



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

**SOC-250-001**  
**Sociology of Deviance**  
**Winter Term, 2021**

**COURSE OUTLINE**

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

*ΩPlease 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	Virtual Hours Only. Just e-mail me at any time.
(c) Location	Paul 334
(d) Phone	(250) 370-3371 <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**

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

#### 4. Course Content and Schedule

Due to the Covid-19 Pandemic, this course, for the very first time in its history, is going to be completely online. While this is not an ideal situation by any means, I have endeavored to structure the course in a way that roughly — and I emphasize the word, roughly — simulates an in-class learning experience. **To that effect, I will be providing students with a "script" of every single lecture for the class**, along with its associated Power Point Slides, both of which can be found on D2L, along with every other resource that you need, such as practice tests, assignments, take-home tests, and relevant video links. The specific assignments and take-home tests will be uploaded on D2L at particular points in the term, the dates of which can be viewed in later sections of this syllabus.

To clarify, when I state that I will be providing students with a "script" of my lectures, what I mean is that I have written out exactly what I usually say in class for every lecture of the course; I also include the less than stellar jokes I often say in the lectures on occasion, in order to replicate an in-class experience as much as possible.

Furthermore, each lecture has the relevant Power Point Slides that I show in-class during every lecture. The Slides contain photos, diagrams and the critical concepts that are important to focus on. As such, students are expected to have the lecture script and the appropriate Power Point Slides open on their PC or mobile device when reviewing each lecture, since the "scripts" constantly refer to the slides. **Think of the slides as highlighting the important concepts you should focus on.**

In this fashion, I am trying to re-create what students would typically hear and see in a face-to-face class. I believe this format will be instructive, as well as allow students to learn at their own pace. I am also hoping the structure of this class will be very easy to follow, a crucial element in a virtual class.

Lastly, it should be noted that the lectures represent the core of the class; they are very focused and structured to present the most important ideas and information in a streamlined fashion. **The textbook, on the other hand, should be viewed more as an additional resource.**

Indeed, the text goes into great depth on certain issues that we cover in the lecture, which can be useful for the inquisitive mind, but it sometimes highlights these issues in a fashion that is beyond the scope of this course. In addition, it can be very verbose at times, which some students may find a little tedious. However, it also does not cover a number of topics that are discussed at length in the lectures.

Students must realize that **a textbook does not represent the course**, and that, depending on the topic being discussed, much of the contents of the lecture script may originate with the Instructor's own research and study. While the lecture scripts do summarize issues raised by the textbook, they also provide my own interpretation of those issues.

So, my advice with respect to the readings is that you **should always read the lecture scripts first, and then go through the text.** It is possible that you may find the textbook easier to understand than the lecture script for some things, or you may wish to explore certain topics in more detail than the lectures permit. But regardless of your experiences with the textbook, please

read the lecture scripts and the associated Power Point Slides before engaging with the course text.

Lastly, at the end of every lecture script, there are one or two critical thinking questions for you to consider. **You do not have to submit your answers to these questions.** Instead, simply reflect on how you would answer the questions. If you know other students in the class, you can discuss your thoughts with them in a virtual fashion. By doing these questions — even in a very basic fashion — it will help you prepare for the take-home tests as some of these questions will be present on the take-home tests for the class.

## TENTATIVE COURSE SCHEDULE

Month	Topics	Readings
January 11 to 15	Introduction: The Nature of Deviance	Lecture #1; Chapter 1: Pg. 2 to 32
January 18 to 22	Deviance Research Methods	Lectures #2 & #3; Chapter 2: Pg 41 to 69
January 25 to 29	Deviance in Myths and Legends & The Witch-Hunts	Lectures #4 & #5; Chapter 3: Pg. 82 to 113
February 1 to 5	The Scientific Approach to Deviance & The Evolution of Criminal Justice	Lectures #6 & #7; Chapter 4: Pg. 123 to 145 (First Take-Home Test Uploaded)
February 8 to 12	The Pathological Perspective	Lectures#8 & #9; Chapter 5: Pg. 154 to 185
February 15 to 19	Reading Break	No readings. Take it easy this week, but do not forget to hand in the first test.
February 22 to 26	The Psychological Perspective	Lecture#10 & #11; Chapter 6: Pg. 194 to 219
March 1 to March 5	Sociological Approach to Deviance	Lecture#12; Chapter 7: Pg. 228 to 256 (Second Take-Home Test Uploaded)
March 8 to 12	The Functionalist Perspective	Lecture#13; Chapter 8: Pg. 265 to 275
March 15 to 19	Strain Theory	Lecture#14; Chapter 8: Pg. 276 to 284.
March 22 to 26	Subcultural Theories	Lecture#15; Chapter 9: Pg. 290 to 309 (Start Working on the Reading Assignment)
March 29 to April 2	Control Theories (Easter Friday)	Lecture#16; Chapter 11: Pg. 350 to 362 (Final Take-Home Test Uploaded)
		Lecture#17; Chapter 12: Pg. 368 to 390 up to, but not including, Postmodernism

