



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**SOC-250-002**  
**Sociology of Deviance**  
**Winter Term, 2018**

**COURSE OUTLINE**

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

*Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

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**1. Instructor Information**

(a) Instructor	Dr. Alex Ipe
(b) Office hours	Tuesday/Friday: 2:20 PM – 3:30 PM, Wednesday: 12:30 PM – 2:00 <b>or by appointment.</b>
(c) Location	Paul 237
(d) Phone	(250) 370-3352 <b>Alternative:</b> _____
(e) E-mail	<a href="mailto:ipe@camosun.bc.ca">ipe@camosun.bc.ca</a>
(f) Website	_____

**2. Intended Learning Outcomes**

Upon completion of this course a 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**

**Optional Text**

Linda B. Deutschmann. ***Deviance and Social Control***. Fourth Edition, Scarborough, Ontario: Nelson Canada, 2007.

## 4. Course Content and Schedule

### JANUARY

#### Topics and Readings

Week 1	Lecture#1
Week 2	Lecture#2 and #3
Week 3	Lecture#4 and #5
Week 4	Lecture#6

### FEBRUARY

Week 1	Lecture#7
Week 2	Lecture#8
Week 3	Lecture#9
Week 4	Lecture#10

### MARCH

Week 1	Lecture#11
Week 2	Lecture#12 and Lecture#13
Week 3	Lecture#14 and Lecture#15
Week 4	Lecture#16 and Lecture#17

### APRIL

Week 1	Review
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## 5. Basis of Student Assessment (Weighting)

### Evaluation:

- 1) In class test (30%) (Lecture#1 to Lecture#6)
- 2) In class test (30%) (Lecture#7 to Lecture#12)
- 3) Final Test (13%) (Lecture#13 to Lecture#17)
- 4) Group Discussion (10%)
- 5) Participation (17%)

### In Class Test #1 and #2 and #3

The tests will consist of approximately 40 multiple-choice questions and students will have 80 minutes to answer all forty questions. **It should be noted that the tests may have 1-5 bonus questions – also multiple choice – in addition to the 40 test questions.** The purpose of having the bonus questions is to give students an opportunity to score 100% or higher on a given test. **It should be emphasized that students do not need to do the bonus questions if they do not want to.** However, it is strongly encouraged that students at least attempt the bonus questions since they will not be penalized for answering a bonus question incorrectly. The dates for all of the tests are as follows:

**(M/W CLASS) TEST#1: MONDAY, FEBRUARY 19**

**TEST#2: MONDAY, MARCH 12**

**TEST#3: WEDNESDAY, APRIL 11**

**(TU/FR CLASS) TEST#1: TUESDAY, FEBRUARY 20**

**TEST#2: TUESDAY, MARCH 13**

**TEST#3: FRIDAY, APRIL 13**

The class before every test will constitute an informal review class; in essence, a review class is like a tutorial session where students come to class with prepared questions on the lecture content they will be tested on. **As such, the review classes are directed by students, and work best when students arrive with items to discuss.**

It should be noted that if time permits, there may be two review classes to help people prepare for the final test.

**The tests can potentially ask ANY question related to issues discussed in class, the textbook, or presented in in-class videos. The rule of thumb for tests is: BE READY FOR ANYTHING!**

***THERE IS NO FINAL EXAM IN THIS CLASS.***

### **Group Discussions<sup>1</sup>**

In talking about social phenomena, it is inevitable that we will discuss issues or topics that some may deem to be controversial. While an effort will be made to get students to participate in class discussions on many of these issues, it has been the experience of this Instructor that most students feel intimidated by the prospect of speaking up in class; this is very understandable; making one's opinions heard in a class of 40 or so students can be a daunting experience.

In order to alleviate this concern, the class will be broken up into small groups where students can more comfortably express their opinions on a given topic. During the course of the term, two such discussion group will be held on: **(1) Monday/Wednesday Class: Monday, March 19; Tuesday/Friday Class: Tuesday, March 20.** These discussion assignment will require the student to read a specific article and prepare a brief analysis of that article. The article will be posted on D2L.

#### **1) INSTRUCTIONS for GROUP DISCUSSION:**

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**<sup>1</sup>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 discussions.
- Not attending the discussion sessions without a legitimate excuse.
- Doing the review sessions before class and then just coming to class to hand in the review session.

Lance Armstrong was a seven time Tour de France winner, and cycling's most decorated athlete. In January 2013, he finally admitted to taking performance enhancing drugs in order to give him a competitive edge. Read the article, "*Lance Armstrong Admits to Doping*" and watch the video of his interview [on your own](#), both of which are on D2L.

