

	<p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT SOC 250 Sociology of Deviance Quarter or Semester/Year</p>
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COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/soc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Dr. Paul Brady		
(b)	Office Hours:	Wed/Fri 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 these Intended Learning Outcomes as approved by Camosun College's Education Council.)

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

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

Week 1:	January	4	Introduction	Reading: Chapter 1
Week 2:	January	11	Theory and Method	Reading: Chapter 2
Week 3:	January	18	Demonic Explanations	Reading: Chapter 3
Week 4:	January	25	Classical Theory	Reading: Chapter 4

Friday January 29 Debate Unit 1: On reserve for Soc. 250: Prepare 3 debate questions from the article: "The European Witchcraze". Nachman Ben-Yehuda, 1985:131-138.

<http://www.youtube.com/watch?v=Qj7GmeSAXxo>

Friday February 5 Mid-term #1 includes chapters 1,2,3,4 and lectures

Week 6: February 8 Disorganization **Reading: Chapter 7**

Week 7: February 15 Disorganization **Reading: Chapter 7**

Wednesday February 17 Debate Unit 2 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: February 22 Functionalist **Reading: Chapter 8**

Week 9: March 1 Learning/Subculture **Reading: Chapter 9**

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

Week 10: March 8 Learning/Subculture **Reading: Chapter 9**

Wednesday March 10 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 15 Interactionist **Reading Chapter: 10**

Week 12: March 22 Interactionist **Reading Chapter: 10**

Week 13: March 29 Social Control Theories **Reading Chapter: 11**

Wednesday March 31 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 14: April 5 Conflict Theories **Reading: Chapter 12**

April 2 Good Friday/April 5 Easter Monday: COLLEGE CLOSED

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

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 drug addicts in order to explain their poor living conditions as due to individual problems rather than the result of inadequate social policy and programs. Your question could **apply that conception** to ask about if any other modern day organizations (ex: church) use that same kind of ideology to legitimate the negative living conditions of others in society (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.

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 the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED