

Course Outline

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| COURSE: | SOCI2445B – Sociology of Deviance |
| TERM: | Winter 2025 |
| PREREQUISITES: | SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002, and third-year standing. |
| OFFICE HOURS: | Students will contact their assigned teaching assistant |
| INSTRUCTOR: | Dr. Ellen Faulkner ellen.faulkner@carleton.ca |
| CLASS TIME: | Wednesday, 6:05-8:55 p.m. In-Person. |
| OFFICE HOURS: | Wednesday, 9-10 p.m. or by appointment |
| TEACHING ASSISTANTS: | Christine Patterson. Email: christinaapatterson@mail.carleton.ca |

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COURSE DESCRIPTION:

SOCI 2445 [0.5 credit]

Sociology of Deviance

The construction of deviant behaviour and the consequences of such construction for both deviant and conforming persons. Emphasis upon deviance as a normal and necessary result of the socio-cultural processes resulting from, and affecting the activities of a viable society.

Precludes additional credit for SOCI 2505 (no longer offered).

Prerequisite(s): [SOCI 1001](#) and [SOCI 1002](#), or [SOCI 1003](#) [1.0], or [ANTH 1001](#), or [ANTH 1002](#).

Lectures/discussion groups three hours a week.

This is a survey course on the sociological explorations of social deviance, and the resultant forms of social control in response to it. In sociology, deviance, including crime is no more than the behavioural deviation from the roles, norms and mores of a culture and society. Social control, including laws and punishment is no more than the myriad of ways that we socially construct responses and sanctions to these deviations. This course explores the diversity of deviance in our society and the equally diverse ways used to force us all to conform. History and theory will help to move us beyond description towards explanations of both deviance, and responses to it.

LEARNING OBJECTIVES

Upon completion of this course, students will have:

1. a working knowledge of various theories and levels of analysis in the study of deviance and control;
2. an expanded awareness of particular forms of socially defined deviant behaviour;
3. a basis for critically thinking about deviant behaviour and the means to control such actions in our society.

READING(S)/TEXTBOOK(S): AVAILABLE FOR PURCHASE THROUGH THE CARLETON UNIVERSITY BOOKSTORE OR RENT ONLINE THROUGH VITALSOURCE.

- 1) Bereska, Tami. (2022). *Deviance, Conformity and Social Control in Canada*. 6th Edition. Pearson. Website: <https://www.pearson.com/en-ca/subject-catalog/p/deviance-conformity-and-social-control-in-canada/P200000002515/9780136604013>

ISBNs: 9780136603788 *Deviance, Conformity, and Social Control in Canada* (Perpetual); 9780136603924 *Deviance, Conformity, and Social Control in Canada* (180-Days). Cost: \$67.00. Used Copies: The 2017 edition is also acceptable.

**Links to additional book chapters and journal articles may be accessed on Ares through Brightspace.

COURSE REQUIREMENTS AND METHODS OF EVALUATION: ALL WRITTEN ASSIGNMENTS AND EXAMS ARE TO BE SUBMITTED ONLINE IN BRIGHTSPACE BY THE DUE DATES LISTED BELOW.

| Title | Assigned | Due | Weight |
|---|-------------------|--------------------|-------------|
| Two Film Review Response Papers | Weeks 5 & 11 | Weeks 5 & 11 | 20% |
| Ten In-Class Groupwork Discussions (Weekly) | Weeks 2–5, 7–11 | Weeks 2-6, 8–12 | 30% |
| Midterm Exam | Week 7 | Week 7 Sun March 2 | 25% |
| Final Exam | Final Exam Period | Final Exam Period | 25% |
| TOTAL: | | | 100% |

Students should note that a considerable portion of your grade involves writing. An inability to present clear and concise work will have an impact on the grade you receive for the class. Cheating, plagiarism, handing in the same assignment as someone else in the class, and handing in the same assignment or essay for two or more courses (without the permission of all instructors involved) are classified by the University as academic offences and will be dealt with accordingly.

