a study of perceptions of deviant behavior in American society. In other words, the purpose of your research is to determine the behaviors Americans consider most deviant and why. Then, respond to the following questions:

- Which research method(s) would you use for the study and why?
- Which factors might influence your decision to choose one method over another?

Relate your discussion to at least one of this unit's readings. Post your findings by Thursday of this week.

Response Guidelines

By Sunday, respond to posts from two other learners. In each case, identify and discuss one advantage and one disadvantage of the research method the learner has chosen.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03d2 - Ethical Issues in the Study of Deviant Behavior

In Chapter 3 of *Deviance and Social Control: A Sociological Perspective*, the authors identify several key ethical issues that sociologists need to consider when conducting research. For this discussion, choose one of the assigned readings (Readings 7–9).

In your initial post, discuss the following:

- Identify and describe an ethical dilemma that is presented in the readings.
  - Which of the ethical considerations from Chapter 3 does the particular issue you have chosen illustrate?
- Explain your ideas for addressing your selected ethical dilemma.
  - Is there a way to balance the need to understand and study deviant behavior with the need to conduct such research in an ethical manner?
- Consider whether and how the research could be done in a way that minimizes or eliminates this ethical dilemma.

Post your findings by Thursday of this week.

Response Guidelines

By Sunday, respond to posts from two other learners. In your response, discuss whether you share the learner's perspective on dealing with ethical issues in sociological research.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Introduction

Unit 4 builds on the last unit's readings of labeling and explores further the stigma associated with being perceived as deviant and the process through which an individual develops a deviant identity. This unit's readings focus on the various stages involved in the development and maintenance of a deviant identity. You will learn about how people deal with the negative aspects of deviant identities and discuss the ways in which people try to justify deviant behavior. Themes in this unit include understanding why deviant behavior occurs and explaining this behavior from the perspective of the person engaging in it.

Learning Activities

u04s1 - Studies

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Chapter 4, "Anomie/Strain Theory," pages 132–146.
- Reading 10, "Becoming a Stickup Kid," pages 147–151.
- Reading 11, "Durkheim's Concept of Anomie and the Abuse at Abu Ghraib," pages 151–170.
- Reading 12, "A General Strain Theory of Terrorism," pages 171–185.
- Chapter 5, "Social Disorganization Theory," pages 187–200.
- Reading 13, "Rethinking Crime and Immigration," pages 201–208.
- Reading 14, "Life and Death in the City: Neighborhoods in Context," pages 208–214.
- Reading 15, "The Importance of Both Opportunity and Social Disorganization Theory in a Future Research Agenda," pages 215–219.

Multimedia

Click Sociological Theories of Deviance to launch the presentation. This presentation describes the sociological theories of deviance you will be studying over the next several weeks and depicts how these theories can be applied to a particular deviant behavior.

u04a1 - Reviewing Research on Deviant Behavior

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: **Apply sociological theory to the study of contemporary deviance issues.**
    ◦ Discuss the key arguments in a scholarly article or book about a contemporary issue related to the study of deviance.
    ◦ Explain how strain or social disorganization theory applies to the deviant behavior.

- Competency 3: **Analyze how perceptions of deviant behavior are influenced by social status and power.**
    ◦ Describe how social status and power influence the perceptions or treatment of deviant behavior.

- Competency 5: **Analyze methods of social control used to enforce conformity and punish deviancy.**
    ◦ Assess the advantages and disadvantages of current or proposed measures of social control used to limit or punish the deviant behavior.

- Competency 7: **Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in sociology.**
    ◦ Write coherently to support a central idea in appropriate APA format with correct grammar, usage, and mechanics.

For this assignment, you will choose a scholarly article or book that focuses on a contemporary form of deviant behavior or an issue related to the study of deviance, and analyze it using the sociological perspectives, concepts, and theories covered in this course.

Scholarly articles for this assignment are defined as those that can be found in peer-reviewed journals from **Capella Library** databases, such as the SOC Index and Academic Search Premier databases. Feel free to obtain books from your local library or the Capella Library. Both the **Summon** search tool on the library's home page and the eBooks on EBSCOhost database are good search tools for locating books. Your chosen article or book can be about any current issue related to deviance, including those issues we have already discussed in the course or specific forms of deviance such as

cyberbullying or other kinds of cyberdeviance, domestic violence, drug abuse, white-collar crime or corporate deviance, gang violence, and street crime. For more ideas, consult the Research Topics and Resources document, linked in the Resources.

Be sure to answer the following questions in your essay:

1. What are the book or article's primary focus and the key arguments the authors make? Do the authors provide enough information or data to support their conclusions?
2. Of the two sociological theories you read about this week—strain and social disorganization theories—which do you think works best for understanding the behavior described in your chosen article or book? If you think neither applies, provide a clear explanation why.
3. What role does power or social status play in how the deviant behavior is conducted, perceived, or treated? For example, would the class status of the people behaving in deviant ways influence how those people are treated, whether by other members of society or the criminal justice system? Consider not only the behavior itself but also how those who are engaging in the behavior are perceived or treated by society and how they view their own behavior.
4. What methods of social control, whether informal or formal, are being used to control or punish the deviant behavior? Discuss the advantages and disadvantages of existing or proposed measures of social control. What would you propose doing to address the issue?

Note that the questions above should be answered in narrative form rather than question and answer format. In others words, do not just restate the questions and list answers. Write an essay, with a clear introductory paragraph, body, and conclusion, using the article or book and course materials to support your points and conclusions.

For this essay, ensure you:

• Analyze a current scholarly article or book about a contemporary issue related to the study of deviance.
• Apply strain or social disorganization theory to the deviant behavior.
• Describe the role of status and power in shaping the perception and treatment of the deviant behavior.
• Assess the merits of forms of social control geared toward preventing, reducing, or punishing the deviant behavior.

Assignment Requirements

To achieve a successful experience and outcome, you are expected to meet the following requirements:

• **Written Communication:** Written communication is free of errors that detract from the overall message.
• **APA Formatting:** Resources and citations are formatted according to current APA style and formatting standards.
• **Page Requirements:** 2–3 typed, double-spaced pages.
• **Font and Font Size:** Times New Roman, 12 point.
• **Submission:** Attach document in Microsoft Word format.

Refer to the Reviewing Research on Deviant Behavior Scoring Guide to ensure that you meet the grading criteria for this assignment.

Course Resources

APA Style and Format

Research Topics and Resources

u04d1 - Structure of Deviance

For this discussion:

• Select a contemporary form of deviant behavior, either one that has been covered in the course readings or one that you would like to explore.
• Explain how strain theory would interpret or evaluate the behavior you have chosen.
  ◦ Which of Merton's five categories of adaptation—conformity, innovation, ritualism, retreatism, or rebellion—would best describe the behavior and why?

Relate your discussion directly to at least one of this week's readings. Post by Thursday of this week.

Response Guidelines

By Sunday, respond to the posts of one other learner. In your response, discuss whether you agree or disagree with the learner's interpretation and application of strain theory.

Undergraduate Discussion Participation Scoring Guide

u04d2 - Neighborhood Social Disorder and Deviant Behavior

For this discussion:

- Use one of this week's assigned readings to support your points and explain why it is important to consider the social context, in other words, the community in which a person lives, when studying deviant behavior.
- Discuss a specific example of how neighborhood factors, what Chapter 5 calls "community-level characteristics" (Inderbitzin, Bates, & Gainey, 2017, p. 188), can contribute to deviant behavior.
- Address why focusing solely on individualistic causes of deviance is problematic and what insight social disorganization theory can provide when it comes to understanding why deviance occurs.

Post your findings by Thursday of this week.

Reference

Inderbitzin, M., Bates, K., & Gainey, R. (2017). *Deviance and social control: A sociological perspective* (2nd ed.). Thousand Oaks, CA: Sage

Response Guidelines

By Sunday, respond to the post of one other learner. In your response, identify any other community-level influences you can think of that support your classmate's conclusions.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 5 ≫ Labeling and Conflict Theories

Introduction

What is the role that power plays in shaping how deviant acts are performed and perceived in American society? How does social class in particular influence views toward, and treatment of, deviant behavior? This unit's readings and discussions help answer these questions.

Unit 5 examines what it means to wield power and why an understanding of the way power and social class work is essential to thinking critically about the causes and consequences of deviant behavior. In addition, we will examine the power of labels and how being labeled as deviant can shape a person's perceptions and behavior.

This unit's assignment, Analyzing White-Collar Crime, focuses on your ability to apply the concepts learned in the course to analyze and interpret data on white-collar crime. For this assignment, you will also make connections between white-collar crime statistics and this week's assigned readings.

Learning Activities

u05s1 - Studies

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Chapter 8, "Labeling Theory," pages 318–332.
- Reading 22, "The Saints and the Roughnecks," pages 333–341.
- Reading 23, "On Being Sane in Insane Places," pages 341–349.
- Chapter 9, "Marxist and Conflict Theories of Deviance," pages 351–368.
- Reading 24, "The Communist Manifesto," pages 369–374.
- Reading 25, "The Spawn of Slavery: The Convict-Lease System in the South," pages 374–380.
- Reading 26, "Two Nations, Revisited," pages 380–388.

You may also wish to review Reading 6, "Corporate Transgressions Through Moral Disengagement," pages 80–86, which was originally assigned in Unit 2, and the segments in "Deviance in the News" that deal with white-collar crime (such as the segment, "How Thieves Use Your Personal Data").

