



**DEPARTMENT OF ARTS AND EDUCATION**  
**COURSE OUTLINE—WINTER 2014**  
**DEVIANCE AND CONFORMITY (SO2240) – B3/C3**  
**3 Credits (3-0-0) UT 45 Hours**

**INSTRUCTOR:** Dr. Christopher Smith      **PHONE:** Office (780) 539-2894  
**OFFICE:** C202      **E-MAIL:** [csmith1@gprc.ab.ca](mailto:csmith1@gprc.ab.ca)  
**OFFICE HOURS:** Wednesdays 10:00-11:20 AM (or by appointment)  
**PREREQUISITE(S)/COREQUISITE:** SO1000  
**REQUIRED TEXT/RESOURCE MATERIALS:**

Bereska, T.M. (2014) *Deviance, Conformity and Social Control in Canada* (4<sup>th</sup> Edition). Toronto: Pearson Canada Inc.

(*Plus* additional articles relevant to specific topics *and* recommended/supplementary readings)

**CALENDAR DESCRIPTION:** A study of the politics and social ramifications of conformity, deviance, and their relation to social change. The course examines how and why some behaviour patterns are defined as deviant or conformist, and factors that influence this. Many types of behaviour will be discussed.

**CREDIT/CONTACT HOURS:** 3 University Credits

**DELIVERY MODE(S):** Class / group discussion, lectures, film analysis and take-home exercises.

**TRANSFERABILITY:** \*\*\* Grades of 'D' or 'D+' may not be acceptable for transfer to other post-secondary institutions. Students must be aware that it is their responsibility to contact receiving institutions to ensure transferability.

**EVALUATION:**

1. Participation and engagement = 10%
2. Critical response papers (3) – top 2 grades x 10% each = 20%
3. Group presentations = 25%
4. Essay proposal and annotative bibliography = 15%
5. Final term essay = 30%

**EVALUATION DETAILS:****1. Participation and engagement = 10%**

- Participating in class discussions regarding assigned readings and lecture materials is a key element to your success in this course; in order to participate, however, it is necessary to attend class on a regular basis. Here it is important to keep up with the assigned readings, and engage the course material in a meaningful manner, linking course content to your everyday life. Although I in no way wish to play the role of disciplinarian, I firmly believe that it is the student's job to take responsibility for show up to class prepared, and therefore attendance will be taken every class.

**2. Critical response papers (3) – top 2 grades x 10% each = 20% (Due at your discretion)**

- Throughout the 13 week course, students may select any three lecture topics, and write a short (3-4 page, double-spaced) critical response to the lecture content and/or reading materials for the given week. For these assignments, no research is required, although direct reference to the readings and /or lecture are strongly encouraged. These short writing assignments should be based on a critical question derived from the chosen theme; here, the central purpose of this exercise is to relate the theories and concepts discussed during a given week to your everyday lived experience

**3. Group presentations = 25% (Schedule to be determined during Week #1)**

- During the first week of class, students will be assigned a topic for group presentations, beginning in Week #2. As opposed to merely regurgitating the lectures or summarizing the readings, the purpose of these presentations is to collaborate with your group members in order to bring the course material to life, using examples from popular media (television, cinema, music, art and literature) to place the course material in a context that is relevant to your everyday experience of the social world. Presentations may or may not be delivered using audio-visual materials such as PowerPoint, YouTube clips, excerpts from media articles, etc., but must include a one-page hand-out for all students in the class summarizing the content of your group's presentation

**4. Essay proposal and annotative bibliography = 15% (Due date: Week 10 - Mon. lecture)**

- In order to ensure that you are prepared for your final essay (due during the exam period), this assignment is intended to encourage students to begin preparing for the essay in advance in order to ensure a well-structured, well-argued, and well-written final product. The proposal component of this assignment entails developing the thesis statement for your final essay by explaining and contextualizing the overall topic of your paper, the argument(s) you plan to advance, and the evidence you intend to use to

demonstrate your thesis. The proposal should therefore be comprised of a 1-2 page (double-spaced) critical discussion of the intended theoretical and methodological structure of your essay. Along with the proposal, you are additionally required to include an annotative bibliography of eight (8) scholarly sources that are relevant to your intended topic. Here, each scholarly source (book or academic journal article) must include a full bibliographic citation in APA style (detailed in class), along with a summary of the material, including the author's methodology, theoretical approach, main arguments, along with a brief discussion of how this work might apply to your intended essay topic.

#### **5. Final term essay = 30% (Due date: TBA)**

- Approximately halfway through this 13-week course, you will be provided with a list of 4-5 broad essay questions relating to the central course themes. You may select any one of the topics for your final essay, intended to be approximately 10-12 pages in length. There will be considerable flexibility built into each of the essay questions, allowing each student to pursue a topic that they can relate to on a personal level. Several weeks prior to the end of class, shortly after the essay questions have been distributed, we will hold a session detailing how to conduct scholarly research in the area of sociology (i.e. using the *Sociological Abstracts* database), and how to structure a proper academic essay in the field of sociology. Your essays must include reference to at least two (2) texts from the course content (assigned readings, lectures, film screenings and/or class discussions), and at least five (5) scholarly sources such as academic books or journal articles. Your 'works cited' or 'bibliography' must include a total of 10 sources (2 course texts, 5 scholarly books or articles, and three additional references). The final three (or more) references may take the form of popular media reporting (newspaper, blog, and/or magazine articles, either in print or online), popular culture (television shows, cinema, print/radio/TV advertisements etc.), or art and literature. Detailed expectations for the essay structure – and specifically the essay's thesis statement – will be addressed in tandem with the discussion of how to conduct scholarly sociological research. The final essay will be due in both paper and electronic formats during the exam period.

#### **NOTES REGARDING EVALUATION:**

- Spelling and grammar are important elements for precise, critical communication. Although the argumentative content and structure of your writing assignments will be most highly valued, spelling and grammar will also be taken into consideration.
- ALL assignments must be submitted both electronically and in paper form. Assignments must be sent by email to my college address, with the assignment title in the subject line.
- Unless discussed prior to the due date, 10% will be deducted per day for late penalties.

**COURSE FORMAT AND STUDENT RESPONSIBILITIES:**

Appropriate preparation is essential for success in this course. This includes regular attendance, completing all assigned readings, and a high level of participation and engagement in class discussions. As this course entails one three-hour class per week (Mondays, 6:00-8:50 PM), the class will largely take the form of a seminar/tutorial, with periodic lectures throughout. Starting in Week #2, class sessions will begin with group presentations for the first 20 minutes. Given this format, it is therefore your responsibility to ensure that you are prepared by committing to regular attendance, completing your weekly assigned readings, and participating regularly in class discussions.

**POLICY REGARDING COMPUTERS AND SMART PHONES:**

Although I am personally a firm believer in the value of note-taking with a pen/pencil and paper, students may use a laptop during the Monday lecture period to take notes if they wish. That said, if any student is caught using their laptop to play games or engage in social networking (i.e. Facebook etc.), this privilege may be revoked. During the Wednesday seminar/tutorial, however, unless you have special needs that require the use of a laptop, computers will not be permitted in class; instead, I urge you to take any relevant notes using a traditional pen and paper. Student presenters wishing to use PowerPoint or show excerpts from films and/or YouTube clips need only bring their material on a flash drive, and I will set up all the necessary classroom technology for their use. With regard to cell/'smart' phones, these should be set on vibrate prior to entering the classroom (both for Monday and Wednesday sessions), so as not to disrupt either me (i.e. the lecturer) or your classmates. Use of cell phones in class is strictly prohibited, but if there is cause to expect a call during class hours due to legitimate reasons, please approach me at the beginning of class and excuse yourself as discretely as possible if and when necessary.