Late Assignments:

Late submissions and Missed Exams are not encouraged, although exceptions are made for illness or other

challenging situations. Please contact your instructor as quickly as possible before the deadline should you require accommodation on deadlines. Each day of late submission without an extension will result in a penalty of 5% per day up to three days after the deadline. Late assignments will only be accepted up to three days after the deadline. University regulations require late submissions on final exams be supported by documentation. Please remember, instructors cannot grant extensions on final exams. Those must go through the official Faculty deferral process. Information and forms should you require a formal exam deferral are available online: <https://carleton.ca/registrar/special-requests/deferral/>

Students may be required to submit a Self-Declaration Form. The Self Declaration Form can be found here. <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Disclaimer:

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives. Any changes will be communicated to the class via email.

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. **No grades are final until they have been approved by the Dean.**

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

| | | | |
|--------------|---------------------------------|----------------|-------------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D+ = 57-59 |
| A = 85-89 | B = 73-76 | C = 63-66 | D = 53-56 |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |
| F = Below 50 | WDN = Withdrawn from the course | DEF = Deferred | |

COURSE ASSIGNMENTS:

1) TWO FILM REVIEW RESPONSE PAPERS. 10% EACH. DUE WEEKS 5 & WEEK 11. – WORTH 20%. (DUE IN BRIGHTSPACE).

Students will write a 2-page review of a film that we watch in class. We will watch films on a weekly basis and discuss them in class and engage in group work activities. You will submit a film review of two of these films. Please see the links and list of available films in the Library E-Reserve portal Brightspace.

You are asked to submit two 2-page film review papers. The first film review response paper will be based on films from weeks 1 to 4 of the course. The second film review response paper will be based on films from week's 5 onward.

You will conduct a close analysis of a film of your choice listed in the course syllabus. Rather than merely summarizing the film you are required to take an analytical approach to the film. This means that responses should reflect upon, engage and evaluate the ideas, arguments in the film, and comment on their implications, articulate new insights you have acquired, or questions the film raises that you would like to discuss. Your

analysis should also reflect on any connections you can make between course content (lectures and textbook) and issues raised in the films.

To demonstrate engagement with the films students are asked to:

- Provide a short description of the issues and arguments made in the film as they relate to the issue of deviance and social control;
- Identify 3 interesting or surprising things you learned while watching the film, (i.e. what was most interesting, what made you think about deviance and social control in a new way, did you learn a new perspective? Why are these 3 points of interest to you?);
- Identify 2 critical questions you would like to pose to the producers of the film (i.e. do you disagree with an argument, challenge the producer! Do you agree, but want to know more about something specific, ask! Is the argument confusing and you want clarification, ask! Why are you asking these questions? Are there any connections to be made with other sociology of deviance course material?).

Note: This assignment must be based solely on a deviance film assigned for the course. **See the grading rubric and list of films posted in Brightspace under “Resources.” Films are available in E-Reserves.**

Format:

- Double spaced text (be sure there is no ‘extra’ space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper
- Cite Sources using the Chicago Style Guide.
- Start references on a new page. The Chicago Style Guide is required. To learn more about this format see the library reference page: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

2) TEN IN-CLASS GROUPWORK DISCUSSIONS: (WORTH 30%) (DUE SUNDAY OF EACH WEEK IN BRIGHTSPACE)

There will be 10 ten in class discussion group work assignments (Weeks 2-6 and 8-12) in the course with a discussion board component in this course that will enable students to engage in self-directed learning with the course material, with each other, and with the instructor. There are ten discussions, worth 3% each for a total of 30% of the final grade.

- Each week, the instructor will post prompting questions for students to read, reflect, and share their views on. Generally speaking, these questions will require students to think more deeply and critically about aspects of the course material. We will work in groups in class to brainstorm answers to the questions. You will then post your answers in the “Discussion Forum” in Brightspace by the deadline.

- Students are expected to add a response of their own to one such post and to respond to at least one other (1) other students' post.

