The University of Western Ontario
SOCIOLOGY 2259: 001
Sociology of Deviance
Fall / Winter 2020-2021

Scheduled Class Time: Thurs 1:30-3:30

Instructor: Lauren Barr
Office Hours: By Appointment (sign up available)
Department of Sociology, Office: SSC 5432
Email: lbarr2@uwo.ca

Professor Barr’s Basic Needs Statement
We learn as whole people and your safety and wellbeing are more important to me than anything else.

I am always available to listen. I promise to do my best to create and maintain an inclusive environment. If you ever want or need support, even if it is merely someone to listen without judgement, reach out and let me know. If I cannot provide the support you need, I will help you find the right resources in our community.

The Significance of Flexibility:
We are in a strange time right now. Everything is changing constantly, there are many unknowns. Together, we will practice open-minded flexibility and consistent communication in order to make this learning experience successful.

This course is designed to be highly flexible. If at any point we are told that we can be together face-to-face, we can pivot easily. I will keep you up to date as things change. Please know that no student will be at a disadvantage if you are at a distance, we will always make sure that options are available for students to be successful, no matter what happens this year.

“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 just as importantly we will ask why and how that has happened.

Throughout our course we will focus on equity for all and engage in critical reflection to help understand the experience of people, consider the impact of that experience, and imagine how to use this knowledge in the future (WHAT, SO WHAT, NOW WHAT). 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. Part of this will be built through 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. We will spend a considerable amount of time merging theory with practice, becoming ENGAGED SOCIOLOGISTS.

Learning objectives and outcomes:

*all learning activities for this class are designed to help develop these skills

- **Higher-Order Thinking:** We will spend time unpacking academic theory and data, critically examining academic as well as everyday discourse presented in a variety of materials. It will be our goal to logically, critically and completely think through all topics in the Sociology of Deviance.
- **Communication:** We will be working consistently to ensure that we are able to communicate our knowledge in a variety of forms is essential. Written, verbal, non-verbal, visual, formal and informal … all of these are important
- **Problem-finding and solving:** While solving problems is often discussed, true experts in an area are also able to find problems before they are identified. We want to work consistently to know our material deeply, identify and discuss known issues, and deepen our reflections to begin to propose solutions, as well as identify unidentified issues that need more attention
- **Inter and Intrapersonal Awareness and Collaboration:** In order to work with people, in order to understand people, being critically self-aware, as well as consciously in tune with other people is a competency that requires constant focus. We will spend time developing and building empathy for others, as well as deeper awareness of ourselves. Our goal will be non-judgmental, inclusive and open-minded awareness of human life.

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


- yes, the most up to date version matters for this course.
- You can use digital or physical copies – whatever you prefer
- Go HERE to order or look at the Western Bookstore

Course Schedule and Learning Activities will be posted on OWL at the beginning of class

Technical Requirements:

- Stable internet connection
- Laptop or computer
- Working microphone
- Working webcam (suggested)

The Course Design:  (SO HOW ARE WE GOING TO DO THIS??)

* be modified as student needs are assessed and resources are determined

<table>
<thead>
<tr>
<th>MODE</th>
<th>DAYS</th>
<th>TIME</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
<td>Virtual synchronous –</td>
<td>Thursday – 1:30-3:30 scheduled course hours + possible evening</td>
<td>30 - 45 min: sign up for smaller group</td>
<td>Bi-weekly</td>
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<tr>
<td>required</td>
<td>required for those out of country or busy during the day</td>
<td>discussions</td>
<td></td>
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<tr>
<td>Virtual synchronous –</td>
<td>Short Live Lecture – will be recorded</td>
<td>45 – 60 min</td>
<td>Weekly</td>
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<tr>
<td>optional</td>
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<tr>
<td>Virtual asynchronous</td>
<td>Lessons posted Monday @ 10am each week with all learning material +</td>
<td>Ongoing</td>
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<td></td>
<td>+ activities listed</td>
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- Asynchronous pre-work should be reviewed prior to synchronous sessions
- This course has been designed with Universal Design for Learning principles in mind – if there is anything missing from the design that you need for your learning success, please let me know
  - You may also wish to contact Accessible Education 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
Ideally students will be online with cameras on so that we can have a conversation and get to know one another. However, it is understood that things may make this challenging. Everything is up for discussion and adjustment.

How to Contact Me:

PRIMARY: OWL MESSAGES – The Teaching Team, will return a response within 48 business hours (Mon - Fri 9-5). Email: lbarr2@uwo.ca Please use this email for emergency or private use only.

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

Office: SSC 5432 (hopefully we can meet here at some point, fingers crossed!!)

My Teaching Pedagogy:

I run my classes with a Progressive Democratic 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.

