GENERAL COURSE OUTLINE

What does it mean to be a member, to be excluded? What are the forces at play in determining who is considered to be deviant and who is considered to be normal, and why? This course will examine the various sociological theories and debates regarding conformity and deviation, focusing on certain key contemporary issues. We will place our emphasis on "informal modes of social control", such as normative structures and labeling processes, as well as examining some aspects of "formal social control", such as ideology and moral entrepreneurship.

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

Throughout the course, students will be encouraged to be reflective about how they participate in social deviance, both as conformists and deviants, and to be critical of the social construction of normative orders.

Students are encouraged to read ahead in the Reader and Text before the course gets under way. It is strongly suggested that students read Goffman's "Stigma" and find the concepts listed in Unit 6 under Lecture material.
**Course Objectives:**

1. Introduce students to the history of deviance theorizing.
2. Introduce and examine the perspectives and theories of Deviance.
3. Compare and contrast the strengths and weaknesses of the perspectives and theories.
4. Examine and apply the concepts developed by Goffman to manage a 'spoiled identity'.
5. Examine substantive areas of Deviance and the social construction of Deviance as it relates to gender, class, age and ethnicity.

**Course Outcomes:**

1. Students will be able to identify and explain the perspectives and theories of Deviance.
2. Students will be able to evaluate the applicability of the perspectives and theories to documented situations (documentaries and case studies) of Deviance.
3. In written work, students will demonstrate critical thinking and construct sound arguments regarding Deviance-related issues.
4. In written work, students will be able to apply and explain Goffman’s “Stigma” concepts as they relate to a real-life situation.

**Assessment**

- Graded Discussions
  - 6 Graded discussions (out of 7) .................. 30%
- Midterm (Saturday, June 14, 9:00am) ............... 25%
- Stigma Blog Project .................................. 15%
- Final examination ..................................... 30%

100% 

**Required Texts**

Bereska, Tami. *(B)*

Goffman, Erving.

Luton, Kim (ed.) *(L)*

In addition there may be assigned readings placed in Readings on Sakai *(SR)*.
Policy on Make-Up Exams
The midterm and final exam will be multiple choice. Please do not make any travel arrangements that will conflict with the test or the final. Exam dates, once they have been set by the Registrar's Office, are firm and will not be changed. Make-up exams are offered only in the most compelling of circumstances, such as serious illness or a death in the family. Be advised that if you miss an exam you run a serious risk of getting a zero on that component of your grade. To be considered for a make-up, you must:

- Notify Professor Luton of your circumstances BEFORE the scheduled exam.
- Provide clear documentation of your illness. If you were seen by a Health Service Physician on campus, then file the relevant documentation with your Dean's office; in this case, a note to me from your Dean's office saying simply that your request for a make-up is supported by a UWO Health Service Physician will be sufficient. If you were seen by an off campus physician, then file a copy of the relevant documentation with your Dean. In the case of students enrolled in faculties other than Social Science, however, I will need to see a copy of any such documentation and it is your responsibility to insure that your dean's office forwards that documentation to me.

Pre-requisites:
Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Discussions:
This course has 30% of its total marks assigned to "Discussions" - to six graded discussions. They will be critically evaluated according to the following criteria below. The course demands that students who wish to do well stay on top of the readings throughout the 12 weeks. Texts, readings, lecture notes, films and audio material from the whole course will be tested in the final exam - the final exam is cumulative. Thus reading the material is merely a start. Both discussions and exams will require students to master (know) the material in-depth.
Grades for all components of this course are not based on student needs, but on demonstrated proficiency.
Students must participate in all discussions.
**Very Important.** Please note the following.

In all the 'graded discussions', I will interject if I see students needing to clarify or rework their ideas and analysis. Please view these comments as an opportunity to perfect your critical thinking skills.

Please remember to edit your posts **carefully** before submitting them. Note spelling, punctuation, sentence structure, capitalization and grammar. This is a basic requirement for university-level work. Clarity of thought will be evident in clarity of writing. Please take the time to think about the theories, what they mean and how you believe they can be applied as you participate in discussions. While I and others might be able to figure out what you are attempting to say; it would benefit all, if your writing demonstrated clarity and precision.

Your marks will also benefit - it is not my job to 'figure-out' what you might mean, in grading your postings.

**Do not enter** a discussion without having read other students’ earlier postings, so that you avoid repetition of ideas without extending the argument. **No marks for ‘repeating’!**

One post in a graded discussion while possibly brilliant will only merit a mark of "2" at best. **A discussion is an interactive process.**

**Grading Criteria: (Please Note)**

- "5" for superior, thoughtful, original, creative ideas, analysis, comprehension that develops the discussion with multiple postings and integrates information from all discussants and outside sources.

- "4" for very good argument and analysis of developing discussion drawing on extra sources, and challenging assumptions, validity or coherence of ideas of other students’ perspectives in multiple postings.

- "3" for very good understanding and involvement in discussion with some originality of thought demonstrated.

- "2" for good understanding and analysis of ideas in multiple postings responding to discussion.

- "1" for some analysis of information and evidence but perhaps lacks clear focus or limited involvement in discussion or does not push the discussion forward.

- "0" will be assigned to postings that lack little evidence, fail to make an argument and/ or are irrelevant to discussion.
Please note these criteria as you engage in discussions. I am expecting well-written, clear postings that in the early contributions explain, define, or analyze the concepts, but then move well beyond avoiding re-hashing what others have stated. As the discussion develops, I am looking for challenges, arguments or explorations of stated positions backed up with 'evidence'. Students are expected to respond to other posts and introduce new lines of discussion about a given question.