The post and reply are due Sunday at 11:59 p.m. of the assigned discussion week. Posts should be (approximately 300- to 350 words). Sources must be cited and a reference list provided. Students are also required to respond to at least one other peers' post by 11:59 p.m. EST on Sunday of the assigned week (approximately 200-250 words).

3) MIDTERM EXAM (WORTH 25%) (DUE IN BRIGHTSPACE – (DUE SUNDAY MARCH 2, 2025 - WEEK 7).

The midterm exam, worth 25% of the final grade, will evaluate students' comprehension of the main concepts, theories, and issues covered in Weeks 1 to 6. The format of the exam will consist of multiple choice and true/false and short- and long-answer questions. Please see instructions posted in Brightspace.

4) FINAL EXAM (WORTH 25%) (DUE IN BRIGHTSPACE). (TBA DUE IN FINAL EXAM PERIOD)

The final exam, worth 25% of the final grade, is disseminated in the final exam period and will evaluate students' comprehension of the main concepts, theories, and issues covered in Weeks 7 to 13. The format of the test will consist of multiple choice and true/false and short- and long-answer probing questions. Please see instructions posted in Brightspace.

How to submit assignments: Please submit all assignments using the dropbox feature located on Brightspace. Assignments are due by 11:59pm on the due date. ***All assignments must be completed to receive a passing grade.***

SCHEDULE:

Please note that on occasion the class schedule may vary slightly from the course outline. This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

Class 1 Week 1: January 6-10, 2025. Introduction to the Course: Content, Format and Requirements. Determining Deviance Part 1.

- Presentation of the course outline and assignments
- Understanding course expectations

Topics:

- The Objective/Subjective Dichotomy.
- Definitions of Deviance
- The role of the 'Deviance Dance'

Required reading:

- T. Bereska, Ch 1: "Determining Deviance." *Deviance, Conformity, and Social Control in Canada*.

Class 2: Week 2. January 13-17, 2025. – Determining Deviance Part II.

- Lecture: Determining Deviance
- In-Class Groupwork: Discussion Post 1

Topics:

- The Objective/Subjective Dichotomy.
- Definitions of Deviance
- The role of the 'Deviance Dance'

Required reading:

- T. Berisha, Ch 1: "Determining Deviance." *Deviance, Conformity, and Social Control in Canada*.

Learning Objectives:

After reviewing this chapter, students should be able to:

- 1.1 Describe the objective/subjective dichotomy.
- 1.2 Provide four definitions of deviance traditionally associated with the objective side of the objective/subjective dichotomy, and explain their limitations.
- 1.3 Describe the definition of deviance traditionally associated with the subjective side of the objective/subjective dichotomy, and summarize the concept of social construction.
- 1.4 Explain why it is more appropriate to refer to an objective– subjective continuum rather than an objective/subjective dichotomy.
- 1.5 Explain how the study of deviance is influenced by how the researcher defines it, and clarify the role of the "deviance dance" and power relations in Canadian society.
- 1.6 Outline the three components of the social typing process through which someone is deviantized.

Video: "The Burning Times" or "The 13th" or "The 40-Year-Old Virgin." Or TEDx "We Are All Criminals."

Assignments Due Sunday January 19 in Brightspace at 11:59 pm:

Discussion Post 1 and Reply (3% of the final grade)

Class 3: Week 3. January 20-24, 2025. Explaining Deviance: The Act.

- Lecture: Explaining Deviance: The Act.
- In-Class Groupwork: Discussion Post 2

Topics:

- Subjective views of deviance
- Positivist, Interpretive, and Critical Theories
- Durkheim's Anomie Theory
- Merton's Anomie and Strain Theories.
- Differential Opportunity Theory
- General Strain Theory
- Status Frustration Theory
- Learning Theories
- Hirschi's Social Bond Theory.
- The Social Typing Process

Required Reading:

- T. Bereska, Ch 2: "Explaining Deviance: The Act." *Deviance, Conformity, and Social Control in Canada*.

