

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT</p> <p>SOC 250-01 Sociology of Deviance 2006F</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Paul Brady		
(b)	Office Hours:	M/W 10:30-12:00/ Tues 5:00-6:00 or by appointment		
(c)	Location:	Paul 334		
(d)	Phone:	370-3288	Alternative Phone:	
(e)	Email:	brady@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this course the student will be able to:

1. Describe how theories and ideas about deviance and social control have changed and been understood from earlier pre-scientific approaches to the rationalism and science of the present day.
2. Apply 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. Scrutinize and critically assess presentations of deviance by various social control agencies including the mass media of film, television and the press.

3. Required Materials

(a)	Texts	Linda B Deutschmann. Deviance and Social Control . Fourth Edition, Scarborough, Ontario: Nelson Canada, 2007. ISBN# 0-17-640611-5.
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

Mon/Wed/ 9:00-10:20 a.m./Young 310

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

EXAMINATION PROCEDURES

The dates of the first and second examinations are indicated below. The third examination will be held during the exam week. **Students are strongly advised not to make travel plans until after the Christmas final examination schedule is posted.** I cannot schedule other examination times for students who make travel plans that disregard the examination schedule set by Camosun College. All examinations must be written in the section of the course in which the student is officially registered. A grade of zero will be granted for absence during examination, unless the student produces a medical certificate from a physician (MD) confirming serious illness and writes the substitute exam or assignment within the proscribed period after recovery.

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:	September	4	Introduction	Reading: Chapter 1
Week 2:	September	11	Theory and Method	Reading: Chapter 2
Week 3:	September	18	Demonic Explanations	Reading: Chapter 3
Week 4:	September	25	Classical Theory	Reading: Chapter 4
Wednesday September 27 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 5:	October	2	Pathological Theory	Reading: Chapter 5/6
Wednesday October 11 Mid-term #1 includes chapters 1,2,3,4 and lectures				
Week 6:	October	9	Disorganization	Reading: Chapter 7
Week 7:	October	16	Disorganization	Reading: Chapter 7
Debate Unit 2 Wednesday October 18 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:	October	23	Functionalist	Reading: Chapter 8
Week 9:	October	30	Learning/Subculture	Reading: Chapter 9
Wednesday November 8 Mid-term #2 includes chapters 5, 6, 7 and lectures				
Week 10:	November	6	Learning/Subculture	Reading: Chapter 9
Week 11:	November	13	Interactionist	Reading Chapter: 10
Wednesday November 15 Debate Unit 3: On reserve for Sociology 250: Prepare 3 debate questions from the article: "Homophobia in Sport". Donald F. Sabo, 2000: 203-205.				
Week 12:	November	20	Interactionist	Reading Chapter: 10
Week 13:	November	27	Social Control Theories	Reading Chapter: 11
Debate Unit 4 Wednesday November 29: 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 14:	December	4	Conflict Theories	Reading: Chapter 12
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:**

-that can be answered with a simple "yes" or "no" (obvious questions; Were witches burned in the medieval period?)

-that ask what the author(s) wrote (content question)

-that are the same questions the authors raise

-that simply ask others if they agree or disagree with what the author(s) have written.

-that begin with "explain", "compare", "list", "describe", "how", "why", "where", "what", or any other questions that ask the respondent to provide you with information or an explanation rather than a debate.

-that are based on fantasy, stick to the facts of the article, for example; 'If aliens from space invaded would the witch craze still have happened in Europe'? Stick to the historical facts; do not ask what if this had not happened would that still have happened? Remember debate questions lead to the expression of a variety of viewpoints.

Your questions should begin with words like "should", "does", "will", "do", "has" "would" or other words that evoke debate.

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. **Your questions cannot be ones that are answered in the article.**

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.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	Debate Unit Questions	20%
(b)	Quizzes		
(c)	Exams	Mid-term # 1 Wednesday October 11	25%
		Mid-term # 2 Wednesday November 8	25%
		Final Examination TBA	30
(d)	Other (eg, Attendance, Project, Group Work)		

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED