



School of Arts & Science  
Social Sciences Department

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Sociology 250  
Sociology of Deviance  
May 10 – June 23, 2005

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Instructor: **Joan Harkness, Ph.D.**  
Office hours: Tuesday & Thursday 10:30 – 12:30 or by appointment  
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Class Time: Tuesday & Thursday 1:00 – 3:50  
Class Location: Young 201

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**COURSE DESCRIPTION:**

Sociology of Deviance 250 is an examination of theories of deviance and social control, the historical forces which 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/>

## RECOMMENDED SUPPLEMENTARY READING MATERIALS

- 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*. 7<sup>th</sup> edition. Boston: Pearson, 2004.
- Ronald Weitzer (ed). *Deviance and Social Control – a Reader*. Boston: McGraw Hill, 2002.

## 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” in the current Camosun College calendar

## EVALUATION

The grade for this course will be based on Analytical Discussion Unit questions and attendance as well as on two in-class examinations and a final examination. Examinations will consist of short answer and longer, essay style answer questions and will cover lectures, other presentations and assigned readings. These examinations will be aimed at testing students’ conceptual as well as factual knowledge.

## GRADING

Debate Unit Questions	20%
Mid-Term #1	25%
Mid-Term #2	25%
Final Examination (between June 26-28)	30%

A zero grade will be given for absence during examinations, 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 = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 85%	C = 60 - 64%	AUD = Audit
W = Official withdrawal has taken place.		

## **TUTORIAL ASSISTANCE**

I will be available for questions &/or discussion before each class or by appointment. This is a good opportunity for you to be sure you fully understand the course materials and to practice your analytical skills outside of the classroom.

## **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:

- giving, receiving, or obtaining unauthorised information during any type of examination or test;
- obtaining or providing unauthorised questions or answers relating to any examination or test prior to the time of the examination or test;
- asking or arranging for another person to take any examination or test in one's place;
- disrupting classes or interfering with their presentation (e.g. by talking to a neighbour or reading during lecture presentations, disrespectful or other inappropriate behaviour);
- 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.

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 unauthorised information (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

## **TAPE-RECORDING IN THE CLASSROOM**

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in class. Exceptions, however, will be made for students who are visually impaired or are unable to write because of physical disability.

## **PROCEDURE CHANGES**

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

## COURSE OUTLINE

Week 1:	Tues May 10 Thursday, May 12	Introduction Readings: Chapter 1 & 2;
Week 2:	Tuesday, May 17 Thursday, May 19	Readings: Chapter 3 Readings: Chapter 4 + <b><u>in-class debate</u></b>
Week 3:	Tuesday, May 24 Thursday, May 26	Reading: Chapter 5 Reading: Chapter 6 + <b><u>test</u></b> Ch. 1-5
Week 4	Tuesday, May 31 Thursday, June 2	Reading: Chapter 7 Reading: Chapter 8 + <b><u>in-class debate</u></b>
Week 5:	Tuesday, June 7 Thursday, June 9	Reading: Chapter 9 Reading: Chapter 10 + <b><u>test</u></b> on Ch. 6-9
Week 6:	Tuesday, June 14 Thursday, June 16	Reading: Chapter 11 Reading: Chapter 12
Week 7:	Tuesday, June 21 Thursday, June 23	Reading: Chapter 13 + <b><u>in-class debate</u></b> Review & general discussion

**Final Exam** will be within the exam period between June 27-29 includes chapters 10-13 plus questions relating to the whole course.

## GUIDELINES FOR ANALYTICAL DISCUSSION UNITS

The debate units are three classes in which students meet in smaller groups to discuss questions prepared by each student based on the assigned topics/readings up to and including that class. You should aim to produce a satisfactory set of questions to create a stimulating discussion of the readings. Prepare your questions individually so ideally we do not get duplicate questions within groups.

