

**Chapter 7 – Crime and Deviance: Faculty Lesson Plan**

| **Step 1** | **Before Class:**   * Review the **SociologicalYOU** **Chapter 7: Student Lesson Plan**. * Edit the plan and add due dates appropriate for your class. * Add the name of the Chapter 7 Blog reading from the list of **SociologicalYOU** blogs. * Select or delete the Class Survey Questions. * Post, email or print the **Chapter 7: Student Lesson Plan** for your class to complete. |
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| **Step 2** | **During Class:**  Decide which Flipped Classroom Activities you will use with your students during class time. Some suggestions include:   * Review the module discussion questions. * Discuss the Class Survey Questions from the Student Lesson Plan. * Watch and discuss the suggested videos. * Engage the class with a discussion about the **SociologicalYOU** Blog. * Use a Classroom Assessment Technique (CAT).   A list of discussion questions, video suggestions and CATs is below. You can also present your own material or group activity. The objective should be to engage the students using the material you assigned in the **Chapter 7: Student Lesson Plan**. |
| **Step 3** | **Optional:**  An optional third step is to have students complete a Practice Quiz at the end of class. The Practice Quiz is not for a grade but to access their knowledge of the chapter material. This also gives you an opportunity to see what concepts need further review. A list of questions and answers is at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**A Sociological Perspective on Deviance**

* The Social Construction of Deviance
* Labeling Theory
* Differential Association Theory
* Control Theory
* Limitations of Micro Level Theories of Deviance

**Learning Objectives**

7.1.1: Discuss how deviance is socially constructed.

7.1.2: Apply the labeling theory to the three types of deviance.

7.1.3: Develop an argument that supports crime being a learned behavior.

7.1.4: Describe how the agents of social control impact the process described by the social control theory.

7.1.5: Summarize the limitations and weaknesses of the three micro level theories of deviance.

**Video**: “How Scotland is Curing Crime” — Bloomberg, 2018, 4:28 — <https://www.youtube.com/watch?v=1xbz4_s0xcc>

* **Discussion Questions –7.1.1 Social Construction of Deviance**

Can you think of examples of behavior that was considered deviant in the past but is not so today? Why is it no longer considered deviant? Similarly, can you identify examples of behavior that might be considered deviant by one segment of society but not by another? Why is it viewed deviant by some in the society and not others?

**Module 2:**

**Big Picture Explanations of Deviance and Crime**

* Structural Strain Theory
* Conflict Theory
* Categories of Crime

**Learning Objectives**

7.2.1: Create Examples for each of Merton’s modes of adaptation for the structural strain model.

7.2.2: Illustrate how the dominant class can limit the economic success of lower classes.

7.2.3: Explain the criminal justice system and different types of crime.

**Video**: “Conflict Theory – Society and Culture” — *Khanacademymedicine*, 2013, 4:37 — <https://www.youtube.com/watch?v=LPYTndFFTko>

* **Discussion Questions – 7.2.1 Structural Strain Scenario**

Are some crimes more acceptable than others? Has a mother who steals food for her kids committed a crime? Which component of Merton’s structural strain theory best explains the mother’s actions? What would the mother’s actions look like if she implemented the other parts of Merton’s structural strain theory?

**Module 3:**

**Problems of Justice in America**

* Categories of Crime
* Policing in America
* The Work of Justice
* Incarceration in America

**Learning Objective**

7.3.1: Explain the criminal justice system and different types of crime.

7.3.2: Examine the issues associated with policing, police misconduct and police brutality.

7.3.3: Describe the role of the prosecution, the defense and the course in the American justice system.

7.3.4: Analyze the demographic makeup of prisoners in the United States penal system.

**Video:** “Mass Incarceration, Visualized” — The Atlantic, 2015, 2:33 — <https://www.youtube.com/watch?v=u51_pzax4M0>

* **Discussion Questions**
* **7.3.1 Impact of Imprisonment** - Based on what you learned, what is the result of high rates of imprisonment on the individual, community and nation?
* **7.3.2 Prison and the Family** - How might growing up with a parent in prison impact the quality of a child’s life? In your opinion, does it matter if it is the child’s mother or father in prison?
* **More Than a Theory Discussion Questions**

Functionalist Theory: Are policies that grant police officers extensive discretion in stop, search, arrest, and charge decisions to the benefit or detriment of the society? How might these policies be amended to reduce the incidence of police misconduct?

Conflict Theory: What are some ways in which the actions of the powerful result in differential justice between races, men and women? What type of policies should be implemented to reduce the incidence of unequal punishment between African Americans, Hispanics and Whites?

Symbolic Interactionism Theory: How would a woman who experienced trauma like Robin Lucas’ perceive the criminal justice system as a whole? What policies and procedures should be initiated to better serve the mental health and familial needs of females in prison?

**Module 4:**

**The Sociology of Capital Punishment**

* The Public Side of Capital Punishment
* The Private Side of Capital Punishment

**Learning Objective**

7.4.1: Examine the incidence of capital punishment around the world.

7.4.2: Apply the sociological imagination to the private trouble and public issue of capital punishment.

**Video:** “Death Row Inmate Lee Hall to be Executed Thursday — NewsChannel 5, 2019, 2:06 — <https://www.youtube.com/watch?v=ETTH079tRY4&t=29s>

* **Discussion Question – 7.4.1 Fair Trials**

What policies should be implemented to ensure that all people receive a fair trial?

