

The University of Calgary
Faculty of Arts
Department of Sociology
Sociology 325(L01)-Introduction to Deviance and Social Control
Course Outline, Fall 2015

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Introduction

Why do members of society use force and fraud? That is, why do not people simply use socially acceptable means of attaining their wants and needs? This course will introduce students to the most prominent theories constructed in the sociology of deviance, crime, and social control. What is deviance and who has the ability to define it? Why and how does this definition change over time? Do we try to control seemingly harmless types of deviance too often? From our readings and congenial class discussions, we will explore these issues by considering how various sociological theories approach them.

Objectives/Learning Outcomes

Students in Introduction to Deviance and Social Control should focus on how to:

1. Identify the differences between positivist and constructionist perspectives on crime, deviance, and social control.
2. Identify the most salient problems with measuring crime.
3. Explain ways in which crime statistics are generated.
4. Explain the main assumptions of each approach to crime, deviance and social control.
5. Evaluate the potential of each perspective examined.
6. Identify the key challenges of current responses to crime.

Pedagogy

I expect students to be active producers rather than passive consumers of ideas. As such, classes will involve traditional formal lectures, but they will also include a considerable amount of student activity and participation. This means that there will be some short class exercises and considerable informal discussion (among students and with the instructor). I also encourage students to draw upon their personal experiences as a valuable source of information. Students are warned that, at times, this class deals with graphic and violent themes in lectures and videos.

Required Readings

The following text will be used:

O'Grady, W. (2014). *Crime in Canadian context: Debates and controversies* (3rd ed.). Don Mills, Ontario: Oxford University Press.

A **reader** accompanies the text:

Heiner, R. (Ed.). (2014). *Deviance across cultures* (2nd ed.). Toronto: Oxford University Press.

The current editions of each book should be used. The O'Grady text has been updated somewhat from the last edition, but the Heiner reader has been changed significantly. Students are responsible for acquiring all relevant examination material should they choose to use the previous editions of either publication.

Please review the reading schedule below. Students will be expected to carefully consider each assigned reading before class and make use of the slide show notes available on Desire2Learn (D2L). D2L PowerPoint files do not represent an exhaustive set of notes and are not an alternative to attending class regularly. They are *intended* only to provide a brief outline of what will be covered in lectures and it is expected that you will need to take additional notes during class.

Evaluation

There are three requirements to complete this course.

Mid-Term Exam I	30%	Oct 6
Mid-Term Exam II	30%	Nov 5
Final Examination	40%	TBA, scheduled by the Registrar's Office

Based upon lectures and assigned readings, exams will consist of multiple-choice and true-false questions. They are not cumulative.

Grading Scheme

A+ > 95%	B+ 80%-84.99%	C+ 67%-69.99%	D+ 54%-58.99%
A 90%-94.99%	B 75%-79.99%	C 63%-66.99%	D 50%-53.99%
A- 85%-89.99%	B- 70%-74.99%	C- 59%-62.99%	F <49.99%

**The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.*

Reading Schedule

The reading schedule is offered to you as a general guide. It is expected that some topics and readings may deserve further treatment and consequently, additional allotted class time. Other topics may require less time than anticipated.

Date	Topic	Completed Readings
Sept 8	Introduction	None

Sept 10	Definitions of crime and deviance	None
Sept 15	Knowledge construction	O'Grady: Chapter 1 Heiner: On the Sociology of Deviance Heiner: Conceptions of Deviant behaviour O'Grady: Chapter 2 Heiner: Caught up in the Cult Wars Heiner: Sex in Boxes
Sept 17	Knowledge construction	
Sept 22	The demonic	O'Grady: p. 64-73
Sept 24	The classical perspective	Heiner: The Devil Goes to Day Care Heiner: Nones on the Run O'Grady: p. 129-137
Sept 29	Pathology	O'Grady: p. 73-85 Heiner: The Medicalization of Deviance Heiner: There is no Pathological Test Heiner: Penis Panics Heiner: Schizophrenia in the Third World Heiner: RX Drugs
Oct 1	Pathology	
Oct 6	Mid-Term I	Based on above readings and lectures
Oct 8	Functionalism	O'Grady: p. 87-88 Heiner: The Normal and the Pathological
Oct 13	Social disorganization	O'Grady: p. 88-92 Heiner: Healthy Nightclubs and Recreational Substance Abuse
Oct 15	Strain	O'Grady: p. 93-96; 125-128 Heiner: Social Structure and Anomie
Oct 20	Learning theory	O'Grady: p. 98-99 Heiner: Techniques of Neutralization
Oct 22	Control theories	O'Grady: p.117-125 Heiner: A Control Theory of Delinquency
Oct 27	Control theories	
Oct 29	Societal reactionism	O'Grady: p. 99-102

		Heiner: The Classic Moral Panic Heiner: Crime Scares Heiner: On Being Sane in Insane Places Heiner: Definition and the Dramatization of Evil
Nov 3	Societal reactionism	
Nov 5	Mid-Term II	Based on above readings and lectures
Nov 10	Conflict theories	O'Grady: chapter 7 Heiner: Criminality and Economic Conditions Heiner: The Implicit Ideology of Criminal Justice Heiner: Corporate Violence and the Banality of Evil
Nov 12	Reading Days. No classes.	None
Nov 17	Conflict theories	
Nov 19	Feminisms	O'Grady: p. 107-115; 166-172 Heiner: Libert�, Egalit� - de F�ministes! Heiner: Prostitution and the Status of Women in South Korea
Nov 24	Critical theories	O'Grady: chapter 6 Heiner: Multiple Genders Among North American Indians Heiner: Women in Lesotho and the (Western) Construction of Homophobia
Nov 26	Critical theories	
Dec 1	Responding to crime	O'Grady: chapter 8
Dec 3	Responding to crime	
Dec 8	Conclusion	

Grade Reappraisal

Within two weeks of the date of the return of the exam, students seeking reappraisal may submit a written response to the instructor explaining the basis for reconsideration of the mark. The instructor will reconsider the assigned grade and book a time to meet with the student. A re-assessed grade may be increased, decreased, or remain the same.

Technology Use

Electronic devices are common in Canadian classrooms. While they can be very effective in assisting students in the learning process, they can also be very distracting if not used properly. Students are encouraged to reflect on how their use of electronic devices affects their learning and how it affects others around them.

Email

Electronic mail is a convenient way for students to communicate with professors. If not used properly, however, email use can become problematic. Before sending an email, please attempt to obtain information from the course outline. Please email me for administrative purposes only, for example, to set up an appointment. Please do not use email as a substitute for an office visit. Questions regarding course content, student challenges, grades, or other personal issues should be dealt with in person during my office hours.

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

Ethics Research

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:
<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Deferrals

When possible, please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, the instructor can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If the instructor schedules a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

Deferred Final Exam Form: Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at: http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf

Deferred Term Work Form: Deferral of term work past the end of a term also requires a form to be filled out. It’s available at <http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

Student Representation

The 2015-16 Students’ Union VP Academic is Stephan Guscott: email: suypaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at **Professional Faculties Food Court**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students living with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available
at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf