



The University of Western Ontario
SOCIOLOGY 2259
Sociology of Deviance
Fall / Winter 2018-19
Section 200 (Blended)

Lecture: Thurs 3:30-5:30 | Room: SSC 2028

Instructor: Lauren Barr

Office Hours: TBD

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"The deviant and the conformist...are creatures of the same culture, inventions of the same imagination."

~ Kai Theodor Erikson ~

Course Description:

What does it mean to be a member of a group, to be excluded? What are the forces at play in determining who is considered to be *deviant* and who is considered to be *normal* and why? This course will examine the various sociological theories and debates regarding conformity and deviation, as well as key contemporary issues. Individuals are categorized as normal or deviant based on many attributes, we will deconstruct *what* is considered deviant, but more importantly we will ask *why* and *how* that has happened.

Throughout our course there will be a large emphasis on engaging a **social justice lens** in our approach to studying deviance. This means that we will learn to use social justice theory to focus on equity for all deviantized groups and critical theory to help determine what action is needed and how to encourage systemic change. Part of this will be built through some in-depth self-reflection of our own biases and assumptions. We will place our emphasis on "informal modes of social control", such as normative structures and labeling processes, as well as examining some aspects of "formal social control", such as ideology and moral entrepreneurship.

Students will be encouraged to be reflective about how they participate in social deviance, both as conformists and deviants, and to be critical of the social construction of normative orders. We will spend a considerable amount of time merging theory with practice, becoming ENGAGED SOCIOLOGISTS.

My Teaching Pedagogy:

I run my classes with a **Democratic Education** pedagogy. What does that mean? I believe that for students to maximize their learning and create a truly inclusive classroom everyone must have a voice. Empowerment is found through choice and ownership. This course will offer choices at several points and I will demand responsibility from each person in the community for our learning community to thrive. I will act as the guide and help mentor expectations, but the onus is on each student in the community to make this class amazing.

This is one of few courses in the sociology department that offers a Community Engaged Learning Project. What does that mean? It means that you will be given the opportunity to go out into the community and begin to work with some of the organizations and people that we study about all the time. This project is an amazing opportunity to build experience, meet people and practice your schooling in a new way. **It is a competitive opportunity that will add something truly unique to your school year.**

For more information on Experiential learning at Western, check out this video:

<https://www.youtube.com/watch?v=EyuUukJ-mVE>

WHAT IS "BLENDED LEARNING"?

"Blended learning uses the tools of the learning management system (LMS) to teach and support learning in a face-to-face class. Students can also take part in face-to-face lessons and communicate with their teacher and classmates. These tools help students learn or review key concepts, stay organized, show what they have learned, submit assignments, track their achievement, and communicate with others." (<http://www.edu.gov.on.ca/elearning/blend.html>)

This class will be using the online domain to interact and engage in discussions surrounding the sociology of deviance. Instead of spending all time in lecture, *you will be asked to spend at least one hour each week* reviewing material, watching videos, blogging and sharing information with your classmates. This opportunity will allow you to process information at your own speed, reflect and share information with less pressure and connect with the many electronic resources available online.

Learning objectives and outcomes:

At the end of this course, the student will be able to:

1. Use their sociological imagination and demonstrate an understanding of the relationship between social control and the social construction of deviance.
2. Demonstrate higher order thinking using the theories and ideas discussed in class to analyze other examples of deviance
3. Actively read and discuss academic journals on deviance
4. Develop a personalized learning assignment that allows conscious personal and academic growth through connecting course content with real world issues
5. Communicate with clear critical reading, thinking and analytical skills.

Pre-requisites: 1.0 from Sociology 1020, 1021E, 1025A/B, 1026F/G, 1027A/B.