**Part I: On a typed piece of paper to be submitted at the end of class:**

- a) Give 3 examples of Armstrong's deviant behavior.
- b) Explain the three examples by using any of the theories discussed in the class. You may use three different theories to explain each example, or you may decide that one theory can adequately explain both examples. In either case, your explanation should clearly connect his behavior with the theory (or theories) you have selected.

**Part II:** On the day of the group discussion, come to class with your typed work and get into groups of 4 to 6 people. The group should select a recorder who will write down what the group as a whole thinks represents the two best examples and their theoretical interpretations. **The group work will be handed in at the end of the class with everyone's name on it, along with the typed individual work of each group member. It is important to avoid making vague statements with respect to the submitted group work. As such, avoid point-form; use full sentences to articulate your arguments.**

**VERY IMPORTANT NOTE: Students must hand in a typed copy of their individual work with their name on it at the end of class for the assignment.** This is to prove that they read the article, and came to the discussion group prepared. No grade will be given to the individual work, but it shows the Instructor who did the reading and who did not. **However, each individual work will be read by the Instructor, and if it appears that a student did not read the article and put little effort into their individual work, they will be assigned a penalty that can be as high as 20%. Furthermore, if a student shows up to the group discussion without their individual work, they will not be allowed to participate in the group discussion and will receive a grade of zero on the discussion assignment.**

**Also, if a student shows up 30 minutes or more late to the group discussion, they will not be allowed to join a group and will have to do the work alone and incur a 30% penalty.**

**Participation Mark (1% per lecture x 17 lectures = 17%)**

**This class does not have a traditional lecture design where the Instructor talks for the duration of the class and students diligently take notes.** Instead, all of the notes for every lecture are given to students on D2L; as such, there is no need to take detailed notes as would be the case in a typical class. Given this format, students are expected to fully read each lecture before coming to class in order to be able to adequately participate in the exercises that will form the focus of each class.

In this respect, the first part of every class will constitute a time in which the Instructor will summarize the important ideas of each lecture, ideas that are very important to know for each of the three tests that students will write during the term. The second part of each class will require students to break into groups of 2 to 4 people and proceed to answer one or two critical thinking questions inspired by the content of a given lecture. The group will select a recorder who will write down the group's answer (s) to the presented question (s), which will then be submitted at the end of each class. **The response(s) to the critical question(s) should NOT EXCEED one page per question. The quality of the response is what is important, not the length. As such, avoid point form; avoid making vague statements that do not clearly ideas or arguments in a clear fashion.**

The critical thinking exercises will not be graded, but the Instructor will review the submitted work to ensure that the group made an effort in answering the question (s). **Any response that is reasonable will**

**be automatically accepted** and everyone in the group will receive a participation grade of one percent. **If the group work, however, shows a serious lack of effort, the group members will not receive the full participation mark of one percent; they may receive a grade of zero.**

Students who miss a critical review can still receive full participation marks if they can prove they missed a class due to illness or another legitimate, verifiable reasons. If a student does not have a reasonable excuse for missing a review session, they will receive a grade of zero on the critical review.

The essence of the critical review is to help students engage with the material in a tangible fashion, one that will - hopefully - help them to better understand and retain important concepts and theories than would be the case in a simple lecture format.

**If students are uncomfortable being in a group, they can do these exercises on their own if they wish provided they talk to the Instructor first; this also applies to the one formal group discussion assignment as well.**

### Missed Tests and Assignments

**IF STUDENTS MISS TESTS OR ASSIGNMENTS, OR GROUP DISCUSSIONS, IT IS THEIR RESPONSIBILITY TO CONTACT THE INSTRUCTOR AS SOON AS POSSIBLE WITH RESPECT TO THEIR ABSENCE. IN ORDER TO MAKE-UP THE MISSED COURSE COMPONENT, STUDENTS NEED TO PROVIDE A VERIFIABLE, LEGITIMATE REASON, OTHER WISE THEY WILL RECEIVE A GRADE OF ZERO ON THE MISSED COMPONENT. IN ADDITION, STUDENTS WHO WAIT UNTIL THE TERM IS OVER TO DISCUSS WHY THEY MISSED HANDING IN ASSIGNMENTS, WRITING TESTS, OR TAKING PART IN GROUP DISCUSSIONS, WILL NOT BE ACCOMODATED.**

**NOTE:** In evaluating the examination papers and essays the emphasis will be on understanding and analysis, rather than the recitation. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization will receive a grade zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important point is illustration; after discussion and analysis give examples from current or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

**A grade of zero will be granted for absence during examinations, unless the student produces a medical certificates confirming serious illness and writes the substitute exam within one week of recovery.**

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

Practice Tests and Course Notes on D2L.

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at CamosunCollege:

### 1. 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		1
0-49	F	Minimum level has not been achieved.	0

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. 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 <http://camosun.ca/about/policies/index.html> 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 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.