
**Sociology 250 (01)
Sociology of Deviance**

Instructor:	Prof. Kendal Foster
Office hours:	TBA or by appointment
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Time & Location:	Wednesday, Fisher 303 1 - 2:20 pm
Class Location	Friday, Fisher 206 1 – 2:20 pm

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 and there application 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, and Marxist 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 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 and Social Control**. Fourth Edition, Scarborough, Ontario: Nelson Canada, 2007. ISBN# 0-17-640611-5.

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

SUPLIMENATRY READINGS:

Samuel Walker, **Sense and Non-Sense about Crime and Drugs: A Policy Guide (Chapter 6)**. Fifth edition, Ontario: Nelson Thomson, 2001. ISBN 0-534-55436-9

Jerome Koch, *Body art, deviance, and American college students*. The Social Science Journal 47 (2010) 151–161

METHOD OF INSTRUCTION

This course will consist of lectures and class-directed discussions. Students are expected to attend class and to read each assigned chapter prior to class. 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

The recommended readings for each of the topics are indicated in the following detailed course outline. The text book provides comprehensive coverage of the course material; however supplemental readings from the library will also be required where noted in this outline

EVALUATION

The grade for this course is based on attendance, discussion assignments, case studies, two in-class examinations and a final, cumulative examination. Examinations may consist of multiple choice, short answer and essay questions and will cover all lectures, other presentations, and assigned readings. They will test one's conceptual as well as factual knowledge. Please note that the ownership of all examination papers belongs to the College.

GRADING

Attendance and Participation	10%
Discussion Assignments (3 @ 7% each)	21%
Case study (2 @10% each)	20%
Mid-term # 1	15%
Mid-term # 2	15%
Final Examination TBA	20%

A grade of zero is given for absence from exams/assignments. Students must inform the instructor by email or telephone by the day of the examination or assignment. In the event that students miss an exam/assignment they must produce a medical certificate confirming illness. At such a time students will write the substitute exam or complete the assignment within the prescribed period after recovery.

GRADING SYSTEM

A+	90 -100	B+	77-79	C+	65-69	F	0 - 49
A	85-89	B	73-76	C	60-64		
A-	80-84	B-	70-72	D	50 - 59		

STUDENT CONDUCT POLICY/ACADEMIC MISCONDUCT

There is a Student 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 College web site in the Policy Section. See: <http://www.camosun.bc.ca/policies/Education-Academic/E-2-Student-Services-&-Support/E-2.5.pdf>

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 are announced in class before they are implemented. **It is the responsibility of the student to keep informed of such developments.**

TENTATIVE COURSE OUTLINE IN SEQUENCE

Class 1:	January	11	Introduction	Reading: Chapter 1
Class 2:	January	13	Theory and Method	Reading: Chapter 2
Class 3:	January	18	Pre-Scientific Theories	Reading: Chapter 3
Class 4:	January	20	Classic Theories	Reading: Chapter 4

Class 5 January 25 Discussion Assignment #1 On reserve for Soc. 250

Read chapter 6: “*Deterrent Theory*” from Samuel Walker’s book *Sense and Non-Sense about Crime & Drugs*.

On a typed piece of paper to be submitted at the start of class:

- ❖ Prepare 3 convincing arguments that support or refute Deterrent Theory (3 marks),
- ❖ Provide one example in which Deterrent Theory works (1 mark), and
- ❖ Provide one example in which Deterrent Theory does not. (1 mark) /5 marks

Class 6:	January	27	Biology driven theories	Reading: Chapter 5
Class 7:	February	1	The Psycho-analytics	Reading: Chapter 6
Class 8:	February	3	***Mid-term #1***	Chapters 1 – 6 and lectures
Class 9:	February	8	Social Disorganization	Reading: Chapter 7
Class 10:	February	10	Structural Functionalists	Reading: Chapter 8
Class 11:	February	15	Functionalist continued	

READING BREAK FEBRUARY 17th ----- NO CLASSES WILL MEET-----

Class 12: February 22 **Case Study #1: *Strain Theory*** *Getting Paid*

On a typed piece of paper to be submitted at the start of class, use Merton, Agnew or Cohen to:

- ❖ Explain how strain theory accounts for criminal or deviant behaviour (2 marks).
- ❖ Offer an example that illustrates this explanation (1 mark)
- ❖ Discuss how or why this behaviour is necessary for society (2 marks) /10 marks
 - (5 marks for ind work, 5 marks for group work)

Class 13: February 24 Social Learning Theories Reading: Chapter 9

Class 14: February 29 Differential Association Reading: TBA

Class 15: **March** **2** **Discussion Assignment #2** **On reserve for Soc. 250:**

Read the article: “*Body art, deviance, and American college students*”. Jerome Koch et al., *From The Social Science Journal* 47 (2010) 151–161.