Unless you have the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this 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

Required Texts

Bereska, Tami. 2018. *Deviance, Conformity, and Social Control in Canada*. 5th Ed.
Toronto: Pearson (yes, the most up to date version matters for this case)

Suggested Texts (used in discussion in class and for the optional additional assignment)

Arntfield, Michael. 2015. *Murder City*. FriesenPress.
Goffman, Erving. 1963. *Stigma: Notes on the Management of Spoiled Identity*. Touchstone.
Vengatesh, Sudhir. 2008. *Gang Leader for a Day*. Penguin Publishing.

Additional Online Articles – posted as PDF files on OWL

Evaluation Expectations:

Written Evaluations:

All written submissions (both formal and informal) are marked based on level of critical analysis, succinct arguments and overall organization of your thoughts. While grammar is not specifically marked, it will influence the delivery of your argument, so careful editing is expected, and academic focus is always required. The course material is a foundation and a motivator for critical reflection on

deviance. I expect that you will move beyond the course material, expanding and offering new ways of thinking about deviance or new issues that relate to our course.

* See information about an optional assignment described on page 6

| Method of Evaluation ASSESSMENT | % | DATE |
|---|----|---|
| Participation + Professionalism | 10 | Ongoing |
| Major Assignment | 25 | Apr 4 – in class |
| Personal Reflection Journals (first term) | 10 | 3 reflective journals (10 % each) |
| Online Tutorial Facilitation (second term) | 10 | 5% for facilitation and 5% for participation |
| Exam 1 | 15 | Nov 1 – in class |
| Exam 2 | 15 | Jan 31 – in class |
| Exam 3 | 15 | Mar 28 – in class |

Major Assignment –

This class will be unusual or 'deviant', in that I offer you an option on your major assignment. You will select the assignment based exclusively on your hopes for this course, personal and professional goals.

Option 1: A community group project set up with Western's Community Engaged Learning. You will dedicate your time to go out into the community with a group and work with a partner. This project is done outside of class hours and the hours are agreed upon at the beginning with the partner, professor and students. Past projects have included education campaigns, creating training videos; attending youth conferences, conducting literature reviews for grant applications or program planning, interviewing 'deviant' groups to share their story, etc. A presentation will be given about this component in class.

Option 2: Journals of Reflection on the Social Construction of Deviance. This individual assignment will be a qualitative research exercise developed throughout the course to build better academic and self-awareness on a topic you select. You will be encouraged to choose an area of

deviance you are interested in but know little about. You will spend the year researching, reflecting, talking with others about your topic to create a series of journals that demonstrate the depth of your growth and understanding.

Option 3: Group Project: Sociology in Action – Let’s Change the World. The final option is a group assignment where your group will research and create an educational tool for a specific audience with the focus of educating and proposing social change around a specific topic of deviance. Given that this is a full year project, the research must be complex, creative and allow your group to explore and share your passion with the wider community beyond our classroom.

A detailed outline will be posted online for each assignment and discussed in-class. **You will select which one you want to do by Sept 30, 2018.**

Online Engagement (blended learning)

This section of the course will be ongoing. You are expected to put time in online (at least the equivalent of 45 min of class each week), watching videos, reflecting on lecture content through online forums, sharing information and ideas. I will also create some online quizzes throughout the year. These will count toward participation and give you a way to test your understanding of content.

Near the end of our first term, each person will be placed in an 'online tutorial'. In the second term, each person will be responsible for 'facilitating' a discussion topic. What this means is that you will monitor discussions and keep people engaged during the week you are asked to facilitate. (Essentially you become the instructor). Each person receives marks for both facilitation and for participation. It is expected that each person will be online consistently throughout the year.

In-Class Participation: Professionalism in the Classroom:

You expect me, your professor, to be professional. You expect that I will be there, be prepared and be ready to expand on the material and that I will communicate and get work back to you in a timely manner, with constructive feedback. If for some reason I am unable to do so, you would expect that I have a valid reason and that I let you know as soon as possible, with a plan on how the work will be completed.