### **Please read carefully:**

1. Prepare **three questions** on the central issue or points of the readings which you can pose to students in your group. Your questions must be real, hopefully provocative questions not simple statements. Keep your questions as concise as possible and use your own words rather than quoting directly from the reading.
2. Phrase your question in an open-ended format in such a way as to invite discussion and analysis of the issue presented. Be careful to avoid questions which can be answered with a simple “yes” or “no”, and questions that ask what the author wrote (content question). You can ask specific questions about the perspective presented by the author, but the answers must provide support for the point of view expressed. You should also avoid questions for which the respondent needs to provide information/data rather than analysis. Remember you do not want to ask basic content questions. Your focus is more on analytical and/or provocative questions.
3. Make sure that you are not simply asking a question that the author of the text has already raised and answered but rather create your own questions which stem from your analytical interest in the topic raised in the text.
4. Make a typed copy of your written questions and **bring the original and a copy to class.** Your questions are your admission ticket to the debate section of the class. Debate can begin when your full group has 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 work on refining your analytical skills. 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. Towards the end of the class, I will select one student per group to provide the class with a brief oral summary of your discussions.
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. 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 the debate class
  - the late submission of questions without a satisfactory excuse
  - failing to complete the assignment on your own

## Some Internet Sites of Academic and General Interest

### News:

[www.commondreams.org](http://www.commondreams.org) – alternative media site + links to other media  
<http://english.aljazeera.net> – provides news not always available in western press  
[www.theglobeandmail.com](http://www.theglobeandmail.com) – national newspaper  
[www.newsworld.cbc.ca](http://www.newsworld.cbc.ca) – current events  
[www.nationalpost.com](http://www.nationalpost.com) – national newspaper

### Social Issues:

[www.projectcensored.org](http://www.projectcensored.org) – analysis of the media  
[www.newint.org](http://www.newint.org) – New Internationalist magazine on line – check back issues  
[www.cia.gov](http://www.cia.gov) – Central Intelligence Agency site – check their analysis of countries  
[www.cjr.org/owners](http://www.cjr.org/owners) - Columbia Journalism Review – who owns the media  
[www.humanrightswatch.com](http://www.humanrightswatch.com) – situation of human rights worldwide + links  
[www.worldbank.org](http://www.worldbank.org) – World Bank site – check World Factbook  
[www.50years.org](http://www.50years.org) – an anti-International Monetary Fund site  
[www.transparency.org](http://www.transparency.org) – about international corruption  
[www.corporatewatch.org](http://www.corporatewatch.org) – reports by sector and company  
[www.corpwatch.org](http://www.corpwatch.org) – includes guide to researching corporations  
[www.endgame.org](http://www.endgame.org) – Endgame Research Services – analysis of corporate America  
[www.globalresearch.ca](http://www.globalresearch.ca) – Centre for Research on Globalization  
[www.journalism.org/daily/index.html](http://www.journalism.org/daily/index.html) - news by Project for Excellence in Journalism  
<http://envirolink.netforchange.com> – large environmental site  
[www.ips.org](http://www.ips.org) – Inter Press Service – news from journalists in over 100 countries  
[www.peaceandjustice.org](http://www.peaceandjustice.org) – Peace and Justice Centre – links to news sources  
[www.tompaine.com](http://www.tompaine.com) – a journal of opinion about controversial issues  
[www.ethicalconsumer.org](http://www.ethicalconsumer.org) – gives you information about brand name products  
[www.business-ethics.com](http://www.business-ethics.com) – publishes a list of “100 best corporate citizens”  
[www.nativeweb.org](http://www.nativeweb.org) – human rights/native rights  
[www.lbbs.org](http://www.lbbs.org) – social change website from Z magazine

### Sociology etc.

[www.deviance3e.nelson.com](http://www.deviance3e.nelson.com)  
[www.trinity.edu/mkearl](http://www.trinity.edu/mkearl)  
[www.monthlyreview.org](http://www.monthlyreview.org)  
[www.fordham.edu/halsall/mod/wallerstein.html](http://www.fordham.edu/halsall/mod/wallerstein.html) - info re: Wallerstein & Global Systems theory – plus check general site too.  
[www.socialresearchmethods.net/tutorial.htm](http://www.socialresearchmethods.net/tutorial.htm) - intro to social research  
<http://en.wikipedia.org> – good online encyclopedia – look up sociological concepts, important names in sociology, historical background etc.