Multimedia

Click <u>White Collar Crime: Data and Trends</u> to view the presentation. You will use this chart to complete the assignment in this unit.

Films on Demand Video

Click <u>Why Wall Street May Be Getting Off Easy</u> to view the video.

- This news segment discusses the investigation of JPMorgan Chase and explores why and how those involved in white-collar crime may go unpunished or receive light sentences.
- Running time: 23:40.

u05a1 - Analyzing White-Collar Crime

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 3: **Analyze how perceptions of deviant behavior are influenced by social status and power.**
    ◦ Describe trends in white-collar crime.
    ◦ Analyze factors contributing to white-collar crime trends.

- Competency 4: **Explain how deviance is a social construct that changes over time.**
    ◦ Explain public perceptions of white-collar crime as a deviant behavior.

- Competency 5: **Analyze methods of social control used to enforce conformity and punish deviancy.**
    ◦ Evaluate the challenges associated with gathering data on deviant behavior such as white-collar crime.

- Competency 7: **Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of sociology.**
    ◦ Connect responses to at least one of the course readings.
    ◦ Communicate knowledge in a manner that is concise, balanced, and logically organized.

To complete this assignment:

- Analyze the data provided in the graphs and charts in the media piece, White-Collar Crime: Data and Trends, linked in the Resources.
- Answer the following questions: (Note: Your responses do not need to be in essay format; rather, number and type your responses in a Microsoft Word document and include a title page and reference page. As you respond to the questions, use at least one of this unit's course readings to support your points, and cite any readings used in your reference page. You do not need to cite the chart sources in your reference page.)
    1. In examining the recent data on white-collar crime, what key trends or patterns do you notice? Describe three trends or patterns, and share your thoughts on the sociological factors that may be contributing to them.
    2. Based on the FBI data, mortgage fraud cases increased dramatically from 2005–2010. Discuss why you think this increase occurred.
    3. Do you think that the data accurately reflects the extent of white-collar crime in the United States? Why or why not? Consider the factors that would make collecting accurate data on white-collar crime challenging.
    4. What does the data in the chart "Public Perception of Crime" tell us about how people viewed white-collar crimes in 2010? Would you expect people to view white-collar crimes more seriously today than in 2010 or in the 1980s or 1990s? Why or why not? You might take a look at the results of our class interactive poll, How Deviant Is It?, in Unit 1 as a frame of reference.

Assignment Requirements

To achieve a successful experience and outcome, you are expected to meet the following requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message.

- **APA Formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Length:** Each response contains at least 200 words.
- **Font and Font Size:** Times New Roman, 12 point.
- **Submission:** Attach document in Microsoft Word format.

Refer to the Analyzing White-Collar Crime Scoring Guide to ensure that you meet the grading criteria for this assignment.

Course Resources

APA Style and Format

White Collar Crime: Data and Trends | Transcript

u05d1 - Power of Labels

In every society, some people are labeled as deviant and others are not. Being called "deviant" is a powerful social label that can have a lasting impact on the person (and even his or her friends or family) being labeled. That said, depending on the behavior, some people wholeheartedly embrace the deviant label, while others have it unwillingly thrust upon them.

For your post in this discussion, choose one of this week's readings and use that reading to discuss the labeling process. Questions to address in your post are:

- How is the deviant label applied, and to what extent does social class or status—of the person or group being labeled or those doing the labeling—impact this process?
- Should the deviant label in this case be open to debate? Is it fair and deserved or not? Explain your answer.
- Do you anticipate any changes to the status of the person or social group being labeled in the future? Explain your answer.

Complete your initial post by the end of the day Thursday of this week.

Response Guidelines

By Sunday, respond to two other learners. In your responses, discuss your thoughts on the labeling process and the role of social status and power in shaping how those labels are applied.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d2 - Governments, Corporations, and White-Collar Crime

For this discussion, connect your response to the video, Why Wall Street May Be Getting Off Easy, or the assigned readings.

- What do you think are the consequences of white-collar crime for those directly impacted and for the American people as a whole? Discuss at least one specific example of white-collar crime to support your points.
- What do you think can be done to reduce white-collar crime, whether such crime occurs in corporations or in government?

Complete your initial post by the end of the day Thursday of this week.

Response Guidelines

By Sunday, respond to the posts of two other learners. Examine each learner's suggestions for addressing white-collar crime. In each case, find one suggestion that you did not already discuss in your post, and evaluate the likelihood that the suggestion would be effective. Provide your reasoning.

Undergraduate Discussion Participation Scoring Guide

Moyers and Company: Why Wall Street may be getting off easy [Video].