April 5 to 9	Social Conflict Theories (Easter Monday)	
April 12 to 16	No readings	Complete the Final Take-Home Test

## 5. Basis of Student Assessment (Weighting)

- 1) Take-Home Test#1 (30%) (Lecture#1 to Lecture#6)
- 2) Take-Home Test#2 (30%) (Lecture#7 to Lecture#12)
- 3) Final Take-Home Test (15%) (Lecture#13 to Lecture#17)
- 4) Reading Assignment (25%)

**\*\*Specific Details of each of the above listed components are listed below\*\***

### Take-Home Tests #1 and #2 and #3

The tests will consist of two short answer questions. While these questions are not essay-level questions, **your responses should clearly explain concepts and/or theories in your own words, and be written in a way that clearly articulates your ideas.** Indeed, always make certain to back up your arguments with properly cited information where applicable.

You should take care with respect to spelling and grammar; while marks will not be deducted for basic spelling and grammatical mistakes, if I cannot understand what you are trying to say, you will lose points. **Quality is what is critical – not quantity.** Each of the tests will clearly provide instructions as to my expectations with respect to the structure of your answers.

Finally, as mentioned earlier, the two questions on each of the tests will, in certain cases, be randomly selected from the Critical Thinking Questions found at the end of every lecture script; they will, obviously, relate to the lecture material covered for the test in question. For example, the first take-home test covers material from Lecture#1 to the end of Lecture#6. So, I will randomly pick two of the critical thinking questions out of all of the critical thinking questions listed for those lectures.

The dates the take-home tests will be uploaded on D2L and their due dates are as follows:

**Test#1: Uploaded: Thursday, February 4; Due: Thursday, February 18**

**Test#2: Uploaded: Thursday, March 4; Due: Tuesday, March 16**

**Test#3: Uploaded: Thursday, April 1; Due: Friday, April 16**

As indicated in the schedule above, students will have plenty of time to do the take-home tests. **However, you do not have to wait until the due date to submit your response;** if you finish it very quickly, or before the due date, feel free to submit your work to my regular e-mail address listed on the front page of the course outline. **Make certain your work is MS Word compatible, or is a PDF file, otherwise I will not be able to access your work.**

With respect to the material that is covered in each of the tests, that information can be found in the Course Content and Reading Schedule listed near the end of this syllabus. Furthermore, each test will also clearly state the material you are expected to know.

Lastly, if you want to do the take-home tests with others in the class in a virtual fashion, then that is perfectly fine. In this case, you only need to submit one document with everyone's name. Each person in the group will receive the same grade.

***THE TESTS ARE NOT CUMULATIVE. THEY ONLY COVER SPECIFIC LECTURES.***

### **Reading Assignment**

During the course of the term, students will be required to submit one short assignment that will delve into some of the issues covered in the lectures in detail. The assignment will be uploaded on D2L on **Monday, March 22**, and it will be due on **Wednesday, March 31**.

**If you want to do the assignment with others in the class in a virtual fashion, then that is perfectly fine.** In this case, you only need to submit one assignment with everyone's name. Each person in the group will receive the same grade.

#### **1) INSTRUCTIONS for Reading Assignment:**

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, as well as a transcript of his full interview **on your own**, the links to which are on D2L.

#### **What You Need to Do:**

- a) Give 3 examples of Armstrong's deviant behavior.
- b)** In sentence form, clearly 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 all three examples. **In either case, your explanation should clearly explain your chosen theory (or theories) and connect his behavior with the theory (or theories) you have selected.**

- c) Afterwards, submit your work to my regular Camosun e-mail address, shown on the first page of the course outline. **Make certain your work is MS Word compatible, or is a PDF file, otherwise I will not be able to access your work.**

### 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.**

### **Academic Misconduct**

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.*

**As such, please be advised that any behavior that is rude, distracting or disrespectful in any way to anyone in the class will not be tolerated . Offenders will be subject to academic and other disciplinary consequences as proscribed in Camosun College's Student Conduct Policy. Please see: <http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>**

In addition, arriving late and leaving early are disruptive for everyone in the class. If it happens infrequently, then it is not an issue. But if it happens on a regular basis, then it is unacceptable and will not be accommodated.

**Furthermore, students are not allowed to bring friends into class who are not officially registered in the course. Camosun College clearly states that only students registered in a class are allowed to attend class.**

**In short, do not come to class and disturb other students who want to learn. If you do not plan to take this course seriously, then I urge you not to take it. If you cannot comply with commonplace classroom rules and conduct, you will be asked to leave the class.**

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 (for example, texts or lecture notes) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

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

The following two grading systems are used at Camosun College:

### 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.