



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT

SOC 250-01
Sociology of Deviance
2009W

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:	Tue/Thu 9:30-10-30 a.m. 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

Textbook Website and Study Guide: <http://www.deviance4e.nelson.com/>

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.)

TENTATIVE COURSE OUTLINE IN SEQUENCE

Week 1: January 5 Introduction Reading: Chapter 1

Week 2: January 12 Theory and Method Reading: Chapter 2

Week 3: January 19 Demonic Explanations Reading: Chapter 3

Friday January 30 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: January 26 Classical Theory Reading: Chapter 4

Week 5: February 2 Pathological Theory Reading: Chapter 5/6
<http://www.youtube.com/watch?v=Qj7GmeSAxXo>

Friday February 6 Mid-term #1 includes chapters 1,2,3,4 and lectures

Week 6: February 9 Disorganization Reading: Chapter 7

Debate Unit 2 Wednesday February 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.

Reading Break February 19-20 No classes will meet

Week 7: February 16 Disorganization Reading: Chapter 7

Week 8: February 23 Functionalist Reading: Chapter 8

Week 9: March 2 Learning/Subculture Reading: Chapter 9

Friday March 6 Mid-term #2 includes chapters 5, 6, 7 and lectures

Week 10: March 9 Learning/Subculture Reading: Chapter 9

Friday March 13 Debate Unit 3: On reserve for Sociology 250: Prepare 3 debate questions from the article: "Homophobia in Sport". Donald F. Sabo, 1994: 203-205.

Week 11: March 16 Interactionist Reading Chapter: 10

Week 12: March 23 Interactionist Reading Chapter: 10

Week 13: March 30 Social Control Theories Reading Chapter: 11

Debate Unit 4 Friday April 3: 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: April 6 Conflict Theories Reading: Chapter 12

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

The final examination date is set by College administration and is posted on Cam Link and in the hallway by the bookstore.

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

Debate Unit Questions			20%
Mid-term # 1	Friday February 6	25%	
Mid-term # 2	Friday March 6	25%	
Final Examination	TBA	30%	

A grade of zero is given for absence from exams/assignments, unless the student produces a medical certificate confirming illness and writes the substitute exam or completes the assignment within the prescribed period after recovery. Students must inform the instructor by email or telephone on the same day or before the missed examination or assignment.

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
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

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

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 provide as part of this assignment a short point form summary of the main points or central concepts or arguments of the article. Based on the central concepts/main points/arguments 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 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 or are answered in the article (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. 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.
- having questions that are not typed