

Course Outline

COURSE: **SOCI2445B – Sociology of Deviance**

TERM: **Winter 2026**

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**
[Email : ellenfaulkner@cunet.carleton.ca](mailto:ellenfaulkner@cunet.carleton.ca)

CLASS TIME: **Tuesday, 6:05-8:55 p.m. In-Person.**

OFFICE HOURS: **Tuesday, 9-10 p.m. or by appointment**

TEACHING **Please see Brightspace**
ASSISTANT:

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
Ten In-Class Groupwork Discussions (Weekly)	Weeks 2–5, 7–11	Weeks 2-6, 8–12	50%
Midterm Exam	Week 7	Week 7 Sun March 1, 2026	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) TEN IN-CLASS GROUPWORK DISCUSSIONS: (WORTH 50%) (DUE SUNDAY OF EACH WEEK IN BRIGHTSPACE)
– Worth 5 pts each.

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 5% 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 post and then 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).

2) MIDTERM EXAM (WORTH 25%) (DUE IN BRIGHTSPACE – (DUE SUNDAY MARCH 1, 2026 - 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.

3) 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 5-9, 2026. 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 12-16, 2026. – 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" National Film Board of Canada.

Assignments Due Sunday January 18 in Brightspace at 11:59 pm:

Discussion Post 1 and Reply (5% of the final grade)

Class 3: Week 3. January 19-23, 2026. 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.

Video: "Healing from Hate."

Assignments Due Sunday January 25 at 11:59 p.m. in Brightspace:

Discussion Forum Post 2 and Reply (5% of the final grade)

Class 4: Week 4. January 26-30, 2026. 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.

Video: “The Stanford Prison Experiment.”

Assignments Due Sunday February 1 at 11:59 pm in Brightspace:

Discussion Forum Post 3 (5% of the final grade)

Class 5: Week 5. February 2-6, 2026. – 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: “Manufacturing Consent,” or “Killing Us Softly” or “bell hooks: Cultural Criticism & Transformation.”

Assignments Due Sunday February 8 at 11:59 pm in Brightspace:

Discussion Post 4 and Reply (5% of the final grade)

Class 6: Week 6. February 9-13, 2026. - “Deviant” and “Normal” Sexuality.

- 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 “The Fruit Machine.”

Assignments Due Sunday February 15, at 11:59 p.m. in Brightspace:

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

February 16-20, 2026 – WINTER BREAK – NO CLASSES

Week 7. February 23-27, 2026 – Mid-Term Exam.

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

Assignments Due Sunday March 1 at 11:59 pm:

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

Week 8. March 2-6, 2026. Youth “At Risk” and “As a Risk.”

- 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: “Teenage.”

Assignments Due Sunday March 8, at 11:59 pm in Brightspace:

Discussion Post 6 and Reply (5% of the final grade)

Week 9. March 9-13, 2026. 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: “The Illusionists.”

Assignments Due Sunday March 15, at 11:59 pm in Brightspace:

Discussion Post 7 and Reply (5% of the final grade)

Week 10.

March 16-20, 2026 – 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: "The View from Here: Depression on College Campuses."

Assignments Due Sunday March 22, at 11:59 pm in Brightspace:

Discussion Post 8 and Reply (5% of the final grade)

Week 11. March 23-27, 2026 – 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 Tysers 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: "The Sterilization of Leilani Muir."

Assignments Due Sunday March 29, at 11:59 pm:

Discussion Post 9 (5% of the final grade)

Week 12. March 30- April 3, 2026 – The "Deviance Dance" Continues. (Last Class)

- Lecture: The "Deviance Dance" Continues.
- In Class Group Work & Discussion Post 10
- Final Exam Preparation: 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: *"Erin Andrews Breaks Down in Court Talking About Her Stalker's Video."*

Assignments Due Sunday April 5, at 11:59 pm in Brightspace:

Discussion Post 10 & Reply (5% of the final grade).

Week 13. April 7, 2026. (Last Class)

Final Exam Preparation: Review for the Final Exam

No Assignments.