Unit 6 ›› Differential Association and Control Theories

Introduction

As we continue to explore how different sociological theories seek to understand and interpret deviant behavior, we will turn our attention in Unit 6 to differential association and control theories. These theories are useful for answering questions about the connection between the deviant individual and society. Are people who hang out with deviants more likely to be deviant than those who do not? To what extent do close connections with family and to mainstream societal values inhibit involvement in deviance? What tactics do people use to minimize deviant behavior? These are questions you will be examining this week as you learn about differential association and control theories.

Learning Activities

u06s1 - Studies

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Chapter 6, "Differential Association and Social Learning Theories," pages 221–234.
- Reading 16, "Liquor Is Quicker: Gender and Social Learning Among College Students," pages 234–245.
- Reading 17, "Everybody's Doing It: Initiation to Prescription Drug Misuse," pages 247–261.
- Chapter 7, "Social Control Theories of Deviance," pages 271–287.
- Reading 19, "Social Control, Delinquency, and Victimization Among Kibbutz Adolescents," pages 288–294.
- Reading 20, "Online Consumer Misbehavior: An Application of Neutralization Theory," pages 294–310.
- Reading 21, "Sex, Love, and Autonomy in the Teenage Sleepover," pages 311–315.

Use the Capella University Library to read the following:

- Holtfreter's chapter, "White-Collar and Corporate Crime," from *The Oxford Handbook of Gender, Sex, and Crime*.
- Shover, Hochstetler, and Alalehto's chapter, "Choosing White-Collar Crime," from *The Oxford Handbook of Criminological Theory*.

These readings provide insight into several different ways that power impacts perceptions and reactions to social deviance.

Multimedia

Click Concepts and Theories: Self-Check Exercise to launch the presentation. This ungraded exercise is intended to help you maintain clarity on the different theories and ideas about social deviance in this course.

u06d1 - You Are Who You Hang Out With

Growing up, you may have heard parents or other adults telling you to stay away from certain friends or admonishing, "You are who you hang out with!" That expression was meant to express that if you associate with people who engage in deviant or criminal behaviors, you are not only more likely to get involved in those behaviors but also to be labeled as if you do, even if you do not personally participate in such behaviors. This is very much in line with differential association and social learning theories, which argue that people learn how to be deviant from those around them. For this discussion, respond to the following:

- Do you think that differential association and social learning theories are a reasonable explanation for certain deviant behaviors?

- Are there certain deviant behaviors these theories do not account for?

Please complete your initial post by Thursday, addressing each of the questions above and making the connection to this week's course readings. For example, you might discuss Sutherland's nine propositions of differential association theory (on page 223 of *Deviance and Social Control: A Sociological Perspective*) or reflect on Reading 16, which explores the use of alcohol among college students. Also feel free to include your personal experiences.

Response Guidelines

By Sunday, respond to the posts of two other learners. Explain why you agree or disagree with their points of view on one of the questions above.

Course Resources

Undergraduate Discussion Participation Scoring Guide

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u06d2 - Techniques of Neutralization

In Chapter 7, you learned about techniques of neutralization (the methods people use to justify their deviant behavior in order to avoid being labeled as deviant). These tactics can also be used to deal with the stigma that often is associated with the deviant behavior and label.

For this discussion:

- Choose an example of a deviant behavior and reflect on why people engage in that behavior even if they know it is unacceptable, inappropriate, or wrong.
- Discuss the specific techniques of neutralization that may be used to justify or explain that behavior or used to help the individual deal with the consequences of being stigmatized.

Post your response by Thursday of this week.

Response Guidelines

By Sunday, respond to two other learners. In your response, identity and explain at least one other way a person might deal with the consequences of being stigmatized or labeled deviant.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 7 ≫ Controlling Deviant Behavior

Introduction

In every society, there is some attempt made to control deviant behavior and deviant individuals. Sometimes, these attempts involve informal methods of control. Informal controls include discipline, derision, criticism, or negative nonverbal communication such as sighs and dirty looks that family, friends, neighbors, and even strangers use to demonstrate a lack of conformity to expected norms and standards for behavior. Formal controls, on the other hand, are carried out by governments, law enforcement agencies, the military, businesses, schools, and other organizations. Formal control can include prison, surveillance, removal, firing, and even death.

This unit's studies and discussions focus on understanding the methods used to control deviance and deviants and evaluating whether these methods are effective. As we explore methods of control, we will examine a process called the *medicalization* of deviance, which refers to the tendency to label and treat deviant behaviors as mental or physical illnesses.

Learning Activities

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Chapter 11, "Social Control of Deviance," pages 452–466.
- Reading 27, Reflections on Women's Crime and Mothers in Prison," pages 406–416.
- Reading 29, "Racial Profiling and Immigration Law Enforcement: Rounding Up the Usual Suspects in the Latino Community," pages 35–451.
- Reading 30, "Lessons From a Juvenile Training School: Survival and Growth," pages 467–478.
- Reading 31, "Incarceration, Inequality, and Imagining Alternatives," pages 479–480.