Learning Objectives:

After reviewing this chapter, students should be able to:

- 2.1 Explain why different theories correspond to objective and subjective views of deviance, and describe the focus of positivist, interpretive, and critical theories.
- 2.2 Describe the core motivations of positivist theories, as well as how deviance is explained by the three types of positivist theories presented in this chapter.
- 2.3 Describe the core assumptions of functionalist theories, as well as how deviance is explained by (1) Durkheim's anomie theory, (2) Merton's anomie and strain theories, (3) differential opportunity theory, (4) general strain theory, and (5) status frustration theory. Outline the criticisms that have been directed at functionalist theories, and identify any responses to those criticisms.
- 2.4 Describe the core assumptions of learning theories, as well as how deviance is explained by (1) differential association theory, (2) neutralization theory, and (3) social learning theory. Outline the criticisms that have been directed at learning theories, and identify any responses to those criticisms.
- 2.5 Describe how Hirschi's social bonds theory explains deviance and its absence. Describe Gottfredson and Hirschi's more recent self-control theory. Outline the criticisms that have been directed at control theories, and identify any responses to those criticisms.

Videos: "Lord of the Flies," or "Healing from Hate," or The Children of Leningradsky," or "The Business of Drugs."

Assignments Due Sunday January 19 at 11:59 p.m. in Brightspace:

Discussion Forum Post 2 and Reply (3% of the final grade)

Class 4: Week 4. January 27-31, 2025. Explaining Deviance: The Perception, Reaction, and Power.

- Lecture and videos: Explaining Deviance: The Perception, Reaction, and Power.
- In-Class Group Work Discussion Post 3.

Topics:

- Interpretive approaches
- Symbolic Interactionism
- Labelling, stigmatization, primary and secondary deviance
- Dramatization of Evil; Deviance as a Master Status; Deviant Careers
- Conflict Theories
- Feminist Theories
- Postmodern Theories
- Limitations of Critical Theories.

Required reading:

- T. Bereska, Ch 3: "Explaining Deviance: The Perception, Reaction, and Power." *Deviance, Conformity, and Social Control in Canada*.

Learning Objectives:

After reading this chapter, students should be able to:

- 3.1 Explain how theories developed using an interpretive approach view the topic of deviance and describe how symbolic interactionism serves as a foundation for other theories.
- 3.2 Describe such concepts as labelling, stigmatization, transition from primary to secondary deviance, the dramatization of evil, deviance as a master status, and the deviant career.
- 3.3 Identify the limitations of interpretive theories and the responses to those limitations.

- 3.4 Explain how theories developed using a critical approach address the topic of deviance.
- 3.5 Describe conflict theories, power-reflexive theories, feminist theories, and postmodern theories.
- 3.6 Identify the limitations of critical theories and the responses to those limitations.

Videos: “The Stanford Prison Experiment,” or “Freedom had a Price,” Nineteen Eighty-Four,” or “The History of Marijuana,” or “My Son was a Columbine Shooter,” or “TDX: “We’re all hiding something.”

Assignments Due Sunday January 26 at 11:59 pm in Brightspace:

Discussion Forum Post 3 (3% of the final grade)

Class 5: Week 5. February 3-7, 2025. – The Role of the Media: The Media-Deviance Nexus.

- Lecture: The Role of the Media: The Media-Deviance Nexus.
- In-Class Group Work Discussion 4

Required reading:

- T. Bereska, Ch 4: “The Role of the Media.” Deviance, Conformity, and Social Control in Canada.”

Topics:

- Definitions of Media
- Patterns of Media Use
- Administrative and Critical Approaches to Media
- Noam Chomsky: Manufacturing Consent
- bell hooks: Cultural Criticism and Transformation
- Cybercrime during the Pandemic
- The Media-Deviance Nexus

Learning Objectives:

After reading this chapter, students should be able to:

- 4.1 Define media and identify the many forms it takes.
- 4.2 Explain why it is important for sociologists to study media.
- 4.3 Describe patterns of media use and the nature of their impact.
- 4.4 Distinguish between administrative and critical approaches to media studies in terms of what they study and the nature of their findings.
- 4.5 Outline five different types of relationships that characterize the media–deviance nexus

Videos: “Returning Fire,” or “Mickey Mouse Monopoly,” or “Swing Kids,” or “How Violent Media Affects Young People,” or “Manufacturing Consent,” or “bell hooks: Cultural Criticism & Transformation,” or “The Social Dilemma.