Final Exam TBA During Exam Period

COURSE INFORMATION

What Students Can Expect from the Instructor and TA: This is an in-person class, which means that all required material will be discussed in class during class time. Supplementary material will be posted in Brightspace and all assignments and exams will be due online in Brightspace. Students may meet with the instructor weekly to ask questions during class time or office hours. Any announcements or course updates will be made in class and online in Brightspace. Each class will include a short lecture and discussion and short videos to supplement the weekly assigned reading material. Your TA and instructor are available for office hours, as well as by appointment, and we can be contacted by email.

What we Expect from Students: As members of the Department of Sociology & Anthropology SOCI2445 students are expected to engage in respectful consideration and analysis of course topics, and respectful discussion with our peers and with the teaching team. Students should allocate enough time each week to complete the assigned readings, attend the lecture, to engage with other posted media, and to complete the weekly discussion forum assignments; this should take approximately 3-4 hours per week. Some classes will involve more work, and should be allocated time accordingly: preparing the discussion forums should be estimated at a maximum of 1 hour per week; the take home exams are more variable, but we recommend that you budget enough time to review and study the material and to write the exams.

Late Assignments:

Students must ask the instructor for permission to submit late assignments before the assignment deadline. If permission is not granted, a penalty of 5% will be deducted for each day an assignment is late up to three days after the deadline. Assignments more than three days late will not be accepted. Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time. Please refer to the “Academic Consideration for Coursework Form” which should be filled out by students in cases of illness. Students must notify me as soon as possible in the case of an emergency or see me in advance during office hours and after our meeting we will record (in written form) reasons for the extension and, if an extension is granted, the new due date. Students may be asked to fill out the Academic Consideration for Coursework Form: <https://carleton.ca/registrar/academic-consideration-coursework-form/>

Contact with the Professor:

Email policy: Please engage with the instructor and course TAs in a formal fashion when communicating via email. Before sending an email, please check the “Ask Your Instructor Forum” (info below) in Brightspace to see if your question has already been answered.

If your question or issue is not addressed there, and if your question is not of a private or personal matter, you are strongly encouraged to post your question in the “Ask Your Instructor” forum on Brightspace so all students in the class can benefit from the information.

If an email is required, please indicate the course name and number (SOCI2445) 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 TA to assist you.

During the week it may take up to 48-hours for the professor to respond to your email. The course instructor and TA do not respond to emails over the weekend. Please plan accordingly. If you send the course instructors and/or TAs 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).

Ask Your Instructor Forum: Please post all course and content related questions in the “Ask Your Instructor” forum on Brightspace course page. A response to your question will be provided

within 48 hours (excluding weekends).

GUIDELINES AND SUGGESTIONS

1. Stay on top of the reading assignments in this course. As with most first and second year survey courses, there is a great deal of reading, and it can pile up very quickly and become overwhelming. Make time to do the required readings each week. Please ensure that you are capable of allocating time to study the assigned material for this course.
2. Students having difficulty with academic requirements should engage with the many resources available on campus to help students succeed.
3. The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS online at: carleton.ca/csas
4. If you are having trouble understanding the material in the course, contact your Professor or Teaching Assistant sooner rather than later. I am here to help you learn.

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 ACCOMMODATION

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>)

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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 Merton Centre regarding accommodation for February/March examinations is **February 1, 2026** and **March 15, 2026** 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

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own failing to acknowledge sources with proper citations when using another's work and/or failing to use quotation marks.

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.

Use of AI in the Course. Minimal Use – Basic Assistance Only

AI use in this course: Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor).

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#). Additional resources are also available on Carleton's [Artificial Intelligence Hub](#).

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/>

Assistance for Students:

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

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

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. 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) Diversity and Inclusion and 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.

(ii) Confidentiality

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

(iii) 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.

LINK TO IMPORTANT DATES:

Academic Dates - Current Students : <https://students.carleton.ca/academic-dates/>

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December 19, 2026