Choose **one** of the following Capella library articles to read and discuss for this unit's first discussion.

- Rafalovich's 2013 article, "Attention-Deficit Hyperactivity Disorder as the Medicalization of Childhood: Challenges From and for Sociology," from *Sociology Compass*, volume 7, issue 5, pages 343–354.
- Dingel, Karkazis, and Koenig's 2011 article, "Framing Nicotine Addiction as a 'Disease of the Brain': Social and Ethical Consequences," from *Social Science Quarterly*, volume 92, issue 5, pages 1363–1388.
- O'Brien's 2013 article, "Medical Marijuana and Social Control: Escaping Criminalization and Embracing Medicalization," from *Deviant Behavior*, volume 34, issue 6, pages 423–443.

For this unit's second discussion, please review these two reports from the Treatment Advocacy Center:

- The Treatment of Persons With Mental Illness in Prisons and Jails.
- More Mentally Ill Persons Are in Jails and Prisons Than Hospitals.

Multimedia

Click The Medicalization of Deviance to view the simulation.

Films on Demand Video

Click Inside Wabash to view the video.

- Situated in America's heartland among acres of Indiana cornfields, Wabash Valley Correctional Facility houses not just the state's most violent offenders but also a large population of the mentally ill. This documentary looks at the challenges of confining thousands of hardened criminals in addition to those with deep-seated psychiatric needs.
- Run time: 45:20

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: **Apply sociological theory to the study of contemporary deviance issues.**
    - Identify a social norm and a behavior that violates that norm.
    - Describe a social norm and a behavior that violates that norm.
    - Apply two sociological theories to interpret responses to the violation of a norm.
- Competency 5: **Analyze methods of social control used to enforce conformity and punish deviancy.**
    - Discuss how deviant behavior is punished or controlled.
- Competency 7: **Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of sociology.**
    - Demonstrate the ability to use and cite academic sources to support ideas.

Norms include rules and expectations that guide our appearance, behavior, manner, conduct, and so on. For this assignment:

- Choose one norm to break as long as it is within the guidelines for legal behavior. In other words, do not do something illegal such as robbing a liquor store or running naked down a busy street. Examples of acceptable norm violations include dressing in a manner that would be considered eccentric or inappropriate for a given social situation or invading someone's personal space.

Then, in this paper, address the following:

- Explain which norm you broke and what the norms in that situation would have required in terms of appropriate behavior.
- Discuss why your behavior violated those norms and the reaction you received upon breaking them.
- Apply two sociological theories from the course material that you think best interpret the responses to your behavior. Begin by briefly describing the theories you have chosen, and then explain how each theory would help make sense of your norm-breaking experiment.

The course material, either readings from the text, other assigned readings, or multimedia content, should be referred to and cited in the body of your paper and in the reference list.

Assignment Requirements

To achieve a successful experience and outcome, you are expected to meet the following requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message.
- **APA Formatting:** Paper, resources, and citations are formatted according to current APA style and formatting.
- **Page Requirements:** 2–3 pages, double-spaced. Include a title page and reference page.
- **Font and Font Size:** Times New Roman, 12 point.
- **Submission:** Attach document in Microsoft Word format.

Refer to the Breaking a Norm Scoring Guide to ensure that you meet the grading criteria for this assignment.

Course Resources

APA Style and Format

u07d1 - Medicalization of Deviance

A recent trend in how deviance is constructed is that behaviors once regarded as deviant or criminal are now treated as illnesses. When this happens, medical intervention often replaces punishment. For example, drug addicts, the mentally ill, and alcoholics have come to be regarded as sick rather than criminal or deviant.

For this discussion, after viewing the Medicalization of Deviance animation and completing this unit's readings, respond to the following:

- Reflect on the medicalization trend.
- Share your thoughts on the advantages and disadvantages of medicalizing deviant behavior, using the article you chose from the Unit 7 studies to support your points.
- Address whether you think the medicalization of deviance is helpful or harmful for understanding deviant behavior and the negative labels that are often associated with such behavior.

Post your response by Thursday of this week.

Response Guidelines

By Sunday, respond to the posts of two other learners. In each case, identify at least one factor that you did not include in your post, and explain why you think it is or is not likely to cause someone to exit a deviant career.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07d2 - Mental Illness and Deviance

Please review the film Inside Wabash and the Treatment Advocacy reports in the Unit 7 studies. For this discussion:

- Discuss how current beliefs about mental illness in our society shape the methods used to treat and control it and the consequences of those methods for the mentally ill, their families, and for society as a whole.
- Share your own ideas for addressing the problems presented in this unit's film and readings. Be sure to include specific examples from the film and readings to support your conclusions.

Submit your initial post no later than Thursday of this week.