Methods of Assessment:

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<thead>
<tr>
<th>Method of Evaluation ASSESSMENT</th>
<th>%</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Major Group Assignment (choice)</td>
<td>25</td>
<td>Staggered / Final Date Sunday April 4</td>
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<tr>
<td>Engagement Activities</td>
<td>10</td>
<td>5 % first term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 % second term</td>
</tr>
<tr>
<td>Forum Discussions</td>
<td>20</td>
<td>10 % first term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10% second term</td>
</tr>
<tr>
<td>Tests</td>
<td>45%</td>
<td>Test 1- Oct 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test 2 – Nov 26</td>
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<tr>
<td></td>
<td></td>
<td>Test 3 – Feb 11</td>
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<td>Test 4 – Mar 25</td>
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</tbody>
</table>
**General Statement on All Forms of Communication:**

All forms of communication (audio, text, visual, both formal and informal) are evaluated based on level of critical analysis, succinct arguments, use of reputable academic material 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.

**Major Assignment – Full Year Group Project!!**

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

Given that each of these are full year group projects, the final product must be complex, creative and allow your group to explore and share your passion with your peers.

*I promise that we will provide ongoing support and tools to make this work as easy and positive as possible.*

**Option 1: CEL 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 community 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.

**Option 2: Research Assignment on the Social Construction of Deviance.** This group assignment will be a 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, and talking with others about your topic in order to create a final product (of your choice) that demonstrates the depth of your growth and understanding.

**Option 3: Group Project: Breaking Boundaries & Connecting with Experts** The final option is a group assignment where you will research and create a learning opportunity for our course. Your focus will be educating your peers on a selected topic of interest that relates to one of the major themes of our course in second semester. As part of this assignment, you will connect with an expert in the world and bring them into our course in some way to expand the experience of us all.

A detailed outline will be posted online for each assignment and discussed in-class. **You will be prompted to choose an assignment after the first few weeks of class.**

**Online Engagement:**

You are expected to put in time online. Every week there will be an online lesson page. It will include a brief blog from me, with links to all learning materials and activities. This may include lecture slides, videos, reading materials or podcasts, plus opportunities to reflect, sharing information and ideas, practice apply and create.
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.

**Forums:** Each student is expected to be online posting min 2-3 times each week. These posts should be authentic and deep reflections that connect directly to our material and generate conversation among your peers. They are short (50-100 words max). You are expected to post both unique posts as well as respond to others. This is what gets conversation flowing! *You will be placed into online tutorial groups in order to establish collaborative and ongoing relationships with your peers.*

**Tests & Examinations:**
All tests may include a combination of m/c, short answer or essay style questions. A detailed breakdown will be provided before each test. These tests are not cumulative, but you are expected to retain and be able to apply material throughout the course.

All tests will be offered online during class hours with a coordinated zoom link. This link is optional but allows you to log in and keep zoom open in the background in case you have any questions while you are writing.

If you are unable to attend the class time, an alternate test will be offered that you must sign up to complete. This test will be timed but can be taken asynchronously, but it will be timed once it is begun. It will be comparable, but different from the test offered during class time.

**Professionalism in Our Learning Community:**

*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 engaged. You will be ready to connect with your Teaching team and your classmates. You will plan for the due dates and schedule personal/business around our class work *as much as possible.*

With the exception of legitimate medical/personal excuses (advanced communication expected) *students are expected to be “present” for at least 75% of the class work and meetings for this course.* A passing grade in the course may not be obtained without meeting this engagement 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.** If you read this section on professionalism in the classroom, please send me a picture of your dream office through messenger on OWL and I will give you a bonus mark on your first test 😊
**Academic Policies:**

**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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

- **Recording** lectures, tutorials or Virtual Meetings without the explicit consent of the Professor, TA and students involved is ground for serious academic discipline.
- **Course content created by a faculty member is considered the faculty member’s intellectual property**; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.
- **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

**Due Dates: Extensions, Conflicts and Penalties**

If you know that you have a problem with a due date or an exam (conflict, sick, etc), let’s talk about it. If you talk to me ahead of time, we can determine together whether a formal accommodation request should be filed or whether we can work out another arrangement.

If you do not or are not able to let me know ahead of time, then you will be asked to go through the formal academic accommodation process. If you miss an exam due to illness or for any other unforeseen reason, please notify me **within 24 hours** of the missed exam. You then must provide notification and documentation to your Academic Counselor **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 an assignment is due. If your Academic Counselor agrees that your reasons are legitimate and are supported by your medical doctor’s documentation, you will be allowed to write a make-up exam at a later date.

If a student misses a test with legitimate reason, you will be assigned an accommodated test online. In cases where there is no approved justification for the absence, the student will receive a grade of zero on the exam.

If an assignment is late with no communication, 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 to discuss options.

**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](http://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](http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html)

**FOR IN-CLASS LEARNING ONLY:** In the event we can meet in person …

**Policies on Face-to-Face Examinations:**

**No technology is permitted** when writing examinations for this class unless it is part of approved student accommodations.

**Policy on Course Content, Laptops and other Electronics/Phones in Class:**

**Laptops are permitted in class if used productively.** If it is observed that students are distracting others, 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.