

Syllabus

Course description

Course title:	Behavioural Sociology
Course year:	3rd (Social Work)
Semester:	1st
Course code:	51057 (Social Work)
Scientific sector:	SPS/12
Degree:	Bachelor in Social Work
Lecturer:	Giuseppe Sciortino
Module:	no
Lecturer other module:	/
Credits:	4 (Social Work)
Total lecturing hours:	30
Total Hours of availability for students and tutoring:	15
Office hours:	from Monday to Friday on request
Attendance:	according to the regulation
Teaching language:	English
Propaedeutic course:	none
Course description:	
Specific educational objectives:	<p>Providing students with the basic theoretical knowledge and research tools in order to orient themselves in the analysis of socio-criminological phenomena. Specifically, the course aims to - provide interpretative frameworks and analytical tools related to the study of criminal and deviant phenomena in order to analyze contemporary societies mainly aimed for acquiring professional skills and knowledge.</p>
List of topics covered:	<p>The course will provide a general introduction to the field of sociology of deviance, with particular attention to issues of definition, analysis and intervention.</p> <p>The course will introduce the main theoretical concepts used in the sociology of deviance, and apply them to a range of contested behaviors, subcultures and practices.</p> <p>Issues covered by the course will include:</p> <ul style="list-style-type: none"> - Defining Deviance - Social Norms and Deviations from Norms - The Issue of Social Pathology - Functionalism, Anomie, General Strain Theory - Social Disorganization and Collective Efficacy Theory - The Chicago School - Labeling and Social Interaction - Stigma and Symbolic Challenges - Phenomenological Readings of Deviance - The emotional dimension of deviance. - Deviant Careers and subcultures - Folkdevils and Moral Panics - Critical Criminology - Conclusion: The End of Deviance?

Teaching format:	Lectures, seminars and debates. Students may volunteer to contribute to the course through the preparation of short memos and oral introductions to group discussions. All students are also invited to participate some simulation workshop.
Learning outcomes:	<ul style="list-style-type: none"> - Working knowledge of the main theoretical concepts of the sociology of deviance, knowledge of the main professional practices and policies model; - Capability to consider the application of the different theoretical frameworks in concrete settings; abilities to indicate their professional approach to their work or vocation and to express competences demonstrating through devising and sustaining arguments and solving problems within the fields of deviance. - Assessment skills: Ability to gather and interpret relevant data to inform judgements that include reflection on relevant social, scientific or ethical issues concerning deviance; - Communicative skills: Ability to communicate information, ideas, and suggest strategies in oral and written messages; - Learning skills: Learning skills will focus on the ability to analyze concrete problems and to process information in interdisciplinary terms and to continue to undertake further study with a high degree of autonomy in the consideration of case studies and interventions.
Assessment:	<p>The assessment of specific skills and knowledge will be based on an oral examination. It will focus on the texts included in the list below as well as other short classical texts that the instructor will provide in due course. Grades will take into account the serious study of one of the proposed textbooks, the ability to enrich the discussion with personal exploration of other sources, the level of familiarity with the specialized language and the ability to apply the concepts discussed to specific cases.</p> <p>Students may ask the instructor for an individual project work related to the texts. The evaluation of the individual project work will be added to the marks received in the oral examination (provided the examination has been graded at least sufficient).</p>
Evaluation criteria and criteria for awarding marks:	<p>The evaluation criteria will follow the grid below:</p> <ul style="list-style-type: none"> - Excellent (30 - 30 cum laude): great knowledge of the topics, excellent language skills, excellent capacity of analysis; the student is able to brilliantly apply theoretical knowledge to real cases. He/she is also able to properly argue possible solution, including multiple alternatives. - Very good (27-29): good knowledge of the topics, very good language skills, good capacity of analysis; the student is able to properly apply theoretical knowledge to real cases. - Good (24-26): good knowledge of the main topics, good language skills, the student shows adequate ability to apply theoretical knowledge to real cases. - Satisfactory (21-23): the student does not show a complete command of the main topics, although showing the knowledge of the basic ones; he/she shows satisfactory language skills and a quite satisfactory ability to apply

	<p>theoretical knowledge to real cases.</p> <ul style="list-style-type: none"> - Sufficient (18-20): minimal knowledge of the main teaching and technical language issues, limited capacity to adequately apply theoretical knowledge to real cases. - Insufficient outcome: the student does not have an acceptable knowledge of the contents of the various topics on the syllabus
Required readings:	<p>Students may choose among one of the following textbooks:</p> <ul style="list-style-type: none"> - Anderson, Tammy L. <i>Understanding deviance: Connecting classical and contemporary perspectives</i>. Routledge, 2014. - Downes, David, Paul Elliott Rock, and Eugene McLaughlin. <i>Understanding deviance: a guide to the sociology of crime and rule-breaking</i>. Oxford University Press, 2016. - Franzese, R. J. <i>The sociology of deviance: differences, tradition, and stigma</i>. Springfield, Illinois, Charles C. Thomas 2015. - Goode, Erich. <i>Deviant behavior</i>. Routledge, 2019, 12th edition. <p>For each of them, the instructor will provide a list of the chapters that are required reading (most of them) and those which are only recommended (few of them). Among them, the book by Downes, Rock and McLaughlin is, however, recommended.</p> <p>Additional articles will be posted on the course website and the instructor reserve himself the right to modify the course schedule or content, as deemed necessary and appropriate to meet course goals</p>
Supplementary readings:	<p>Clarke, Edward J., and Delos H. Kelly. <i>Deviant behavior</i>. Macmillan, 2007.</p>