Assignments Due Sunday February 9 at 11:59 pm in Brightspace:

Discussion Post 4 and Reply (3% of the final grade)

Film Review Response Paper 1.

Class 6: Week 6. February 10-14, 2025. - “Deviant” and “Normal” Sexuality.

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- Lecture: “Deviant” and “Normal” Sexuality.
 - In Class Groupwork Discussion Post 5

Topics:

- Sexuality: Definitions of and Regulation
- Sexuality: Social control of sexual cultures of Indigenous societies
- Sexuality and class, gender and racial hierarchies
- Judging deviant and normal sexuality
- The Deviance Dance: Exotic Dancing, Pornography and Prostitution
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Required reading:

- T. Bereska, Ch 5: “Deviant” and “Normal” Sexuality. Deviance, Conformity and Social Control in Canada.

Learning Objectives:

After reading this chapter, students should be able to:

5.1 Contrast the sexual cultures of Indigenous societies with those of Settler and colonial societies and explain the role that regulating Indigenous Peoples’ sexualities has played in the larger project of colonization.

5.2 Describe how deviant sexuality was defined and regulated from the seventeenth century through the twentieth century, and explain how the changing sexual cultures reinforced class, gender, and racial hierarchies of the times.

5.3 Explain how consent, nature of the partner, and nature of the act serve as criteria by which we judge deviant and normal sexuality.

5.4 Outline the nature of the deviance dance surrounding the issues of exotic dancing, pornography, and prostitution.

Videos: “Open Secrets,” or “Sect Up Kids: How Children are Becoming Hypersexualized,” or “After Porn Ends,” or “Stonewall Forever,” or “Tackling the Stigma Surrounding Disability and Sexuality.”

Assignments Due Sunday February 16, at 11:59 p.m. in Brightspace:

Discussion Post 5 and Reply (3% of the final grade)

February 17-21, 2025 – WINTER BREAK – NO CLASSES

Class 7: Week 7. February 24-28, 2025 – Mid-Term Exam.

- Mid-Term Exam on Weeks 1-6 Material.

Assignments Due Sunday March 2 at 11:59 pm:

Mid-Term Exam on Weeks 1-6 material. (Worth 25%)

Class 8: Week 8. March 3-7, 2025. Youth “At Risk” and “As a Risk.”

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- Lecture: Youth “At Risk” and “As a Risk.”
 - In Class Group Work Discussion Post 6

Topics:

- Youth “at risk” and “As a risk.”
- Youth crime, bullying, and substance use
- Patterns of tobacco/e-cigarettes, drugs and alcohol among youth
- Popular images of youth in the media
- Social regulation of substance use
- Social control of youth crime and gang involvement
- Perceptions of youth as deviant in society

Learning Objectives:

After reading this chapter, students should be able to:

- 6.1 Contrast the views of youth “at risk” and “as a risk,” and explain how cyberbullying impacts youth.
- 6.2 Describe the extent and patterns of use of tobacco/e-cigarettes, drugs, and alcohol among youth, as well as how their usage is socially controlled.
- 6.3 Compare popular images of youth crime with statistics on the nature and prevalence of youth crime, and explain why a gap exists between the perceptions and the realities.
- 6.4 Describe theoretical and empirical research on youth crime and gang involvement.
- 6.5 Explain how gangs and youth crime are socially controlled.
- 6.6 Describe how all teenagers are perceived as deviant in society, and explain the nature of the generation gap in the past, present, and future.

