

Sociology of Deviance
Sociology 2259, Section 530
2018 - 2019

Department of Sociology
Brescia University College

Lectures: Thursdays: 8:30 to 11:30 a.m. in BR-UH30

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Prerequisites: 1.0 from Sociology courses at the 1000 level.

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 OUTCOMES

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

1. Participate knowledgeably in constructive discussion about the study of deviance;
2. Differentiate between objectivist and subjectivist approaches to the study of deviance;
3. Distinguish between the major theoretical perspectives used to explain deviance;
4. Identify issues and debates surrounding the study of different forms of deviance;
5. Apply concepts pertinent to the study of deviance;
6. Explain how deviance is socially constructed; and,
7. Analyze the process by which deviant identities are acquired, managed, and transformed.

A key objective of this course is for you to develop a new, critical perspective on the study of deviance that challenges your assumptions about what deviance is, why it exists, and how it is created.

BRESCIA COMPETENCIES

You will develop the Brescia competencies at introductory and intermediate levels in this course. The Brescia competencies include:

Communication

The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.

Critical Thinking

The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis

The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.

Problem Solving

The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement

The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.

Valuing

The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

REQUIRED TEXTS

1. Bereska, Tami M. 2018. *Deviance, Conformity, and Social Control in Canada* (5th Edition). Toronto: Pearson.

Note: While I do recommend purchasing the Bereska text, *it is not essential to buy* the Adler & Adler text, the Rubington & Weinberg text, or the Thio, Calhoun & Conyers text. These three texts represent extensive compilations of major works in the sociology of deviance and you will only be required to read a sample of these. Copies of these anthologies and the Bereska text are on reserve in the Brescia library.

2. Adler, Patricia A. & Peter Adler (eds.) 2014. *Constructions of Deviance: Social Power, Context, and Interaction* (8th Edition). Boston: CENGAGE Learning.
3. Rubington, Earl & Martin S. Weinberg (eds.) 2008. *Deviance: The Interactionist Perspective* (10th Edition). Boston: Allyn & Bacon.
4. Thio, Alex, Thomas C. Calhoun, & Addrain Conyers (eds.) 2010. *Readings in Deviant Behavior* (6th Edition). Boston: Allyn & Bacon.

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.

ASSESSMENT OF LEARNING

Applied Learning Exercises

- **Course Learning Outcomes and Brescia Competencies:** All.
- 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 your Academic Advisor, not your professor.
- Counts for **10%** of your final mark

Fall Mid-Term Exam

- **Course Learning Outcomes:** 2, 3, 4, 5, and 6.
- **Brescia Competencies:** Critical Thinking, Problem Solving, Social Awareness.
- Multiple choice questions
- Written in-class **Thursday, November 8th**
- Covers the material up to and including November 1st
- Counts for **20%** of your final mark

Winter Mid-Term Exam

- **Course Learning Outcomes:** 2, 3, 4, 5, 6, and 7.
- **Brescia Competencies:** Critical Thinking, Problem Solving, Social Awareness.
- Multiple choice questions
- Written in-class **Thursday, February 7th**
- Covers the material from November 15th up to and including January 31st
- Counts for **20%** of your final mark

Labelling Assignment

- **Course Learning Outcomes:** 2, 3, 4, 5, 6, and 7.
- **Brescia Competencies:** All.
- **Overview:** For this assignment you will be applying labelling theory to analyze your own experiences with deviance. Instructions will be handed out and discussed in class
- Due **Thursday, March 7th** at the beginning of class
- The penalty for late papers is **5%** per day
- Counts for **20%** of your final mark