As your instructor, I expect the same from you. I expect that you will **be in class**. You will be ready to engage and connect with your classmates. You will plan for the due dates and schedule trips and other personal business around our assignments and exams. You will be focused in class, not distracted or distracting others (common with online surfing while class is on).

With the exception of legitimate medical/personal excuses (documentation required to be submitted) students are expected to attend at least 80% of the class meetings for this course. A passing grade in the course cannot be obtained without meeting this attendance requirement.

In any 'job', you are expected to be there, act professional, be respectful, to go 'beyond' to contribute to your team. **Post-secondary education is one part of your professional career, so I encourage you to treat it as such.**

In OUR class, engagement is all-encompassing. It means being there, it means speaking up when you have something to contribute, it means working in groups / partners when asked and it means contributing online. You want to constantly challenge yourself and others to think about the material and the world around us.

If you are actively engaged and in touch with your instructor, your grades will improve, your experience in the class will be positive and the classroom will be much more interesting!

I embrace technology in our classroom. However, I also expect students will use it responsibly. If I find students abusing this trust, you will be warned once and then asked to leave the classroom. I fully understand the lure of social media, but please take the two hours we are together to focus with me. I will give you a break each class, use that time to check in. *If you read this section on professionalism in the classroom, please send me a picture of your favorite mystical animal through messenger on OWL and I will give you a bonus mark on your first test 😊*

Reflective Journals:

To really develop deep, higher order thinking you need to really know yourself. Our objective in this course is to push ourselves beyond our comfort levels. We need to challenge and question our own assumptions about what is 'normal' and what is 'deviant'. We need to consider what we have been taught and why. As academics and people who likely hope to work with a variety of marginalized groups in our community it is an essential part of our development. These journals will be an opportunity for you to reflect deeply on the material we are discussing and on your own progress as you work through this process. Personal writing like these journals are always confidential between you and our instructional team (Prof Barr and Lorna – our TA). We will never discuss anything with anyone outside this triad and are always available to chat about things going on in your mind.

Examinations:

All examinations may include a combination of m/c, short answer or essay style questions. A detailed breakdown and class reviews will be provided before each exam. These exams are not cumulative, but you are expected to retain and be able to apply theory throughout the course.

Exams will be based on the material covered in the online material and assigned readings. Each quiz will be no more than 30 min, each exam will be 1.5 hours in length.

Optional Assignment:

Students will be given the option of selecting one of the 'suggested' texts and conducting a book review and critical reflection **due the last class in December**. This optional assignment will be used to re-weight your lowest mark to be worth 5% less **at the end of the course**. What does this mean? If your second exam is your lowest mark, it would be worth 15% instead of 20% and this assignment would make up that extra 5%. If this mark is lower, it will not count toward your final mark.

Course Schedule and Readings: will be posted on OWL at the beginning of class

Teaching the "Whole Student"

I am **always** available to discuss life with you. I do my best to create and maintain an inclusive environment. If you ever want to see me, drop into my office hours or schedule an appointment and let me know if there are external factors that are influencing your success in our course or just things on your mind that you would like to talk about.

Also, the university offers support as well ...

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western http://uwo.ca/health/mental_wellbeing/index.html for a complete list of options about how to obtain help.

How to Contact Me:

Email: lbarr2@uwo.ca (ensure you add the class course number in the Subject line). I will return a response within 48 business hours (Mon - Fri 9-5).

Facebook Messenger: ProfLauren Barr (can be used for virtual office hours as well) - same availability as above

OWL messages - same as above

Office: SSC 5432

Academic Policies:

Policies for Assignment Deadlines:

Students must submit all work on time. If an assignment is late, there will be a 5% late penalty per day for up to 10 days past the due date. At that point, assignment will no longer be accepted. If a student anticipates an issue with an assignment, they are recommended to speak to their Professor and / or TA as early as possible.

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea 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 scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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 (www.turnitin.com).

Policies on Examinations

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.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class. Recording of lectures or tutorials without the explicit consent of the Professor or TA is ground for academic discipline.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

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 the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.