On a typed piece of paper to be submitted at the start of class:

- ❖ Prepare 2 debate questions/points that call into question the validity of the study (1 mark),
- ❖ Identify the 2 findings you found most convincing in the study (1 mark), and
- ❖ Tattoos and piercings are often a visible indicator of deviant behaviour. Provide another behaviour or sub-culture that is considered deviant which people believe is positively correlated to criminal behaviour. Identify the criminal behaviour and discuss in your own words if the correlation is justified? (3 marks) /5 marks

Class 16: March 7 Symbolic Interaction Reading: Chapter 10

Class 17:	March	9	Social Control	Reading: Chapter 11
Class 18:	March	14	Conflict Theory	Reading: Chapter 12
Class 19:	March	16	Case Study #2	Self-directed Research
<i>Civil Disobedience</i> has long been used to bring about change in society. This week we look at a man who went from prison to president. Nelson Mandela: <i>A Case study in deviant behaviour for the greater good.</i>				
On a typed piece of paper to be submitted at the start of class:				
<ul style="list-style-type: none"> ❖ Give examples of Mandela's deviant behaviour and explain his behaviour using your assigned theory. Your explanation should clearly link his behaviour with the theory you are using. Include 3 examples to support your position. (3 marks) ❖ Choosing a theory different from the one assigned, provide the theory you think best explains his behaviour and why. (2 marks) /10 marks (5 marks for ind work, 5 marks for group work) 				
Class 20:	March	21	Criminal Pursuit	Review notes and text **Prepare 4 questions for class
Class 21:	March	23	***Mid-term #2***	Chapters 7 - 11 and lectures
Class 22:	March	28	Practical Applications	Reading; TBA
Class 23:	March	30	Discussion Assignment #3	Review of Theories
Practical Application - Creating a Crime-Free Community				
On a typed piece of paper to be submitted at the start of class:				
<ul style="list-style-type: none"> ❖ Choose <u>one theory (or more so long as they are reconcilable)</u> that we have covered in this course. ❖ Provide and explain 4 ideas/policies which are supported by the theory(s) you selected. Your explanation should briefly describe how each idea/policy would attempt to achieve a deviant-free society based on your chosen theory. (4 marks) ❖ Play devil's advocate and offer your most convincing argument as to why this community would fail to achieve a deviant-free society. (1 mark) /5marks 				
Class 24:	April	4	Wolfgang & what it all means...	Reading: TBA
GOOD FRIDAY	April	6	NO CLASSES --- COLLEGE CLOSED	
Class 25:	April	11	Punishment vs. Treatment	Reading: TBA
Class 27:	April	13	Summary & Exam Review	self-directed review

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.

GUIDELINES FOR:

DISCUSSION ASSIGNMENTS (7% each)

These are four classes where students meet in smaller groups to discuss questions prepared by each student in the unit based on the assigned readings. Your completion of the assignments is necessary in order to participate in the discussions and debates. **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 or research carefully the required material for each assignment. Follow the instruction given in this outline for each assignment. Each assignment will be explained in further detail in the week before the assignment is due. Keep your responses as concise as possible and wherever you can use your own words and avoid quoting directly from the reading(s).
2. Make a **COPY of your TYPED RESPONSES and bring the original to class.** Your **TYPED RESPONSES** are your admission ticket to the **DISCUSSION ASSIGNMENT** classes.
3. Once in your small groups, each student in turn should share their responses. Once everyone has gone, the small group will discuss and debate the issues raised and work together to produce one response to present to the class and explain how they came to a consensus. 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 responses prior to class.** This rule will be strictly enforced to avoid students being unprepared and hindering the efforts of other students.
5. Students will receive a mark out of 5 for each of the 3 Discussion Assignments. Grading will be based on the quality of the response and completion of each aspect of the assignment. 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 therefore not participating in the discussions (-2 marks).
 - The late submission of questions without a satisfactory excuse (-2 marks).
 - failing to complete the assignment on your own (-1 mark)
 - having questions that are not typed (-2 marks)

CASE STUDIES (10% each)

❖ *5% for ind work, 5% for group work*

1. We will form groups and examine real case studies of deviant (typically criminal) behaviour.
2. In the class before the case study you will be given a general idea of the type of case we will examine so that you can sufficiently prepare for the case study. Please note, without preparing it is very difficult to complete the case in class.
3. In your groups you will be given the case a number of questions relating to the case. All questions are to be completed during class and emailed to me prior to the end of class to be accepted. This is an intense class and calls for efficient use of time and a good working relationship with group members.