



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2020

SO2240 (A3): Sociology Deviance and Conformity - 3 (3-0-0) 45 Hours for 15 Weeks

INSTRUCTOR: Dr. Michael Holland **PHONE:** 780.539.2973
OFFICE: C-404 **E-MAIL:** mholland@gprc.ab.ca
OFFICE HOURS: Mondays, 2:30pm – 3:30pm; Tuesdays and Thursdays, 11:30am – 12:30pm.
Or by appointment; drop-ins welcomed.

CALENDAR DESCRIPTION:

A study of the politics and social ramifications of conformity, deviance, and their relation to social change. The course examines how and why some behaviour patterns are defined as deviant or conformist. Many types of behavior will be discussed.

PREREQUISITE(S)/COREQUISITE(S): SO1000

REQUIRED TEXT(S)/RESOURCE MATERIALS:

Bereska, T. (2018). Deviance, Conformity, and Social Control in Canada, 5th Edition. North York, Ontario; Pearson Education Canada.

I may name additional recommended readings in class. The course will also make use of sociological journal articles, which I will post on Moodle. Such readings are important to deepen your understanding of the lecture topics beyond the foundational understanding gleaned from your priority reading.

DELIVERY MODE(S): lectures, class and group discussion, group work, film analysis, class presentations

COURSE OBJECTIVES:

- Introduce students to the essential sociological concepts of deviance and conformity
- Help students to understand the social ramifications of conformity and deviance and their relation to social change
- Assist students to learn to apply the theories and methodologies of the sociology of deviance
- Familiarize students with the key concepts, theories and debates in the sociology of deviance and conformity
- Promote and develop students' skills in critical thinking, writing, referencing and research

LEARNING OUTCOMES: On successful completion of this course, students will be able to:

- Define a range of concepts used within the fields of the sociology of deviance and conformity
- Explain deviance using sociological insights
- Illustrate the applicability of sociological concepts in the analysis of the cause and consequences of deviance
- Identify and explain the research tools used by deviance sociologists
- Explain key ethical principles employed in the study of sociology of deviance.

TRANSFERABILITY: UA, UC, AU, UL, AF, CU, CUC, GMU, KUC

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide at <http://transferalberta.alberta.ca/transfer-alberta-search/#/audienceTypeStep>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Classroom Participation	5% (In class and via Moodle Discussions)
Essay assignment	15 % (Due last day of class)
Test 1	15% (week six)
Test 2	15% (week ten)
In class group work	20% (week three, seven, nine and twelve)
Final exam	30% (Final exam)

Test and Final Exam

The tests and final examination will consist of any combination of multiple choice, true/false, or short answer questions. There will be a brief review before each of these evaluations. The final exam is cumulative (emphasis on ‘big picture’ themes and concepts). Tests and final exam will be based on all course material (textbook, journal articles, classroom discussions, and video clips).

Essay Assignment

The essay assignment will be assigned during the first few weeks of the course. This is essentially a research assignment, in which students will learn strategies for locating peer-reviewed, academic resources, in order to organize research into a logical essay. Students are strongly encouraged to

choose their own broad topic to pursue as an interesting topic. A late penalty will be enforced should you miss the class on the date which it is due. Hard copies only.

In-class Group Work

On the assigned dates, students will engage in group work that will be evaluated. These projects will be discussed during the class in which they are assigned. These projects range from group presentations, collaborations, debates, and analyses of theories and data relevant to the week’s topic. More information will be discussed throughout the course.

Participation & Attendance

To receive full credit for participation marks, students are expected to engage actively in class discussion, to show up to class with a question or comment prompted by the readings to show critical thought and reflection in course material.

Submission & Late Policies: It is very important to complete your assignments on time. Late and/or incomplete assignments will receive a grade of 0%, unless you have a valid reason supported with appropriate documentation (i.e., medical note from an M.D.) and you discuss it with me.

For written and take-home assignments – you will be penalized -20%/day up to the maximum of -100% = a ZERO. No Exceptions.

Grade Description & Notification: All efforts will be made to return graded assignments promptly. Final exams will not be returned and will be kept by the University Studies. If you complete an assignment (i.e., present, hand in a paper), you cannot—after the fact—claim that extenuating circumstances affected your work and request a grade adjustment. If you are having difficulty with an assignment or there are serious extenuating circumstances affecting your work, please speak with me as soon as possible.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	66-69
A	4.0	90-94		C	2.0	63-65
A-	3.7	85-89		C-	1.7	60-62
B+	3.3	80-84		D+	1.3	54-59
B	3.0	75-79		D	1.0	50-54

B-	2.7	70-74	F	0.0	00-49
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COURSE SCHEDULE/TENTATIVE TIMELINE

