

Sociology of Deviance
Sociology 2259, Section 530
2013 - 2014

Department of Sociology
Brescia University College

Lectures: Tuesdays: 2:30 to 5:30 p.m. in BR-UH30

Instructor: Dr. Steven Kleinknecht **Office:** BR-210 **Office Hours:** Wednesdays: 1:00 to 2:30
Phone: 519-432-8353 x. 28279 **E-mail:** skleinkn@uwo.ca

Prerequisites: Sociology 1020 or 1021e.

COURSE DESCRIPTION

This course will introduce you to the sociological study of deviance. The course is divided into three parts. Part 1 deals with various theories sociologists have used to explain deviance. Part 2 focuses on an approach known as labelling theory. Labelling theory is concerned not with what causes deviance, but with how individuals get defined as deviant. We will be exploring the role that individuals and official agencies play in identifying, recording, and managing deviance, the effects that deviant labels have on identities, and the ways in which individuals manage and/or try to change their deviant identities. We will also be looking at the social construction of deviant labels or how behaviours come to be regarded as deviant in the first place. Part 3 offers an overview of particular forms of deviance such as youth delinquency, mental disorders, body art, and pornography.

LEARNING OBJECTIVES

By the end of this course you will be able to:

- Differentiate and critically evaluate the objectivist and subjectivist approaches to the study of deviance
- Understand the major theoretical perspectives used to explain deviance
- Define and apply key concepts pertinent to the study of deviance
- Understand how deviance is socially constructed
- Analyse the process by which deviant identities are acquired, managed, and transformed
- Apply a new, critical perspective to the study of deviance that challenges your assumptions about what deviance is, why it exists, and how it is created

Along with these objectives, *develop your own learning goals for this course* by answering the following questions: Why are you interested in sociology? What skills, knowledge, and attitudes do you hope to develop? Where does this course fit into your overall learning objectives?

REQUIRED TEXTS

1. Bereska, Tami M. 2011. *Deviance, Conformity, and Social Control* (3rd Edition). Toronto: Pearson.
2. Rubington, Earl & Martin S. Weinberg (eds.) 2008. *Deviance: The Interactionist Perspective* (10th Edition). Boston: Allyn & Bacon.

It is **essential** that you keep up with the readings. Readings listed in the **Class Schedule** (see below) are to be completed **before** the classes for which they are assigned so that you can better follow along with the lectures and discussions. You will be tested on your knowledge of this material and will be expected to discuss and work with the ideas in class.

E-MAIL

I will not be answering questions regarding course material (e.g., definitions of concepts, differences between theoretical perspectives, etc.) via e-mail. I find that these types of questions are best answered by meeting in person. I suggest that you use e-mail for addressing administrative issues about the course and arranging to meet with me. I will do my best to respond to e-mail messages within 24 hours. Please use “Sociology 2259” as part of the subject line. I also encourage people to setup and use their UWO e-mail account for school business.

OFFICE HOURS

Do not hesitate to come to see me during my office hours. I am here to help with any questions you might have. This time not only serves as a great way to clarify understandings of the course material, but I also enjoy talking with people about sociology in general, educational pursuits, and career aspirations. If you are unable to make it to my office hours I will usually be around after class, or you can make an appointment to meet with me.

CLASSROOM ETIQUETTE

Please respect your classmates and your instructor during lecture. To help everyone stay focused keep cell phones turned off and put away, avoid whispering with your neighbours, and use computers only for class related activities. If there is a problem with classroom conduct you may be asked to leave for the duration of the lecture.

LEARNING RESOURCES

In my mind, taking a vested interest in learning is the key to academic success. Some of the specific things that you can do to help with learning in this course (and others), include: (1) Regularly attending class; (2) Staying on top of your readings; (3) Keeping good lecture and reading notes; (4) Participating in the applied learning exercises; (5) Meeting with your professor during office hours when you need extra help or would like to discuss the course material on a more sustained basis; and, (6) Staying organized and on top of your assignment(s), and developing and executing good study habits (e.g., reviewing your material on a regular basis).

ASSESSMENT OF LEARNING

Applied Learning Exercises

- Working both individually and in groups you will carry-out exercises designed to extend your knowledge of course material through direct application of sociological ideas
- **Missed exercises:** Given that you might miss a class for unforeseen reasons, you are permitted 1 missed exercise each semester without penalty. It is not necessary to approach me about the missed class. If additional accommodation is necessary, you should seek accommodation through the Dean's office, not your professor.
- Counts for **10%** of your final mark

Fall Mid-Term Exam

- Multiple choice and/or short answer questions
- Written in-class **Tuesday, November 5th**
- Covers the material up to and including October 29th
- Counts for **20%** of your final mark

Winter Mid-Term Exam

- Multiple choice and/or short answer questions
- Written in-class **Tuesday, February 11th**
- Covers the material from November 12th up to and including February 4th
- Counts for **20%** of your final mark

Labelling Assignment

- **Overview:** For this assignment you will be applying labelling theory to analyze your own experiences with deviance.
- Detailed instructions will be handed out and discussed in class
- Due **Tuesday, March 11th** at the beginning of class
- The penalty for late papers is **5%** per day
- Counts for **20%** of your final mark

Final Exam

- Multiple choice and short answer questions
- Written during the **final exam period**
- Covers all course material
- Counts for **30%** of your final mark