Response Guidelines

By Sunday, respond to the posts of two other learners. In each case, share your perspective on the learner's suggestions for the treatment of mental illness.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Inside Wabash [Video].

Unit 8 ≫ Violence and Media

Introduction

Perhaps one of the most frightening and compelling forms that deviance takes is violence. This unit examines violent behavior, exploring the theories that help make sense of such behavior and discussing the consequences for the individuals, families, communities, and societies involved. Unit 8 also considers the media's role in portraying or promoting violence. An intriguing video about whether aggression and violence are biological traits or learned from the social environment provides thought-provoking material for unit discussions.

Your assignment, Analyzing Deviance in Media, is due this unit. You will be asked to post a PowerPoint presentation to one of this unit's discussions, where you will have the opportunity to view other learners' presentations, provide feedback, and ask questions.

Learning Activities

u08s1 - Studies

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Reading 28, "But Sometimes I Think … They Put Themselves in the Situation: Exploring Blame and Responsibility in Interpersonal Violence," pages 416–435.
- Reading 35, "A Moral Panic: The Problematization of Forced Marriage in British Newspapers," pages 549–564.
- Reading 36, "Making Sense of the Senseless: Understanding Genocide," pages 564–569.

Some of our previous readings and multimedia content have also addressed violence as a form of deviant behavior. Previous content you may wish to review for this week's assignment and discussions include:

- From Unit 2, see the following segments in the Deviance in the News presentation: "Mass Shooting at Elementary School in Newtown, Connecticut" and "Inside Chicago's Gang War."
- From Unit 4, see Reading 10, "Becoming a Stickup Kid," pages 147–151.
- From Unit 4, see Reading 12, "A General Strain Theory of Terrorism," pages 171–185.
- From Unit 5, see Reading 26, "Two Nations, Revisited," pages 380–388.

Films on Demand Video

Click Aggression: Is Violence Learned? to view the video.

- The video explores the nature of violent behavior and whether such behavior is innate or learned. You will refer to this film in this unit's second discussion.

- Running time: 22:59.

u08a1 - Analyzing Deviance in Media

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: **Apply sociological theory to the study of contemporary deviance issues.**
    - Analyze how a selected issue is portrayed using one of the sociological theories of deviance.

- Competency 4: **Explain how deviance is a social construct that changes over time.**
    - Place in social and historical context the deviant behavior from the chosen media.

- Competency 7: **Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of sociology.**
    - Communicate knowledge in a manner that is concise, balanced, and logically organized.
    - Use the PowerPoint notes feature to explain content in at least half of the slides.

Assignment Description

For this assignment, you will prepare a PowerPoint presentation in which you analyze a situation involving social deviance that occurs in a film, television, or radio program of your choice. Choose one specific media program or example rather than discussing the media more broadly. As you complete your presentation, please follow these guidelines:

- Your presentation should contain 11–14 slides. Include in your presentation:
    - A title slide with your name and the assignment title (1 slide).
    - An overview that discusses the media you selected and why you chose it (1 slide).
    - A description of the deviant behaviors portrayed in the media you chose (2–3 slides).
    - A definition and description of the sociological theory you are using to explain the deviant behaviors (1 slide).
    - An analysis of how the theory would interpret or evaluate the portrayed behaviors (2–3 slides).
    - Your critique of the media's portrayal of deviance, including your perspective on the strengths and weaknesses of the portrayal, and how this portrayal impacts the viewer or listener (2–3 slides).
    - A conclusion that briefly highlights your key *takeaway* points (1 slide).
    - A reference slide in APA format that cites sources used, including the media form you chose and any course readings used (1 slide).

- Remember to place the deviant behavior in context, considering the social and historical events that were happening at the time the media you are analyzing was created. For example, if you have selected a movie from the 1990s, consider whether the movie connects to, or reflects, specific events or social issues that were important at that time.
- Incorporate brief quotes (or if possible, clips) from the media you chose to support your points and add interest to your slides. You may also include graphics; be sure to cite sources. Just be sure that your overall file size remains manageable because media and pictures can easily make the assignment file cumbersome to upload.
- Ensure your slides are visually appealing and easy to read by using a sans-serif font such as Arial. Use brief bullet points to make your points rather than using large blocks of text. (**Information that you want to include but that will not fit on the slide itself should be placed in the Notes section.** Select *Click to add notes* below the main slide to add additional text.) Notes are not required for every slide, but you should use them to explain your content slides in detail. Therefore, include notes for at least half of your slides.
- Submit your PowerPoint presentation as an assignment to be graded. Also submit your presentation to this unit's Media Presentation Sharing discussion, where learners will share and comment on each other's work.

Assignment Requirements

To achieve a successful experience and outcome, you are expected to meet the following requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message.
- **APA Formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Slide Requirements:** 11–14 slides. Use a sans-serif font.
- **Submission:** Attach document in Microsoft PowerPoint format.