Week 1	Introduction to the course The sociology of deviance, conformity and social control	
Week 2	Chapter 1 Determining deviance Who is deviant Studying deviance	
Week 3	Chapter 2 Explaining deviance: the act Theorizing deviance Why do people become deviant?	In-class group work 5%
Week 4	Chapter 3 Explaining deviance: The perception, reaction, and power Non positivist theorizing Interpretive theories Critical theories Film (T.B.A)	
Week 5	Chapter 4 Deviance: the role of the media Why media matters Studying the media The media-deviance nexus	
Week 6	Test 1	Test 1, 15%: Chapter 1, 2, 3 and 4
Week 7	Chapter 5 'Deviant' and 'normal' sexuality The cultural and historical construction of sexuality Sexual culture today Sexuality and the deviance dance Pornography Prostitution	In-class group work 5%
Week 8	Chapter 6 The troubling and troubled world of youth Deviant youth: 'troubling' youth Deviant youth: 'troubled' youth Youth at risk Thornberg, "Distressed bullies, social positioning and odd victims..."	

	Film (T.B.A)	
Week 9	Chapter 7 Looking Deviant: Physical appearance Voluntary and involuntary physical appearance Body modification The 'too fat', 'too tin', and 'ideal'	In-class group work 5%
Week 10	Test 2.	Test 2. 15%: Chapter 5, 6 and 7
Week 11	Chapter 8 Mental disorders Who has mental disorders? The costs of mental illness Controlling mental disorder: Stigmatization and medicalization The deviance dance: Resisting stigmatization, inadequate care, and psychiatry itself	
Week 12	Chapter 9 What do you believe? Religion, science and deviance Religion Science Film (T.B.A)	In-class group work 5%
Week 13	Chapter 10 The 'deviance dance' continues The objective subjective Continuum Social typing, social control, and powerful group The deviance dance The search for standards	
Week 14	Movie: "The Joker" (2019) Film analysis and debate	
Week 15	Course review and wrap-up Essay assignment due	Final exam 30% Chapter 1-10 submission

Please note that I may alter or add a reading assignment, film, a reference list or a topic of investigation. You will be notified in class and in writing through Moodle.

STUDENT RESPONSIBILITIES:

ATTENDANCE AND EXAM POLICIES:

Attendance at lectures is strongly encouraged, as are your participation in class discussions and group discussions.

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). *Ultimately, you are responsible for your own learning and performance in this course.*

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes by asking fellow students for the material covered, and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

PLEASE NOTE:

A missed exam won't be accommodated *unless* the situation is an unexpected personal or family emergency, and unless you can provide documentation.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the section on Plagiarism and Cheating in the College policy titled Student Misconduct: Academic and Non-Academic at (<https://www.gprc.ab.ca/about/administration/policies/fetch.php?ID=68>).

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available at <https://www.gprc.ab.ca/about/administration/policies/>

Additional Information

While lectures form the backbone of this module, various learning strategies will also be utilized such as group work, group and class discussions. Through the preparation of thought-provoking questions, students will be encouraged to think critically about a range of social circumstances. In your lectures, you will receive guidance as to the areas of knowledge on which you should concentrate. You will receive an overview of key points of learning relevant to these topics. It is expected that you will deepen your understanding of lecture contents, group discussions and class discussions through independent reading.

If at any point in the semester you feel you are struggling with the module or with your course work, please don't hesitate to ask for assistance. Come and see me during my drop-in office hour, and I will assist you or point you towards other suitable sources of support. If you are scheduled to attend lectures or have other commitments during my office hour, please contact me by e-mail for an appointment. My email address is mholland@gprc.ab.ca.

Moodle

This course will make extensive use of a dedicated Internet site on Moodle to support your learning. You are expected for keeping current with the content of the site and I advise you to log on at least once a week.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the GPRC credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Specialized Supports

Counselling and Disability Services

Counselling Services provides a wide range of specialized counselling services to prospective and registered students, including personal, career and academic counselling.

Students with Disabilities

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please let your instructor know immediately so options can be discussed. You are also welcome to contact Accessibility Services to establish reasonable accommodations. <https://www.gprc.ab.ca/services/accessibility/>

Learning Support Centre

The Learning Support Centre is accessible through the Library at the Main campus of GPRC, where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff.

The Learning Support Centre, through a variety of delivery methods, provides assistance in skill development to GPRC students. Assistance is provided by instructors, staff and student tutors. Individuals wishing to improve their mathematics, writing, grammar, study, or other skills, can take advantage of this unique service.

Email

Please be considerate when using email to communicate with your instructor.

- Questions are best addressed in person – following class, or during office hours.
- Email is a poor substitute for actual instructor/student conversations.

- If you are implored to send an email you need to include the course number and your full name (as you are known by the college) in the subject heading. *If you do not include the course number and your name in the subject line I will not respond.*

Professional Conduct

- Please be aware that I respect that everyone's time is precious and valuable, please afford me the same courtesy.
- Instead of preoccupying your mind with the question – “how do I get an ‘A’?” Instead, ask yourself how can I work to expand my knowledge, perspective and outlook on the world?