CLASS SCHEDULE

FALL SEMESTER

PART 1. THEORIZING DEVIANCE

- September 10th **Class Introduction & Defining Deviance**
- September 17th **Subjectivist vs. Objectivist Approaches to Understanding Deviance**
- Bereska, Chapter 1: *Determining Deviance*
- September 24th **Overview of Positivist Theories of Deviance**
- (I) Biological & Psychological Theories**
- Bereska, Chapter 2, pp. 35-40: *Theorizing Deviance & Using Positivist Theories*
 - On OWL: Phelan, J. C. (2005). Geneticization of Deviant Behavior and Consequences for Stigma: The Case of Mental Illness. *Journal of Health and Social Behavior*, 46(4): 307-322.
- October 1st **(II) Functionalist Theories**
- Bereska, Chapter 2, pp. 40-58: *Functionalist Theories*
- October 8th **(III) Learning Theories**
- Bereska, Chapter 2, pp. 58-65: *Learning Theories*
 - Rubington & Weinberg: Gauthier, “Veterinarians’ Deviance & Neutralization Techniques” pp. 436-446.
- October 15th **(IV) Social Control Theories**
- Bereska, Chapter 2, pp. 65-70: *Social Control Theories*
 - On OWL: Akers, R. L. (1991). Self-Control as a General Theory of Crime [A Review Essay of Gottfredson and Hirschi’s “A General Theory of Crime”]. *Journal of Quantitative Sociology*, 7(2): 201-211.
- October 22nd **Overview of Non-Positivist Theories of Deviance**
- (I) Interpretivist Theories of Deviance**
- Bereska, Chapter 3, pp. 74-88: *Non-Positivist Theorizing & Interpretive Theories*
- October 29th **(II) Critical Theories of Deviance & Theory Review Exercise**
- Bereska, Chapter 3, pp. 88-100: *Critical Theories*
- November 5th **FALL MID-TERM EXAM (20%)**

PART 2. DEVIANCE & THE INTERACTIONIST PERSPECTIVE

- November 12th **The Labelling Process**
- Rubington & Weinberg: (i) Becker, “Outsiders” pp. 6-9;
(ii) Heckert & Best, “Redheads as Deviant Types” pp. 9-24;
(iii) Cahill & Eggleston, “Wheelchair Users” pp. 25-40.
- November 19th **Informal Labelling**
- Rubington & Weinberg: (i) Ferraro & Johnson, “How Women Experience Battering” pp. 76-85;
(ii) Lynch, “Accommodations to Madness” pp. 86-96;
(iii) Kenney, “When Accommodation Breaks Down” pp. 96-107;
(iv) Lemert, “Paranoia & the Dynamics of Exclusion” pp. 118-124.
- November 26th **Formal Labelling**
- Rubington & Weinberg: (i) Waegel, “Case Routinization in Investigative Police Work” pp. 139-150;
(ii) Fox, “Control Agents & the Creation of Deviant Types” pp. 151-164;
(iii) Nack, “Medical Diagnosis & the Reinforcement of Deviant Labels” pp. 226-237.
- December 3rd **Relations among Deviants**
- Rubington & Weinberg: (i) Weinberg, “Becoming a Nudist” pp. 282-294;
(ii) Abbott, “Doing Porn” pp. 309-315;
(iii) Weinberg, “The Nudist Management of Respectability” pp. 326-335;
(iv) Gordon, “Lesbians’ Resistance to Culturally Defined Attractiveness” pp. 335-340.

WINTER SEMESTER

- January 7th **Acquiring & Transforming a Deviant Identity**
- Rubington & Weinberg: (i) McLorg & Taub, “Anorexia, Bulimia, & Developing a Deviant Identity” pp. 393-401;
(ii) Irwin, “Tattoos Without Stigma” pp. 402-416;
(iii) Granfield & Cloud, “Natural Recovery” pp. 447-459;
(iv) Sommers, Baskin & Fagan, “Getting Out of the Life” 460-471.
- January 14th **Managing a Deviant Identity**
- Rubington & Weinberg: (i) Brekhus, “Modes of Suburban Gay Identity” pp. 417-422;
(ii) Twining, Arluke & Patronek, “Pit Bull Owners & Stigma” pp. 422-436.

- January 21st **The Social Construction of Deviance**
- Rubington & Weinberg: Loseke & Cahill, “Experts on Battered Women” pp. 165-179.
- January 28th **The Medicalization of Deviance**
- Rubington & Weinberg: Weinberg, Williams & Laurent, “Medicalizing & Demedicalizing Hermaphroditism” pp. 471-485.
- February 4th **Catch-up & Video Review Exercise**
- February 11th **WINTER MID-TERM EXAM (20%)**
- February 18th **Reading Week (no class)**

PART 3. FORMS OF DEVIANCE

- February 25th **Deviant Sexuality**
- Bereska, Chapter 4: “*Deviant*” & “*Normal*” Sexuality
- March 4th **Deviance & Youth**
- Bereska, Chapter 5: *The Troubling & Troubled World of Youth*
- March 11th **Deviant Appearances**
- Bereska, Chapter 6: *Looking Deviant: Physical Appearance*
- LABELLING ASSIGNMENT DUE (20%)**
- March 18th **Mental Disorders**
- Bereska, Chapter 7: *Mental Disorders*
- March 25th **Deviant Beliefs**
- Bereska, Chapter 8: *What Do You Believe? Religion & Deviance*
- April 1st **Deviant Science**
- Bereska, Chapter 9: *Scientific Belief Systems*
- April 8th **The Future of the Sociology of Deviance & Review Exercise**
- Bereska, Chapter 10: *The “Deviance Dance” Continues*

FINAL EXAM (30%)

– Written during the final exam period –
Date & location set by the Registrar’s Office

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2013/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.