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**Sociology 250 (03)  
Sociology of Deviance**

<b>Instructor:</b>	<b>Dr. Paul Brady</b>
<b>Office hours:</b>	<b>Tuesday/Thursday 3-4:30/6:00-6:30 or by appointment</b>
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<b>Class Time</b>	<b>Tuesday/Thursday 6:30p.m. to 7: 50p.m.</b>
<b>Class Location</b>	<b>Fisher 200</b>

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**COURSE DESCRIPTION**

Sociology of Deviance 250 is an examination of theories of deviance and social control, the historical forces that have shaped these theories, the research based on them, and a critical evaluation of their contribution to our understanding of the causes of deviance.

**COURSE OBJECTIVE**

One major objective is to introduce students to sociological perspectives and basic concepts in the sociological study of deviance and social control. Another is for students to develop a critical understanding of deviance and social control in society.

**INTENDED LEARNING OUTCOMES**

1. The student will develop a broad social and historical sense of how theories and ideas about deviance and social control have changed and been understood over time from earlier pre-scientific approaches to the rationalism and science of the present day.
2. The student will develop a critical understanding of the major theoretical perspectives on deviance and social control including the Classical, Functionalist, Physiological, Social Learning, Interactionist, Marxist, Feminist, and Postmodern theories and will be able to apply these various theoretical perspectives to the analysis and understanding of contemporary deviance and social control.
3. The student will develop an understanding of the social construction of knowledge about deviance that will allow them to scrutinize and critically assess presentations of deviance by various social control agencies including the mass media of film, television and the press.

## REQUIRED TEXT:

Linda B Deutschmann. **Deviance & Social Control**. Third Edition, Scarborough, Ontario: Nelson Canada, 2002. ISBN# 0-17-616906-7.

**Textbook Website:** <http://www.deviance3e.nelson.com/>

**Films and videos to be announced in class.**

## RECOMMENDED TEXTS

**Stephen Pfohl. Images of Deviance and Social Control**. Second Edition. New York: McGraw Hill, 1994. ISBN# 0-07-049765-6.

**Jeffrey Reiman. The Rich Get Richer and the Poor Get Prison Ideology, Class, and Criminal Justice**. Sixth Edition. Boston: Allyn and Bacon, 2001. ISBN # 0-205-30557-1.

## METHOD OF INSTRUCTION

This course will consist of lectures and class discussions. Students are expected to attend class regularly and to read each assigned chapter. Students are responsible for all lecture material, some of which is not available in the assigned readings. Students are advised to read the section "Academic Policies and Procedures" on pages 30-36 of the current College calendar.

## REQUIRED READINGS

Recommended readings for each of the topics is indicated in the following detailed course outline. The course text provides comprehensive coverage of most the topics that we shall examine. The chapters from the textbook and the debate question readings will constitute the main body of required reading.

## EVALUATION

The grade for this course will be based on debate unit questions and attendance as well as two in-class examinations and a final examination. Examinations will consist of multiple choice and short answer questions and will cover all lectures, other presentations, and assigned readings. They will be aimed at testing one's conceptual as well as factual knowledge. Please note that the ownership of all examination papers belongs to the College. An essay assignment is optional for the course and topics must be discussed with me before proceeding.

## GRADING

Debate Unit Questions			20%
Mid-term # 1	Thursday February	5	25%
Mid-term # 2	Thursday March	4	25%
Final Examination	TBA		30%

A grade of zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within the proscribed period after recovery.

## GRADING SYSTEM

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 00 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 84%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

## ACADEMIC MISCONDUCT

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

Please see: <http://www.camosun.bc.ca/divisions/pres/policy/2-education/>

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place.
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.
- (v) disruptive behavior/disorderly conduct

This includes any behavior that interferes with the provision of college services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them.

Examples: Verbal outbursts, physical gestures, actions or interruptions, which limit or interfere with the provision of college services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information constitutes academic misconduct. It is not necessary for the instructor to prove that the student has used the information.

## PROCEDURE CHANGES

In order to deal with the day-to-day management of the course, new procedures may be implemented from time to time throughout the semester. Such procedures will be announced in class for before they are implemented. It is the responsibility of the student to keep informed of such developments.

## TENTATIVE COURSE OUTLINE IN SEQUENCE

Week 1:	Tue	January	6	Introduction
	Thu		8	<b>Reading: Chapter 1</b>

Week 2:	Tue	January	13	Theory and Method
	Thu		15	<b>Reading: Chapter 2</b>

Week 3:	Tue	January	20	Demonic Explanations
	Thu		22	<b>Debate Unit 1</b>
				<b>Reading: Chapter 3</b>

**Thursday January 22 Debate Unit 1: On reserve for Soc. 250: Prepare 3 debate questions from the article: "*The European Witchcraze*". Nachman Ben-Yehuda, 1985:131-138.**

Week 4:	Tue	January	27	Classical Theory
	Thu		29	<b>Reading: Chapter 4</b>

Week 5:	Tue	February	3	Pathological Theory
	Thu		5	<b>Mid-term #1 includes chapters 1, 2, 3, 4 and lectures</b>
				<b>Reading: Chapter 5/6</b>

Week 6:	Tue	February	10	Disorganization
	Thu		12	<b>Reading: Chapter 7</b> <b>Reading Break (February 12-13)</b>
Week 7:	Tue	February	17	
	Thu	February	19	<b>Debate Unit 2</b>

**Thursday February 19 Debate Unit 2: On reserve for Soc. 250: Prepare 3 debate questions from the article: "From Witchcraft to Drugcraft Biochemistry as Mythology". Ronny E. Turner and Charles Edgley, 1983:432-441.**

Week 8:	Tue	February	24	Functionalist
	Thu		26	<b>Reading: Chapter 8</b>
Week 9:	Tue	March	2	Learning/Subculture
	Thu		4	<b>Mid-term #2 includes chapters 5, 6, 7 and lectures</b> <b>Reading: Chapter 9</b>
Week 10:	Tue	March	9	
	Thu		11	<b>Debate Unit 3</b>

**Thursday March 11 Debate Unit 3: On reserve for Sociology 250: Prepare 3 debate questions from the article: "The Social Construction of Drug Scares". Craig Reinerman, 1996:224-234.**

Week 11:	Tue	March	16	Interactionist
	Thu		18	<b>Reading Chapter: 10</b>
Week 12:	Tue	March	23	
	Thu		25	<b>Debate Unit 4</b>

**Thursday March 25 Debate Unit 4: On reserve for Soc. 250: Prepare 3 debate questions from the article: "Criminologists as Criminals". Barbara H. Zaitzow and Matthew B. Robinson, 1995:229-235.**

Week 13:	Tue	March	30	Social Control Theories
	Thu	April	1	<b>Reading Chapter: 11</b>
Week 14:	Tue	April	6	Conflict Theories
	Thu	April	8	<b>Reading: Chapter 12</b>

**Final Examination (T.B.A.) includes remaining chapters and lectures**

## GUIDELINES FOR DEBATE UNITS

These are three classes where students meet in smaller units to discuss questions prepared by each student in the unit based on the assigned readings for that day. You should aim to produce a satisfactory set of questions to enable a fruitful discussion of the assigned reading. **Please note that students must complete this assignment working on their own so that duplicate questions will be held at a minimum.**

### Please read carefully:

1. **Read the article and write down the central concepts or theme of the article.** Utilizing the central concepts or theme prepare three questions that you can pose to students in your unit. Your questions must be genuine questions not statements. Keep your questions as concise as possible and wherever you can use your own words and avoid quoting directly from the reading(s).  
Please note also that you do not have to keep your questions directly focused on the reading but can also create debate questions as a result of **applying concepts or ideas** from the reading to other areas of social life. For example, a reading may argue that the mass media promotes negative stereotypes about welfare recipients in order to explain their poor living conditions as due to individual problems rather than the result of social inequality and discrimination. Your question could **apply that conception** to ask about if any other modern day organizations (police, churches, the state) use that same kind of ideology to legitimate the negative living conditions of others in society (ethnic minorities, women, non-heterosexuals)?
2. Remember to phrase your question in an open-ended format or in such a way as to invite debate. Be careful to avoid questions, which can be answered with a simple "yes" or "no", and questions that ask what the author(s) wrote (content question) or questions that simply ask others if they agree or disagree with what the author(s) have written. You should also avoid questions that begin with "explain", "compare", "list", "describe", "how", or any other questions that ask the respondent to provide information/data rather than a debate. Remember you do not want to ask content questions.
3. Make sure that you are not simply asking a question that the authors of the article raise but rather create your own debate questions.
4. Make a **TYPED COPY** of your written questions and bring the original and copy to class. Your questions are your admission ticket to the debate unit classes. Debate can begin as soon as the groups are formed. Each student in turn should pose a question that is followed by a discussion. The purpose of the debate is NOT to win arguments but rather to help each other understand the material better and hopefully in an enjoyable manner. It is essential to have a useful exchange of views in which each member of the unit participates fully. You cannot participate meaningfully unless you are prepared. This is why **YOU WILL NOT BE ADMITTED** unless you have prepared your questions. This rule will be strictly enforced to avoid students being unprepared and hindering the efforts of other students. Towards the end of the class, one student from each group will be selected to provide the class with a brief oral summary of your debates.
5. Students will receive a mark out of 5 for each of the three debate units. Grading will be based on the quality of the questions according to the advice given above. In order to be fair to all students the following conduct will be penalized:
  - depositing your questions with the instructor or sending them with another student and not participating in the debates.
  - not attending a debate unit.
  - the late submission of questions without a satisfactory excuse.
  - failing to complete the assignment on your own.

## OPTIONAL RESEARCH PAPER

1. Select a topic about deviance that you are interested in examining by using one of the major theoretical perspectives on deviance and control provided in your textbook.
2. Develop a clear problem statement. The problem statement must be a question about your topic that your paper should help you to answer. Examples of problem statements include: How valuable is the classical perspective in explaining deviance and crime in society? How does the pathological perspective reinforce socially structured inequalities in the present system of social control? How adequately does the social disorganization perspective deal with the issue of social stratification and its relationship to deviance and crime?
3. Whatever the topic you must pose one or two questions about it and use the paper to answer them in light of theoretical analysis and empirical research. A paper that simply describes a topic is not acceptable. The research paper is intended to provide the opportunity to conduct research in the sociology of deviance and to demonstrate your capacity for divergent learning, i.e. where one takes up a problem and uses as many sources as possible to answer it. The primary sources are located in the library.
4. The completed paper must be typewritten (font size 12) and no longer than 5 or 6 pages of double spaced typing excluding the bibliography, references, and tables.
5. The following will be the basis for evaluation of term papers:
  - a. The *sociological* quality of the approach taken to the problem and in particular the use of *theory and analysis* for explanation or making critical distinctions.
  - b. The complexity and clarity of the problem to be examined and the *analytical* skills used to examine the various components of it.
  - c. The quality of *data, evidence, and other materials* presented in support of the discussion.
  - d. The degree to which the points made in the paper are presented in a *coherent, clear, and well-organized* manner. There should be both an introductory and a concluding section to the paper. The limit on the length of the paper is intended to test your ability to organize material.