“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 certain key contemporary issues. 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.

Individuals are categorized as normal or deviant on the basis of many attributes. For the purposes of this course, class, age, race, gender and physical and mental "ability" will serve as themes around which to examine various aspects of deviance.

Throughout the course, 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 SOCIOLGISTS".
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." (https://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 deviance.
2. Apply (extend) the theories and ideas discussed in class to other examples of deviance
3. Actively read and discuss academic journals on deviance
4. Communicate with clear critical reading, thinking and analytical skills.

Pre-requisites: Soc1020 or 1021E – Introduction to Sociology

Unless you have either 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.

Accessing the Class Homepage via SAKAI

Much of the material for this course has been placed on the class homepage established on SAKAI and students are expected to log in to their OWL account (and the class homepage) during the first week of class in order to insure that everything is working properly. The homepage for this course will contain a number of different folders that will contain things like the course outline, lectures, grades, instructions for assessments, a link for uploading to Turnitin.com, etc.

Required Text(s)

- Bereska, Tami. 2013. Deviance, Conformity, and Social Control in Canada. 4th Ed. Toronto: Pearson  (yes the most up to date version matters for this case)
- Additional Online Articles – posted as PDF files on OWL
Method of Evaluation

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<thead>
<tr>
<th>ASSESSMENT</th>
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<th>DATE</th>
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<tbody>
<tr>
<td>Online Engagement</td>
<td>20</td>
<td>Ongoing</td>
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<tr>
<td>Major Assignment (your selection)</td>
<td>25</td>
<td>March 9</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15</td>
<td>Oct 28</td>
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<tr>
<td>Exam 2</td>
<td>20</td>
<td>Jan 20</td>
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<td>Exam 3</td>
<td>20</td>
<td>April</td>
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**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. 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.

**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
- **Option 2:** Critical argumentative essay
- **Option 3:** Journals of Reflection (a qualitative research exercise to build better academic and self awareness)

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 23, 2015.

**Online Engagement (blended learning)**
This section of the course will be ongoing. You are expected to put time in online, watching videos, reflecting on lecture content, sharing information and ideas. Each person will be placed in an 'online tutorial'. You will meet your group in class, but spend most of your time interacting online. Each person
will be responsible for 'facilitating' two topics. 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).

I will provide a concrete outline of expectations for this mark online for September.

**Professionalism and Participation:**
As a student, 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. 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. You will be in class. You will be ready to engage and connect
with your classmates. You will push to achieve the best possible outcome. In any 'job', you are expected
to be there, act professional, be respectful, to go 'beyond' and to contribute to your team. Post secondary
education is one step of your professional career, so I encourage you to treat it as such.

In my class participation 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!

**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.

**Bonus Marks:**
I reserve the right to add up to 5% in bonus marks for students who I determine have made above
average contributions to our course throughout the year. *These marks will be added at the end of the
year.*

**Midterm and Final Exams:**
Exams will be based on the material covered in the online material and assigned readings. All exams
will be 2 hours in length. Each of the exams *could consist of* multiple choice, true and false and written
questions.
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. Please see me, 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://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.

Here's the link to the official policy:
http://www.uwo.ca/univsec/pdf/academic_policies/exam/courseoutlines.pdf

Academic Policies:

Missed Exams and Late Assignments
Make-up exams will be granted with approved documentation only. If you have a conflict with one of the exam dates, it is your responsibility to discuss it with the Academic Counselling office at least one week before the regularly scheduled exam and provide documentation of the conflict. If approved, you will be allowed to schedule a make-up exam. If you miss an exam date or the due date for an assignment due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances to your Academic Counsellor within 48 hours. If your problem is medical in nature, you should be seen by your doctor on the date of the exam or on the date the assignment is due. If your Academic Counsellor agrees that your reasons are legitimate and are supported by your medical doctor’s documentation, you will be allowed to write a makeup exam or hand in your assignment at a later date.

Compassionate Grounds:
Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty’s Academic Counselling office.
In Case of a Death: Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty’s Academic Counselling office.

**Statement on Use of Electronic Devices**
Electronic devices will not be permitted in examinations unless the student has an existing learning plan with Student Development.

**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 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](http://www.turnitin.com)).”

**Marking with Scantron Software:**
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.

**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 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: [http://www.registrar.uwo.ca/examinations/accommodated_exams.html](http://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: [http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)