Final Exam

- **Course Learning Outcomes:** 2, 3, 4, 5, 6, and 7.
- **Brescia Competencies:** Communication, Critical Thinking, Problem Solving, Social Awareness.
- 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 6th **Class Introduction & Defining Deviance**
- September 13th **Subjectivist vs. Objectivist Approaches to Understanding Deviance**
- Bereska, Chapter 1: *Determining Deviance*
- September 20th **Overview of Positivist Theories of Deviance**
- (I) Biological & Psychological Theories**
- Bereska, Chapter 2, pp. 32-36: *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.
- September 27th **(II) Functionalist Theories**
- Bereska, Chapter 2, pp. 37-52: *Functionalist Theories*
- October 4th **(III) Learning Theories**
- Bereska, Chapter 2, pp. 53-59: *Learning Theories*
 - Thio, Calhoun, & Conyers: Kalich, “The Neutralization of Professional Deviance among Veterinarians” pp. 281-285.
- October 11th ***Fall Reading Week (no class)***
- October 18th **(IV) Social Control Theories**
- Bereska, Chapter 2, pp. 60-64: *Social Control Theories*
 - Thio, Calhoun, & Conyers: Durkin, Wolfe, & Lewis, “Binge Drinking on College Campuses” pp. 213-216.
- October 25th **Overview of Non-Positivist Theories of Deviance**
- (I) Interpretivist Theories of Deviance**
- Bereska, Chapter 3, pp. 66-79: *Non-Positivist Theorizing & Interpretive Theories*
- November 1st **(II) Critical Theories of Deviance & Theory Review Exercise**
- Bereska, Chapter 3, pp. 79-91: *Critical Theories*
- November 8th **FALL MID-TERM EXAM (20%)**

PART 2. DEVIANCE & THE INTERACTIONIST PERSPECTIVE

- November 15th **The Labelling Process**
- Thio, Calhoun, & Conyers: Becker, “Labeling Theory” pp. 39-41;
 - Rubington & Weinberg: Heckert & Best, “Redheads as Deviant Types” pp. 9-24.
- November 22nd **Informal Labelling**
- Rubington & Weinberg: (i) Ferraro & Johnson, “How Women Experience Battering” pp. 76-85;
(ii) Lynch, “Accommodations to Madness” pp. 86-96;
- November 29th **Formal Labelling**
- Rubington & Weinberg: (i) Waegel, “Case Routinization in Investigative Police Work” pp. 139-150;
(ii) Nack, “Medical Diagnosis & the Reinforcement of Deviant Labels” pp. 226-237.
- December 6th **Relations among Deviants**
- Adler & Adler: Adler & Adler, “Cybercommunities of Self-Injury” pp. 421-430;
 - Rubington & Weinberg: Weinberg, “Becoming a Nudist” pp. 282-294.

WINTER SEMESTER

- January 10th **Acquiring, Resisting, & Transforming a Deviant Identity**
- Rubington & Weinberg: McLorg & Taub, “Anorexia, Bulimia, & Developing a Deviant Identity” pp. 393-401;
 - Thio, Calhoun, & Conyers: Wesely, “Exotic Dancers: ‘Where am I Going to Stop?’” pp. 203-206.
 - Adler & Adler: Howard, “Obstacles to Exiting Emotional Disorder Identities” pp. 597-607.
- January 17th **Managing a Deviant Identity**
- Thio, Calhoun, & Conyers: Goode, “The Stigma of Obesity” pp. 161-167;
 - Rubington & Weinberg: Twining, Arluke & Patronek, “Pit Bull Owners & Stigma” pp. 422-436.
- January 24th **The Social Construction & Medicalization of Deviance**
- Alder & Adler: Reinerman, “The Social Construction of Drug Scares” pp. 159-170;
 - Thio, Calhoun, & Conyers: Conrad & Potter, “The Emergence of Hyperactive Adults as Abnormal” pp. 138-144.

January 31st **Catch-up & Video Review Exercise**

February 7th **WINTER MID-TERM EXAM (20%)**

PART 3. FORMS OF DEVIANCE

February 14th **Deviance & the Media**

- Bereska, Chapter 4: *Deviance 2.0: The Role of the Media*

February 21st ***Winter Reading Week (no class)***

February 28th **Deviant Sexuality**

- Bereska, Chapter 5: *“Deviant” & “Normal” Sexuality*

March 7th **Deviance & Youth**

- Bereska, Chapter 6: *The Troubling & Troubled World of Youth*

LABELLING ASSIGNMENT DUE (20%)

March 14th **Deviant Appearances**

- Bereska, Chapter 7: *Looking Deviant: Physical Appearance*

March 21st **Mental Disorders**

- Bereska, Chapter 8: *Mental Disorders*

March 28th **Deviant Beliefs: Religion & Science**

- Bereska, Chapter 9: *What Do You Believe? Religion, Science & Deviance*

April 4th **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

2018-19 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 for illness 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. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

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 from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . 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.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your 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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). 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.*

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 and warranted.

It is important to note that the Academic 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

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 (<http://www.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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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.