Refer to the Analyzing Deviance in Media Scoring Guide to ensure that you meet the grading criteria for this assignment.

Course Resources

u08d1 - Explaining Violence and Aggression

This unit's readings and video focus on issues surrounding aggressive and violent behavior. Use the video content or readings to support your conclusions as you respond to the following questions:

- Are children born with aggressive or violent tendencies, or do they learn these behaviors from their social environment? Or do both explanations have merit? Explain your answer.
- Based on your answer to the question above, reflect on how understanding why and how people become violent might be used to inform the creation of programs geared toward violence prevention.

Post a response by Thursday of this week.

Response Guidelines

By Sunday, respond to the posts of two other learners who chose different theories. In each case, evaluate the learner's reasons and suggest one piece of evidence that supports your view.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u08d2 - Media Presentation Sharing

In your initial post:

- Provide a brief summary (1–2 paragraphs) of your Unit 8 assignment, Analyzing Deviance in Media.
- Attach the PowerPoint presentation you completed for the assignment.

Because the Analyzing Deviance in Media assignment is not due until Sunday, **the deadline for this initial post has been extended from Thursday to Sunday.**

Response Guidelines

Respond to the posts of two other learners. Share any commonalities or key differences you found between the approaches of other learners to their chosen media program and your own presentation.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 ≫ Deviant Careers

Introduction

Throughout the course, we have examined the ways that people who engage in deviant behaviors think of themselves. This unit explores the stages of participation that typify the experiences of people as they enter and exit deviant careers. What factors drive the decision to become a thief? How does one exit a long career of dealing drugs? These are the types of questions this unit examines.

One important outcome of this unit is gaining an understanding of issues that influence both entering and exiting deviant behavior. Could this knowledge be used to reduce certain forms of deviance or to assist those who are making an effort to exit a deviant career? Keep this question in mind as you work on this week's readings and your discussion posts.

Learning Activities

u09s1 - Studies

Readings

In your text, *Deviance and Social Control: A Sociological Perspective*, read the following:

- Chapter 12, "Deviant Careers and Career Deviance," pages 483–498.
- Reading 32, "Harry Potter and the Wise and Powerful Life Course Theorist," pages 498–500.
- Reading 33, "As American As Apple Pie: Poverty and Welfare," pages 500–507.
- Reading 34, "The Contributions of an Interactionist Approach to Research and Theory on Criminal Careers," pages 507–525.

Use the Capella University Library to read the following:

- McCray, Wesely, and Rasche's 2011 article, "Rehab Retrospect: Former Prostitutes and the (Re)construction of Deviance," from *Deviant Behavior*, volume 32, issue 8, pages 743–768.

Multimedia

Click Deviant Careers to view the presentation. This presentation shows different people in various stages of deviant careers.

u09d1 - When Deviance Begins

For this discussion:

- Review the Deviant Careers animation and this unit's course readings.
- Use one of the characters presented in the Deviant Careers animation and examine the factors that contribute to entrance into a deviance career.
- Discuss how you would go about developing programs or policies encouraging people not to engage in deviant behavior and embark on a deviant career.
- Remember to use one of this week's assigned course readings to support your points.

Complete your initial post no later than Thursday of this week.

Response Guidelines

By Sunday, respond to the posts of two other learners. In each case, share your perspective on the learner's suggestions for preventing entrance into deviant careers.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u09d2 - Exiting a Deviant Career

Many policy makers are interested in finding ways to encourage people to stop deviant behaviors. For this discussion, respond to the following:

- What factors do you think are most likely to push people out of deviant careers and pull them into more conventional behaviors? To answer this question, you may wish to focus on one particular example of deviant behavior.

- What implications could understanding these factors have for policy makers and community organizations trying to assist those who are exiting deviant careers?

Use this unit's readings or media presentation to support your points, but feel free to bring in personal and professional examples as well.

Submit your initial post by the end of the day Thursday of this week.

Response Guidelines

By Sunday, respond to the posts of two other learners. In each case, identify at least one factor which you did not include in your post, and explain why you think it is or is not likely to cause someone to exit a deviant career.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 10 ≫ The Future of Deviance

Introduction

In this unit, you will have several opportunities to reflect on what you have learned about how social deviance can be seen as a puzzle with many varied pieces and to examine how the pieces of that puzzle fit together.

Your course project is due in this unit. It integrates many of the concepts and theories you have learned throughout the course. As you read about projects submitted by other learners, think about how different learners have applied the concepts and theories to many different forms of deviance.

This unit also addresses a final question: How can our society use the type of research you have done to address problems related to deviance?

Learning Activities

u10s1 - Studies

Multimedia

Click Social Deviance - Unit 10: How Deviant Is It? to take the interactive poll. This is the same poll that you took in Unit 1. You will be comparing results in the second discussion in this unit.