**PLAGIARISM AND CHEATING:**

Please refer to the GPRC Calendar (page 45) and the GPRC Policies website to get more information on Plagiarism and Cheating:

[https://www.gprc.ab.ca/files/forms\\_documents/Student\\_Misconduct.pdf](https://www.gprc.ab.ca/files/forms_documents/Student_Misconduct.pdf)

Plagiarism and cheating are taken seriously and will be dealt with severely.

Instructors reserve the right to use electronic plagiarism detection services on written assignments. Assignments will therefore be required in both electronic and paper formats.

## GRADING CRITERIA

**IMPORTANT NOTE:** this grid is not identical to the one displayed as a guideline on page 38 of the college calendar. Also note that different instructors may use criteria that is different from the guideline displayed on page 38 and may be different from the grid displayed below.

Alpha Grade	4-Pt Equivalent	Percentage Guidelines	Designation
A+	4.0	97-100	Excellent
A	4.0	93-96	
A-	3.7	89-92	First Class Standing
B+	3.3	85-88	
B	3.0	80-84	Good
B-	2.7	75-79	
C+	2.3	70-74	Satisfactory
C	2.0	65-69	
C-	1.7	60-64	
D+	1.3	55-59	Poor
D	1.0	50-54	Minimal Pass at GPRC
F	0.0	0-49	Fail – no credit received
WF	0.0		Fail – Withdrawal after deadline/ no credit received

## TENTATIVE COURSE SCHEDULE:

**\*NOTE:** Recommended/supplementary texts are not absolutely necessary, but will likely help you gain a more in-depth perspective on a given topic; these materials can also be used as scholarly sources for your final essay.

\*\*\* “One of these things is not like the others...” (Sesame Street song, circa- early-1980s)

\*\*\* Ask not “what restrains most of us from deviance” (Bereska, 2014: 59), but instead, *what forces and factors compel the vast majority of the population to conform/ity?*

### **WEEK #1: Introduction: (Re-)Defining Deviance**

- Deviance as the corollary of conformity?
- The origins of deviance: Biological essentialist vs. social constructionist models
- The development of deviance paradigms: From moral to criminological to pathological
- Categorization and characterizations of ‘deviance’: Acts and labels (subjective/objective)

- **ASSIGNED READINGS:**

- Deviance, Conformity & Social Control in Canada – Ch. 1 (p. 1-31)

- **RECOMMENDED/SUPPLEMENTARY READINGS:**

- Sekula, A. (1986) The Body and the Archive. *October*, 39: 3-64.

### **WEEK #2: Explaining Deviance**

- Acts vs. perceptions; Reactions and power

- **ASSIGNED READINGS:**

- Deviance, Conformity & Social Control in Canada – Ch. 2 & 3 (p. 32-91)

- **SCREENING:**

- Sociology Short Cuts: Crime & Deviance (URL: <http://www.youtube.com/watch?v=IzsOKYbD0Gg>)

### **WEEK #3: The Construction of deviant typologies: The ‘addict’ and the ‘homosexual’**

- The role of new forms of discourse and institutional power/knowledge in social constructions of ‘addiction’ and ‘homosexuality’
- The function of deviant typologies in the operation of social control in contemporary capitalist culture (i.e. the fundamental necessity of ‘others’ in articulations/expressions of self-identity)

- **ASSIGNED READINGS:**
  - Deviance, Conformity & Social Control in Canada – Ch. 5 (p. 120-153)
- **RECOMMENDED/SUPPLEMENTARY READINGS:**
  - Brodie, J.F. & Redfield, M. (2002) Introduction. IN *High Anxieties: Cultural Studies in Addiction* (pp. 1-15) Berkeley: University of California Press.
  - Foucault, M. (1978) *The History of Sexuality Volume 1: An Introduction*, R. Hurley, (Trans.). New York: Vintage Books. [EXCERPT]