Opening of graded discussions will start on a designated Thursday morning, and close on the following Wednesday at 11:30pm.

Your grades will be posted under 'My Grades", after a discussion closes when they have been assessed.

Please contact ITS if you have any technical problems - 661-3800.

**Stigma Group Blogs:**

As has been strongly suggested, students will have read Goffman’s “Stigma” by June 9th. This means that students will have taken the listed concepts in Lecture 6, found them in “Stigma”, noted the page on which the concepts were found (crucial), and read to understand the use of the concepts. On June 9th, in pre-determined groups of 5, students will access their group blog and over the course of the next 2 weeks in asynchronistic time, start applying the concepts (as many as possible – there are about 105) to the situations and stories revealed in the documentary, “Women, HIV and Criminal Law”. Goffman’s “Stigma” and the concepts are difficult to understand, initially; therefore, this group blog is a tool to encourage collaborative efforts to learn the concepts and apply them accurately to this documentary.

The importance of this group project is to use as many of Goffman’s concepts as possible in order to familiarize students with how individuals who are stigmatized manage their 'spoiled' identities.

The project is worth 15% and will be evaluated on:

1. each student’s general level of engagement (5%).
2. being able to apply the concepts accurately (page reference required) (5%).
3. the number of concepts correctly used to analyze the documentary (5%).

In applying the concepts, the students can use bullet points, but must state the page from which the concept is drawn (no page reference, no mark for concept), and must use proper grammar, spelling and sentence structure. Each member of the group can comment on, correct, add to, or challenge the work of their group peers in order to provide an accurate, effective analysis to be finished for June 20th at 9am.

The value of this exercise is to directly prepare students for the final exam which will have a minimum of 20 questions from Goffman. Secondly, the social construction of deviance leaves all individuals open to the necessity of having to manage their own ‘spoiled identities’. Being able to apply and explain these concepts helps students understand how we participate in the construction of both conformity and deviance.
Films:

The following films are part of the lecture material and are located in the “Videos” folder. They should be incorporated into discussions and will be examined in the midterm and final exams. If you have difficulties viewing these documentaries, please contact ITS for assistance – 661-3800.

- The Burning Times
- Lost in the Struggle
- Women, HIV and Criminal Law
- Lookism
- Tough Guise
- The Real Toronto
- Reimer
- Selling Sickness
<table>
<thead>
<tr>
<th>Unit</th>
<th>(Week of)</th>
<th>LECTURE TOPIC</th>
<th>READINGS</th>
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<tr>
<td>Unit 1</td>
<td>(May 5)</td>
<td>a. Introduction to Course</td>
<td>Chapter 1 (B)</td>
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<td>What is deviance?</td>
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<td>b. Social Typing</td>
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<td>Film: <em>Burning Times</em></td>
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<td>Unit 2</td>
<td>(May 12)</td>
<td>a. Anomia</td>
<td>Chapter 2 (B) 32-52</td>
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<td>b. Functionalism &amp; Social Disorganization</td>
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<td>Murphy &amp; Robinson (SR)</td>
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<td>Mestrovic &amp; Lorenzo (SR)</td>
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<td>Unit 3</td>
<td>(May 19)</td>
<td>a. Differential Association &amp; Neutralization</td>
<td>Chapter 2 (B) 52-65</td>
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<td>b. Control Theory</td>
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<td>Unit 4</td>
<td>(May 26)</td>
<td>Labelling and Deviance</td>
<td>Chapter 3 (B) 66-79</td>
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<td>Dunn (L p. 165)</td>
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<td>Herman &amp; Miall (L)</td>
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<td>Unit 5</td>
<td>(Jun 2)</td>
<td>a. Conflict Theories</td>
<td>Chapter 3 (B) 80-85</td>
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<td>Film: <em>Lost in the Struggle</em></td>
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<td>b. Feminist Theories</td>
<td>Chapter 3 (B) 85-91;</td>
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<td>Chesney-Lind &amp; Shelden (L)</td>
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<td>Unit 6</td>
<td>(Jun 9)</td>
<td>Stigma <em>(not on midterm)</em></td>
<td>Goffman</td>
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<td>Film: <em>Women, HIV and the Criminal Law</em></td>
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<td>Start Group “Stigma” Blogs</td>
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<td>Midterm</td>
<td>(Jun 14)</td>
<td>On UWO campus at 9:00am</td>
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**Unit 7 (Jun 16)**  
- **a. Physical Appearance**  
  Film: *Lookism*

- **b. Woman Abuse & IPV**

**Unit 8 (Jun 23)**  
- **Sex Trade Workers**

**Unit 9 (Jun 30)**  
- **a. Constructed Male Identity**

- **b. Homosexuality & Bisexuality**
  Film: *Tough Guise*

**Unit 10 (Jul 7)**  
- **a. Subcultures**

- **b. Subcultures: Youth**
  Film: *The Real Toronto*
Unit 11 (Jul 14) 
a. Medicalization of Deviance

Film: Reimer

b. Mental Illness

Chapter 8 (B)
Goffman (L)
Rosenhan (L)

Film: Selling Sickness

c. Different Ability

Petrunik & Shearing (L)
Higgins (L)

Unit 12 (Jul 21) 
Transformation & Reintegration

Chapter 10 (B)
Trice & Roman (L)
Brown (L)

THE FINAL EXAMINATION WILL BE TWO HOURS LONG AND WILL COVER THE WHOLE YEAR WITH EMPHASIS ON THE SECTIONS SINCE THE MIDTERM. IT WILL BE HELD DURING THE FINAL EXAMINATION PERIOD.

Enjoy the rest of your summer!!
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.