Course Resources

Social Deviance - Unit 10: How Deviant Is It?

u10a1 - Social Deviance Research Project

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: **Apply sociological theory to the study of contemporary deviance issues.**
    - Describe a contemporary issue relevant to the sociology of deviance.
    - Explain how at least two different sociological theories would interpret the deviant behavior.

- Competency 2: **Apply sociological research to the study of contemporary deviance issues.**
    - Identify previous works in sociological literature to support conclusions about deviance.

- Competency 3: **Analyze how perceptions of deviant behavior are influenced by social status and power.**
    - Describe the role of power in the definition of, reaction to, or control of deviant behavior.

- Competency 4: **Explain how deviance is a social construct that changes over time.**
  - Analyze shifts in the historical patterns of a deviant behavior.

- Competency 5: **Analyze methods of social control used to enforce conformity and punish deviancy.**
  - Assess the effectiveness of current measures to control a deviant behavior.

- Competency 6: **Analyze data about specific deviant behaviors.**
  - Provide statistical evidence supporting the rationale for at least one policy change.

- Competency 7: **Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of sociology.**
  - Write coherently to support a central idea in appropriate APA format with correct grammar, usage, and mechanics.

Assignment Description

For your course project, select a contemporary issue related to deviance for your research paper. Please follow the guidelines below as you prepare your paper for final submission.

Your project should include the following sections, labeled clearly using the titles highlighted in bold:

- An **Introduction** section that describes your topic and its connection to the sociology of deviance.
- A **History** section that outlines the history of the deviant behavior involved, highlighting the historical and current relevance of the issue selected, and explaining how the social perception and treatment of the deviant behavior has changed over time.
- A **Theory** section that analyzes how at least two sociological theories discussed in the course would interpret and explain the deviant behavior selected.
- A **Control and Punishment** section that describes how the deviant behavior involved is currently punished or controlled and the advantages and disadvantages of these methods.
- A **Policy** section in which you discuss the policy changes—at the school, community, state, regional, or national level—you think are necessary to more fully address and prevent the deviance your paper focuses on. You should support your argument with data or information from your research. Cite statistical evidence (at least one source that includes statistical data) that supports the rationale for your recommendations.
- A **Conclusion** section that sums up your main points and discusses the implications of your research.

Your reference list should contain at least six credible sources. Two of these sources can be your course readings, two must be books or articles obtained via the Capella University Library, and two can be credible Internet sources. Credible Internet sources include academic or government Web sites (.edu or .gov) or newspaper, news magazine, and general news sites, such as *The New York Times*, *The Washington Post*, *Time* magazine, CNN, and PBS. Wikipedia, about.com, and other general Web sites (.com or .org) should not be used. After you have met these requirements, feel free to add additional course readings or other credible sources to your reference list, as needed.

Your task is to present, summarize, and analyze the research on your chosen topic. You should make frequent references to your sources, and use brief quotes, examples, definitions, or data from your sources to support your own points. Be sure to address the role of power or social status in the definition, reaction to, or control of the deviant behavior you have chosen.

Submit your completed project as an assignment to be graded. Post a 1- to 2-paragraph summary of your project to the Unit 10 Project Sharing discussion.

Submission Requirements

To achieve a successful experience and outcome, you are expected to meet the following requirements:

- **Written Communication:** Written communication is free of errors that detract from the overall message.
- **APA Formatting:** Paper, resources, and citations are formatted according to current APA style and formatting.
- **Length:** 10–12 pages, typed, double-spaced. Include a title page and reference page listing at least six sources.
- **Font and Font Size:** Times New Roman, 12 point.
- **Submission:** Attach the document in Microsoft Word format.

Refer to the Social Deviance Research Project Scoring Guide to ensure that you meet the grading criteria for this assignment.

Course Resources

APA Style and Format

u10d1 - Project Sharing

For this discussion:

- Summarize your course project in 1–2 paragraphs. Then answer the following questions:
    - What was the most fascinating finding you discovered while conducting research on your topic?
    - How might the knowledge gained through your research be used to understand and address the issue you chose?

Post your initial post by Wednesday.

Response Guidelines

By Friday, read and share your feedback on the projects of two other learners.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u10d2 - How Deviant Is It?

For this discussion:

- Respond to the How Deviant Is It? poll in this unit's studies. This is the same poll that you responded to in Unit 1.
- Reflect on any changes in your responses or deeper understanding gained about any of the issues raised in the poll since the beginning of the course.
    - What shifts do you anticipate in the way society tends to think about any of the behaviors in the poll? Explain your answer.

Response Guidelines

Respond to the post of at least one other learner. Comment on the reasons your peer provided for changed rankings and the extent to which he or she match or contrast with your reasons.

Course Resources

Undergraduate Discussion Participation Scoring Guide