#### **WEEK #4: Deviance and/as 'anti-social' behaviour**

→The Diagnostic and Statistical Manual (DSM) and the pathologization of deviance

- **ASSIGNED READINGS:**
  - Sedgwick, E. (1993) Epidemics Of The Will. IN *Tendencies*. Durham, N.C.: Duke University Press.
- **RECOMMENDED/SUPPLEMENTARY READINGS:**
  - U.K. Anti-social Behaviour Act:
    - Background: [http://en.wikipedia.org/wiki/Anti-social\\_Behaviour\\_Act\\_2003](http://en.wikipedia.org/wiki/Anti-social_Behaviour_Act_2003)
    - UK Legislation: <http://www.landlords.org.uk/sites/default/files/asb2003.pdf>
  - Anti-social personality disorder:
    - Background: [http://en.wikipedia.org/wiki/Antisocial\\_personality\\_disorder](http://en.wikipedia.org/wiki/Antisocial_personality_disorder)
    - DSM: [http://www.psi.uba.ar/academica/carrerasdegrado/psicologia/sitios\\_catedras/practicas\\_profesionales/610\\_clinica\\_cuadrosfront\\_psisosis/material/dsm.pdf](http://www.psi.uba.ar/academica/carrerasdegrado/psicologia/sitios_catedras/practicas_profesionales/610_clinica_cuadrosfront_psisosis/material/dsm.pdf)
  - DSM IV→V: From 'gender identity disorder' to 'gender dysphoria'
    - DSM V Gender Dysphoria Fact Sheet: <http://www.dsm5.org/Documents/Gender%20Dysphoria%20Fact%20Sheet.pdf>
  - **PLUS:** Gender transitioning notes (F→M) from Iain (Posted on Moodle)

#### **WEEK #5: Mental Health, 'Mad Pride' and Perceptions of Deviant Minds**

→ Reclaiming deviant identities: Psychiatric/consumer survivor initiatives and 'mad pride'  
→ Increasing conflation between 'addiction' and/as 'mental health'

- **ASSIGNED READINGS:**
  - Cheng, R. & Smith, C.B.R. (2009) *Engaging People With Lived Experience for Better Health Outcomes: Collaboration with Mental Health and Addiction Service Users in Research, Policy, and Treatment*. Toronto: Ontario Ministry of Health and long-Term Care. [URL: [http://opdi.org/images/resources/Raymond%20Cheng\\_Christopher%20Smith\\_Consumer\\_Partnership.pdf](http://opdi.org/images/resources/Raymond%20Cheng_Christopher%20Smith_Consumer_Partnership.pdf)]

- **RECOMMENDED/SUPPLEMENTARY READINGS:**

- Canadian HIV/AIDS Legal Network 2005 Nothing about us without us; Greater, Meaningful Involvement of People Who Use Illegal Drugs: A Public Health, Ethical, and Human Rights Imperative. Toronto: Canadian HIV/AIDS Legal Network. [<http://www.aidslaw.ca/publications/interfaces/downloadFile.php?ref=67>]

**WEEK #6: From 'mainstream' to 'alternative' to 'mainstream' culture**

→ 'Mainstream'/'mass' culture, 'alternative' sub/counter-culture, and 'recuperation'

→ The central role of mass media in constructing 'mainstream' and 'alternative' cultures

→ How are 'deviant' sub/counter-cultures absorbed into the mainstream and sold back to us in harmless, non-threatening form?

- **ASSIGNED READINGS:**

- Deviance, Conformity & Social Control in Canada – Ch. 4 (p. 92-119)

- **RECOMMENDED/SUPPLEMENTARY READINGS:**

- Debord, G. (1994) *Society of the Spectacle*, D. Nicholson-Smith, trans. New York: Zone Books. [EXCERPT]
- Knabb, K. (2006) *Situationist International Anthology* (Revised Edition). Berkley: Bureau of Public Secrets. (URL: <http://www.bopsecrets.org/SI/>)
- Plant, S. (1992) *The Most Radical Gesture: The Situationist International in a Postmodern Age*. New York: Routledge. [EXCERPT]

- **SCREENING:**

- Debord, G. (1973) *Society of the Spectacle*. 88min. [EXCERPT]