Required reading:

- T. Bereska, Ch 6: “Youth “At Risk” and “As a Risk.” *Deviance, Conformity, and Social Control*.

Videos: “Social Animals,” “Spin the Bottle,” “Super High Me,” “Why Black Girls are Targeted for Punishment at School and How to Change That,” and “Teenage.”

Assignments Due Sunday March 9, at 11:59 pm in Brightspace:

Discussion Post 6 and Reply (3% of the final grade)

Class 9: Week 9. March 10-14, 2025. Looking Deviant: Physical Appearance.

- Lecture: Looking Deviant: Physical Appearance
- In Class Group Work Discussion Post 7

Topics:

- Social Control of physical appearance
- Body projects in people’s lives and the sociological lens
- Body modifications and the objective-subjective continuum
- Scientific standards and social standards of the ideal body weight
- Social control measures of those deemed underweight or overweight
- The social typing process and labelling of ‘too fat’ or ‘too thin’

Required reading:

- T. Bereska, Ch 7: "Looking Deviant: Physical Appearance." *Deviance, Conformity, and Social Control in Canada*.

Objectives:

After reading this chapter, students should be able to:

- 7.1 Identify the importance of physical appearance in society, and give examples of how physical appearance is socially controlled by others.
- 7.2 Outline the forms of body projects in people's lives, and explain what the appearance of people's bodies tells us, using a sociological lens.
- 7.3 Describe the different kinds of information that are obtained about body modification when studied from various locations along the objective–subjective continuum.
- 7.4 Define the "ideal" body weight according to scientific standards and social standards, and describe how many people are "too fat" and "too thin" according to these standards.
- 7.5 Explain how people who are overweight and underweight are viewed and treated, and describe the range of social control measures directed at them.
- 7.6 Describe the various ways that people who have been labelled "too fat" or "too thin" resist the social typing process.

Videos: "Flesh and Blood," "Shredded," "Beauty Mark: Body Image and the Race for Perfection," "What Beauty is like for Homeless Women on the Streets," "The History of Tattoos," "Flesh Wounds: Marked Bodies in the Civilising Process," and "The Illusionists."

Assignments Due Sunday March 16, at 11:59 pm in Brightspace:

Discussion Post 7 and Reply (3% of the final grade)

Class 10: Week 10. March 17-21, 2025 – Mental Health and Illness: Stigmatization and Medicalization

- Lecture: Mental Health and Illness.
- In-Class Group work Discussion Post 8.

Topics:

- Prevalence, patterns, and causes of mental illness.
- Costs of mental illness
- Social control through stigmatization
- Medicalization of mental disorders
- DSM Diagnostic handbook
- Rosenhan's classic study on mental illness

Required reading:

- T. Bereska, Ch 8: "Mental Health and Illness." *Deviance, Conformity, and Social Control in Canada*.

Learning Objectives:

After reading this chapter, students should be able to:

- 8.1 Describe the prevalence, patterns, and causes of mental illness.
- 8.2 Describe the costs of mental illness for individuals, their families, and the larger society.

8.3 Explain how mental illness is subject to social control through (1) the stigmatization of mental illness and (2) the medicalization of mental disorder.

8.4 Describe the efforts to reduce the stigmatization of mental illness and to improve the resources that are available to people with mental disorders.

8.5 Explain why the diagnostic handbook used by mental health professionals is criticized.

8.6 Describe Rosenhan's classic study on mental illness, and explain the consequences of his research.

Videos: "Age of Anxiety," "One Flew Over the Cuckoo's Nest," "A New State of Mind: Ending the Stigma of Mental Illness," "Out of Mind, Out of Sight: Insight at the Brockville Psychiatric Ward," "The View from Here: Depression on College Campuses."

Assignments Due Sunday March 23, at 11:59 pm in Brightspace:

Discussion Post 8 and Reply (3% of the final grade)

Class 11: Week 11. March 24-28, 2025 – What do You Believe? Religion, Science, and Deviance.