**Joan Harkness, Ph.D.**

## **Book List of General & Academic Interest**

Anderson, Benedict – Imagined Communities

Armstrong, Karen – A History of God; Islam + her other books

Braudel, Ferdinand – On History or any of his other books

Campbell, Joseph – any of his books about mythology

Diamond, Jared – Guns Germs and Steel: The Fates of Human Societies – or read his shorter articles in various journals or magazines

Foucault, Michel – Madness and Civilization, Discipline and Punish

Friedman, Thomas L. – The World Is Flat: A Brief History of the 21<sup>st</sup> Century

Giddens, Anthony – The Nation State and Violence + his other books

Heilbroner, Robert L. – The Worldly Philosophers – discusses key economists and their theories.

Hobsbawm, Eric and Terence Ranger – the Invention of Tradition

James, Carl E. & Adrienne Shadd – Talking about Identity: Encounters in Race, Ethnicity and Language

Ghosh, Amitav – In An Antique Land: History in the Guise of a Traveller's Tale

Kaplan, Robert D. – The Ends of the Earth – travel & history

Keegan, John – A History of Warfare

Klein, Naomi – No Logo – marketing and its impact on culture

Lemert, Charles (ed) – Social Theory: The Multicultural and Classic Readings – a very comprehensive sampling of sociological theory in nice bite size pieces

Macionis, John J., Nijole V. Benokraitis, Bruce Ravelli – Seeing Ourselves – classic, contemporary and cross-cultural readings in sociology

Mills, C.Wright – The Sociological Imagination – a small but very important book

Moore Jr., Barrington – Injustice: The Social Bases of Obedience and Revolt & The Social Origins of Dictatorship and Democracy

Reiman, Jeffrey – The Rich Get Richer and the Poor Get Prison

Stiglitz, Joseph E. – Globalization & Its Discontents – a critique of the IMF & World Bank by someone who worked for both

Swift, Jamie, Jacqueline M. Davies, Robert G. Clarke & Michael Czerny – Getting Started on Social Analysis in Canada – provides tools for social analysis within a social justice ideology

Wolf, Eric – Europe and the People Without History – a look a history from the perspective of those who have been colonized

Wright, Ronald – A Short History of Progress; Stolen Continents – the “New World” through Indian Eyes

**No-Nonsense Guides (published by: Between the Lines) – watch for new titles**

Globalization – Wayne Ellwood

World History – Chris Brazier

Fair Trade – David Ransom

Class, Caste & Hierarchies – Jeremy Seabrook

Democracy – Richard Swift

International Development – Maggie Black

Terrorism – Jonathan Barker

Climate Change – Dinyar Godrej

The Arms Trade – Gideon Burrows

Science – Jerome Ravetz

Women’s Rights – Nikki van der Gaag

Indigenous Peoples – Lotte Hughes

Water – Maggie Black

Global Media – Peter Steven

Islam – Merry Wyn Davies & Zia Sardar

HIV/AIDS – Shereen Usdin

World Poverty – Jeremy Seabrook

**Global Issues Series (published by Fernwood Publishing and Zed Books) – watch for new titles**

Global Intelligence – the World’s Secret Services Today – Paul Todd & Jonathan Bloch

Deglobalization: Ideas for a New World Economy – Walden Bello

Oil: Politics, Poverty and the Planet – Toby Shelley

The Water Business: Corporations versus People

Islam & Jihad: Prejudices verses Reality – A.G. Noorani