**Module 5:**

**The Workplace and a Changing Social World**

* Productivity and Surveillance at Work
* The Impact of Technology

**Learning Objective**

7.4.1: Examine the incidence of capital punishment around the world.

7.4.2: Apply the sociological imagination to the private trouble and public issue of capital punishment.

**Video:** “Why You’re in a Police Lineup, Right Now” — The New York Times, 2019, 4:28 — <https://www.youtube.com/watch?v=OLnRpiMepUw>

* **Discussion Questions –**
* **7.5.1 Counterfeit Goods** - In 2011 New York became the first state to introduce legislation to punish people who purchase counterfeit goods. The law imposes a 1-year jail sentence or a $1000 fine on anyone who purchases phony items (VIN News 2011). Such laws already exist in France and Italy, do you think they would stop people from buying counterfeit items in the U.S.?
* **7.5.1 Surveillance Cameras** - Do you think surveillance cameras in metropolitan areas have been effective in reducing crime? Why or why not?

**Class Survey Questions**

**Title:** Legalization of Marijuana Survey

**Overview:** This four-question survey is designed to encourage students to begin thinking critically about how crime and deviance is socially constructed and socially controlled.

**Questions:**

1. Do you consider the illegal use of marijuana a social problem?

☐Yes ☐No ☐Not sure

2. Should marijuana be legalized for medical purposes across the U.S.?

☐Yes ☐No ☐Not sure

3. Should marijuana be legalized for recreational purposes across the U.S.?

☐Yes ☐No ☐Not sure

4. In states in which recreational marijuana use is illegal, how should cases involving a small amount of marijuana possession be handled?

☐ Arrest individuals for possession of small amounts of marijuana and proceed with a court hearing.

☐ Arrest individual for possession of small amounts of marijuana and proceed and dismiss most cases.

☐ Decriminalize the possession of marijuana in small amounts and issue tickets instead of making arrests.

☐ I don’t know the best public policy.

**Classroom Assessment Techniques (CATs)**

CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

* 1. **Muddiest Point**: A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
  2. ***Minute Paper***: Ask students to write a brief response to the following questions:
* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?
  1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 7 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. See **SociologicalYOU My Resources > Instructor Resources > Test Bank Instructions** to learn how to request access to the test bank.

**Module 1**

1. True or False: Family, friends, acquaintances, and members of society serve

as agents of informal social control.

2. Primary, secondary, and tertiary deviance are concepts related to which of the

following theories of deviance?

a. social control

b. labeling

c. differential association

d. conflict

3. The elements of the social bonds are attachment, commitment, involvement, and

belief. These elements are related to which of the following theories of deviance?

a. social control

b. labeling

c. differential association

d. conflict

**Module 2**

1. True or False: Structural strains are due to roadblocks and strains such as poverty,

unemployment, and access to quality education.

2. True or False: Based on Merton’s typology of deviance, most individuals fall into the

category of retreatants and few are conformists.

3. True or False: The conflict theory indicates the wealthy control many of the resources

and thus limit the opportunities of the poor, which may be a catalyst for some

individuals to turn to crime to seek resources.

**Module 3**

1. True or False: The criminal justice system consists of informal institutions designed

to enforce, arbitrate and carry out the laws of the society.

2. Law enforcement, courts and the penal system are all part of \_\_\_.

a. the collective conscience

b. the criminal justice system

c. differential justice

d. informal social control

3. Which of the following is one of the issues associated with minorities in prison?

a. differential justice

b. transnational crime

c. labeling theory

d. crime rates

4. The experience of Robin Lucas was used to illustrate the issue of \_\_\_.

a. surveillance

b. index crimes

c. capital punishment

d. women in prison

**Module 4**

1. \_\_\_ is a penalty for an index crime that results in the death of the perpetrator.

a. social control

b. capital punishment

c. deterrence

d. differential justice

2. The disproportionate number of minorities in prison, given capital punishment when

the victim is white, and on death row is an indication of \_\_\_.

a. higher levels of deviance amongst minorities

b. the effectiveness of the criminal justice system.

c. bias in the criminal justice system

d. crimes listed on the UCR

3. The case of Cameron Todd Willingham highlights \_\_\_.

a. social control and the criminal justice system

b. deviance in society

c. problems associated with capital punishment

d. the value of collective conscience

**Module 5**

1. True or False: Human trafficking, drug smuggling, terrorism and counterfeit toothpaste are all examples of transnational crime.

2. \_\_\_ involves the use of technology to monitor the actions and behaviors of

others.

a. Differential association

b. Capital punishment

c. Counterfeiting

d. Surveillance

3. The government’s right to search your records, enter your home and wiretap your

conversations are all encompassed in \_\_\_.

a. formal social control

b. the Patriot Act

c. the Uniform Crime Report

d. white collar crime

**Module 1**

1. True (A Sociological Perspective on Deviance)

2. B (LO 7.1.2)

3. A (LO 7.1.4)

**Module 2**

1. True (LO 7.2.1)

2. False (LO 7.2.1)

3. True (LO 7.2.2)

**Module 3**

1. False (LO 7.3.1)

2. B (LO 7.3.1)

3. A (LO 1.3.2)

4. D (LO 1.3.4)

**Module 4**

1. B (LO 7.4.1)

2. C (LO 7.4.1)

3. C (LO 7.4.2)

**Module 5**

1. True (LO 7.5.1)

2. D (LO 7.5.2)

3. B (LO 7.5.2)