- Lecture: Belief Systems: Religion, Science, Deviance.
- In-Class Group Work and Discussion Post 9

Topics:

Belief Systems as Deviant

Science as a social typer of Deviance.

Belief Systems as Social Typers of Deviance

Religion as Deviance

Deviant Labels and Cults as Deviant

Religion as a Social Typer of Deviance

Control over Scientific Misconduct

The Deviance Science-real science continuum

Required readings:

- T. Bereska, Ch 9: "What Do you Believe? Religion, Science, and Deviance." Deviance, Conformity, and Social Control in Canada.

Objectives:

After reading this chapter, students should be able to:

9.1 Identify the two types of relationships that exist between belief systems and deviance.

9.2 Describe the traditional typology that helps determine which religions are "deviant," and explain why sects and cults are considered "deviant."

9.3 Describe the different levels of social control that are directed at "deviant" religions and the ways that deviant labels are resisted.

9.4 Explain how religion served as a social typer of deviance in the cases of the witch persecutions, residential schooling, and the child-savers movement.

9.5 Describe the origins, causes, and control of scientific misconduct.

9.6 Explain why a science's location on the deviant science–real science continuum may change over time.

9.7 Describe why science is a powerful social typer of deviance and how that power has manifested itself through history.

Videos: “Heaven’s Gate Cult: The Thin Line Between Faith and Reason,” “Children of God: Lost and Found,” “Big Bucks, Big Pharma: Marketing Disease and Pushing Drugs,” “Jesus Camp,” and “Religion: Crash Course Sociology.”

Assignments Due Sunday March 30, at 11:59 pm:

Discussion Post 9 (3% of the final grade)

Film Review Response Paper 2.

Class 12: Week 12. March 31- April 4, 2025 – The “Deviance Dance” Continues. (Last Class)

- Lecture: The “Deviance Dance” Continues.
- In Class Group Work & Discussion Post 10
- Final Exam TBA During Final Exam Period. (Worth 25%)

Required Readings:

- T. Bereska, Ch 10: “The ‘Deviance Dance’ Continues.” *Deviance, Conformity, and Social Control in Canada*.

Topics:

Objective & Subjective approaches to studying deviance.

The Social Typing Process

Power and Deviance and Social Control

The Deviance Dance Concept

Human Rights Legislation

Labelling people, behaviours, or characteristics.

Learning Objectives:

After reading this chapter, students should be able to:

10.1 Describe how more objective and more subjective approaches to studying deviance have been reflected in the chapters in this text.

10.2 Describe how the notion of the social typing process has been reflected in the topics explored in this text.

10.3 Explain how the importance of power has been addressed in the chapters in this text.

10.4 Explain how the concept of the “deviance dance” has been integrated into the topics explored in this text.

10.5 Cite examples of human rights legislation, and explain how these documents can determine when it is and is not appropriate to attach a deviant label to people, behaviours, or characteristics.

Video: “The Kite Runner,” “The Tobacco Conspiracy,” “The House I Live In,” “Welcome to Chechnya,” “Black 14,” “Crip Camp. A Disability Revolution,” and “ReGeneration.”

Assignments Due Sunday April 6, at 11:59 pm in Brightspace:

Discussion Post 10 & Reply (3% of the final grade).

Final Exam TBA During Exam Period

ACADEMIC REGULATIONS, ACCOMMODATIONS, PLAGIARISM, ETC.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, attention deficit hyperactivity disorder (ADHD), autism spectrum disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for February/March examinations is **February 1, 2025** and **March 15, 2025** for April examinations.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Students must always retain a hard copy of all work that is submitted. Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university. In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#). Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid

MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

STATEMENT ON STUDENT MENTAL HEALTH

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a link to information about all of the resources, both on campus and off, that you may find helpful: <https://carleton.ca/wellness/crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Other Concerns:

(i) Contact with Professor

I will be available for consultation with students during class time and my office hours or by appointment. Please e-mail me should you want to set up an appointment outside of regularly scheduled office hours.