**WEEK 7: Conducting scholarly sociological research and writing a high-level sociology essay**

→ Instructional session designed to prepare you for your proposal, annotative bibliography, and final essay

→ First half of this week's session will take the form of a lecture with research assistance from library staff, in tandem with a detailed explanation regarding essay expectations; the second half of our three-hour session will involve a Q&A session re. your potential essay topics/ideas—come prepared to discuss your tentative topic with your fellow classmates

- Handouts and supplementary readings TBA



## **WEEK #8: Deviance and (socio-spatial) stigma/tization**

- Socio-spatial stigmatization and the disorder of drugs
- Deviance and/in Urban Public Space

- **ASSIGNED READINGS:**

- Takahashi, L.M. (1997) The Socio-Spatial Stigmatization of Homelessness and HIV/AIDS: Towards an Explanation of the NIMBY Syndrome. *Social Science and Medicine* 45(6): 903-914.
- Smith, C.B.R. (2010) Socio-spatial stigmatization and the contested space of addiction treatment: Remapping strategies of opposition to the disorder of drugs. *Social Science and Medicine*, 70(6): 859-866.

- **RECOMMENDED/SUPPLEMENTARY READINGS:**

- Goffman, E. (1963) *Stigma: Notes on the Management of a Spoiled Identity*. Englewood Cliffs, N.J.: Prentice-Hall, Inc. [EXCERPT]
- Smith, C.B.R. (2011) A users' guide to 'juice bars' and 'liquid handcuffs': Fluid negotiations of subjectivity, space and the substance of methadone treatment. *Space and Culture*, 14(3): 291-309.

- **SCREENING:**

- Benger, R. (1996) *East Side Showdown*. 46 min. Toronto National Film Board of Canada (NFB).

## **WEEK #9: Spatial solutions to perceived problems of social deviance**

- The contemporary shift from 'disciplinary' (Foucault) to 'control' (Deleuze) societies

- **ASSIGNED READINGS:**

- Foucault, M. (1980) The Eye of Power (pp. 146-165). IN Gordon, C. (Ed.) *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*. New York: Pantheon Books.
- Deleuze, G. (1995) Postscript on Control Societies (pp.177-182). IN Joughin, M (Trans.) *Negotiations*. New York: Columbia University Press.

- **RECOMMENDED/SUPPLEMENTARY READINGS:**

- Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. Sheridan, A. (Trans.). New York: Vintage Books.

- **SCREENING:**

- *Farewell to Oak St.* (National Film Board, 1953, 16 min.)
- *Return to Regent Park* (National Film Board / CBC, 1994, 56 min.)

**WEEK #10: Youth subcultures and media-fuelled 'moral panics'**

- What sub/counter-cultural identities have you adopted throughout your life?
- What was the initial media/public reaction to such subcultures, and when/how did they become part of 'mainstream' / 'mass' / dominant culture?

- **ASSIGNED READINGS:**

- Deviance, Conformity & Social Control in Canada – Ch. 6 (p. 154-187)

- **RECOMMENDED/SUPPLEMENTARY READINGS:**

- Cohen, S. (1973) *Folks Devils and Moral Panics*. London: MacGibbons and Klee.
- Wimsatt, W.U. (2001) *Bomb The Suburbs: Graffiti, Race, Freight-Hopping and the Search for Hip-Hop's Moral Center*. Berkley, CA: Soft Skull Press.
- Gelder, K. & Thornton, S. (1997) *The Subcultures Reader*. New York: Routledge.
- Hebdige, D. (1979) *Subculture: The Meaning of Style*. New York: Methuen & Co.
- O'Connor, A. Punk Subculture in Mexico and the Antiglobalization Movement: A Report from the Front. *New Political Science*, 25(1): 43-53.

**WEEK #11: Case Study #1: 'Graffiti' vs. 'street art'**

- Destructive, anti-social, deviant behavior or constructive form of contemporary urban artistic expression?

- **ASSIGNED READINGS:**

- Norton, A. (2001) Writing Property and Power. Henaff, M. & Strong, T. (Eds.) *Public Space and Democracy* (pp.189-200). Minneapolis: University of Minnesota Press.

- **RECOMMENDED/SUPPLEMENTARY READINGS:**

- Banksy's Website: [www.banksy.co.uk](http://www.banksy.co.uk)

- **SCREENING:**

- Ahearn, C. (1982) *Wildstyle*. Submarine Entertainment.
- Banksy, Dir. (2010) *Exit Through the Gift Shop*.
- Preston, J., Dir. (2011) *Graffiti Wars*. UK: Channel 4.

**WEEK #12: Special Topic (TBA)**

- Collectively determined by the course group

- **READINGS: TBA**

**WEEK #13: Review**

- + Essay Assistance workshop

## IMPORTANT DATES

§ = Key financial dates; **GP** = Grande Prairie campus only; **FV** = Fairview campus only

### JANUARY 2014

06 (GP) Orientation to College for newly registered students.\*  
(FV) First Day of Classes for most programs\*\*

07 (GP) First Day of Classes for most programs\*\*

Last day for the Registrar's Office to receive applications for repeat final exams for fall semester courses.

Last day to pay winter semester fees to avoid late payment penalty. Students who have not paid winter fees will be assessed a late payment penalty after this date.

Last day to drop courses in most programs.

(GP) Last day for new registrants for winter semester to opt out of the Student Health/Dental Plan.

28 Last day for deferred and repeat final exams for fall semester courses. Deadline to clear grades of "IN" for fall semester courses.

### FEBRUARY 2014

17 Family Day-Limited access to College buildings. No classes. Administrative offices are closed.

18- (GP) Winter Break-No classes on GP campus except for apprenticeship and pre-employment.

21 (FV) Winter Break-No classes for Animal Health Technology students only.

### MARCH 2014

07 Last day to withdraw from courses in most programs with a grade of "W".

08 (FV) Convocation

10\$ Students who still have a balance owing after this date will be withdrawn from all classes and will receive grades of "WF".

### APRIL 2014

01 Early registration for September 2014 begins for continuing students.

18 Good Friday-Limited access to College buildings. Administrative offices are closed.

28 Last day of exams/classes in most programs.

### MAY 2014

01 Registration for September 2014 begins for full and part time new and returning students.

03 (GP) Convocation

05 (GP) Spring session classes normally begin on this day.

19 Victoria Day-Limited access to College buildings. No classes. Administrative offices are closed.

20 Last day for the Registrar's Office to receive applications for repeat final exams for winter and full year courses.

27 Last day for deferred and repeat final exams for winter and full year courses. Deadline to clear grades of "IN" for winter and full year courses.

### **FOR YOUR INFORMATION:**

**Student Rights and Responsibilities:** Please refer the following web address regarding Student Rights and Responsibilities or refer to the college website

[https://www.gprc.ab.ca/files/forms\\_documents/StudentRightsandResponsibilities.pdf](https://www.gprc.ab.ca/files/forms_documents/StudentRightsandResponsibilities.pdf)

**Friendship Centre:** The Friendship Centre at Grande Prairie Regional College provides a space for all students to meet, do homework, retrieve or leave messages, obtain community resources material, or just relax. The on-campus Friendship Centre is available for sharing circles, gatherings, study groups, and tutoring sessions. Everyone is welcome.

**Campus Security:** You should be aware that GPRC is no safer than the rest of Grande Prairie. Attacks on campus, as well as theft and vandalism have been occurring with increasing frequency. For your safety, Campus Security will provide a 24-hour Safe Walk service anywhere on campus. Call 780-539-2700 or use the blue phones on campus.

**Learning Support Centre:** The Learning Support Centre is available to all students who wish to improve their academic skills and ability to learn. Students can receive help with their writing (essay structure, grammar, formatting), as well as with math and science problems. Workshops on exam anxiety, study skills, noting taking, and other important skills are also offered here. The Learning Centre is in the Library.