(ii) E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am-6:00pm on weekdays.**

If an email is required, please indicate the course name and number (SOCI 2445BA) in the subject heading. Ensure that you include your full name, student number, and indicate clearly the objective(s) of your message. If you do not include all of these things, it will be difficult for the instructor and/or course TAs to assist you.

During the week it may take up to 48-hours for the professor to respond to your email. The course instructor

does not respond to emails over the weekend. Please plan accordingly. If you send the course instructor more than one message about the same thing in one span of 8-hours, they will likely find this highly annoying (you would probably agree if you were in the instructor's shoes).

Writing Policy and Format: You will also be evaluated on your writing abilities. It is recommended that you take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms.

Format for all written assignments

- Double spaced text (be sure there is no 'extra' space between paragraphs)
- Font should be Times New Roman
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper.
- Start references on a new page, the Chicago reference style is required.
- The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Did you know there is a dedicated librarian for sociology, legal studies and criminology?

Find out more here:

Jamila Hastick, Arts and Social Sciences Librarian, jamila.hastick@carleton.ca

Julie Lavigne: Criminology Librarian, <https://library.carleton.ca/contact/staff-directory/julie-lavigne>

There is also a daily "Chat" virtual assistant available via the library during the week: <https://library.carleton.ca/>

(iii) Respect:

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

(iv) Confidentiality

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

(v) Always keep copies of all your written work submitted. Retain for yourself more than one copy in alternate formats (hard copy, external hard drive, or USB in addition to your original on your primary computer) of all your written academic work.

WINTER TERM 2025 – Important Dates and Deadlines

| December 30, 2024 | Deadline for course outlines to be made available to students registered in full winter and early winter term courses. |
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| January 3, 2025 | University reopens. |
| January 6, 2025 | Winter term begins. Full winter and early winter classes begin. |
| January 10, 2025 | Last day for registration and course changes (including auditing) in early winter courses. |
| January 17, 2025 | Last day for registration and course changes (including auditing) in full winter and late winter courses. |
| | Last day to withdraw from early winter courses with a full fee adjustment. |
| | Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in winter 2025 and must register for the winter 2025 term. |
| January 24-26, January 31-February 2, 2025 | Full fall and late fall term deferred final examinations will be held. |
| January 31, 2025 | Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment. |
| February 1, 2025 | Last day for academic withdrawal from early winter courses. |
| | Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines. |
| February 7, 2025 | Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University) |

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| | section of the Undergraduate Calendar/General Regulations of the Graduate Calendar). |
| February 14, 2025 | Last day of early winter classes. |
| | Last day for final take-home examinations to be assigned in early winter courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. |
| | Last day that can be specified by an instructor as a due date for term work for early winter courses. |
| | April examination schedule available online. |
| February 17, 2025 | Statutory holiday. University closed. |
| | Deadline for course outlines to be made available to students registered in late winter courses. |
| February 17-21, 2025 | Winter break, no classes. |
| February 22-23, March 1-2, 2025 | Final examinations in early winter undergraduate courses will be held. |
| February 24, 2025 | Late winter classes begin. |
| March 1, 2025 | Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music and Bachelor of Social Work degree programs for the fall/winter session. |
| | Last day for receipt of applications for admission to an undergraduate program for the summer term. |
| | Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only). |
| March 7, 2025 | Last day to withdraw from late winter term courses with a full fee adjustment. |

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| March 14-16, 2025 | Early winter undergraduate deferred final examinations will be held. |
| March 15, 2025 | Last day for academic withdrawal from full winter, late winter, and fall/winter courses. |
| | Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines. |
| March 25, 2025 | Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar). |
| April 1, 2025 | Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department. |
| | Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate from outside Canada or the United States, except for applications due March 1. |
| | Last day for receipt of applications from potential spring (June) graduates. |
| | Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar). |
| April 8, 2025 | Winter term ends. |
| | Last day of full winter, late winter, and fall/winter classes. |
| | Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. |
| | Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses. |
| April 9-10, 2025 | No classes or examinations take place. |

April 11-26, 2025

Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.