



2. Express this comprehension by deconstructing our perspectives of conformity and deviance, utilizing the ideas of Objective 4.
3. Learn and employ sociological theories that attempt to explain why we deviate, and why we conform.

**TRANSFERABILITY:** UA, UC\*, UL, AU, AF, GMU, KUC

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

**GRADING CRITERIA:**

<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A+</b>	<b>4.0</b>	<b>95 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>90 – 94</b>	
<b>A-</b>	<b>3.7</b>	<b>87 – 89</b>	<b>FIRST CLASS STANDING</b>
<b>B+</b>	<b>3.3</b>	<b>83 – 86</b>	
<b>B</b>	<b>3.0</b>	<b>80 – 82</b>	<b>GOOD</b>
<b>B-</b>	<b>2.7</b>	<b>77 – 79</b>	
<b>C+</b>	<b>2.3</b>	<b>73 – 76</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>65 – 72</b>	
<b>C-</b>	<b>1.7</b>	<b>60 – 64</b>	
<b>D+</b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

**NOTE:**

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



These will be group presentations to the class, comprised of 3 - 5 people. The mark will be assigned collectively for group presentations but members of each group will evaluate each other's contribution to presentation based on a brief questionnaire I will hand out to you. These will not be part of my assessment of the presentation, but will be considered by me when thinking of a bonus mark for you.

For this assignment you will consider yourselves curators of a museum exhibition. The topic of the exhibition is entirely your choice, but you should think about its theme and layout presentation to me and to the rest of the class. A minimum of 10 items must be displayed. You will explain to your audience the ideas underlying the theme and layout. After this phase of the presentation is over, the class and I will leave the room and you will rearrange the same 10 items. When we return you will follow the same process, this time with a different explanation.

This course will emphasize the instability and arbitrary characteristics of our beliefs, morality, judgments, and practises. Therefore the significance and meaning(s) of your exhibit from a conformist and/or deviant perspective, and the logic of its display, must be openly addressed. You should not just persuade us of your interpretation.

***Final Exam Analytical Essay:*** Due Date TBA

What we call deviant behaviour is based on the assumption it is the unusual or strange or the unexpected that require explanation or theorizing. This essay requires you to do the opposite. You will discuss an aspect of Canadian society that you interpret through art or articles, books or other materials you have read; films or shows you have watched, social events current in the minds of many, etc. In this essay you will analyze the message(s) of conformity in how this aspect is depicted and explained. Then you will discuss why people might respond un-conformingly to what is portrayed. Rather than discuss how and why we may 'deviate', you will discuss how and why we may conform. Minimum length is 1200 words.

**You must go beyond one small quote. Or a line or two from a source. An in-depth discussion of the source-works is expected, and how they assist your analysis. This doesn't mean they must guide you to a conclusion. I am interested in how they help the process of your analysis.**

\*\*\*Grammar is important to communicating precise meaning. Therefore, while it will not be valued as highly as content, it will be evaluated and therefore can affect your mark.

**\*\*\*ALL WRITTEN ASSIGNMENTS ARE SUBJECT TO LATENESS PENALTIES OF ONE GRADE LEVEL PER CALENDAR DAY BEYOND THE DUE DATE. A PENALTY WILL ALSO BE APPLIED FOR**

**INSUFFICIENT LENGTH AND NOT SENDING WRITTEN WORK TO ME AS EXPLAINED IN THIS OUTLINE:**

**\*\*\*\*ALL WRITTEN ASSIGNMENTS MUST BE SENT BY EMAIL, TO MY COLLEGE ACCOUNT:**

**[asegal@gprc.ab.ca](mailto:asegal@gprc.ab.ca) ALSO, YOU MUST INCLUDE THE WORD 'ASSIGNMENT' IN THE SUBJECT LINE, AND INDICATE WHICH ASSIGNMENT IT IS.**

**Discussion Bonus Mark:**

Every person in the course may (but not necessarily will), receive a bonus mark based on a combination of the frequency and quality of the participation. Discussion postings to a Moodle discussion forum also will be considered class participation. You will be eligible for a bonus mark only if you display commitment to the course by reading the books and completing all written assignments. Although attendance is not relevant to the regular assignments for the course, it is important to your eligibility for a bonus mark. Eligibility for the bonus is nullified if you are absent for more than 1 class.

**STUDENT RESPONSIBILITIES:**

University courses provide the best intellectual and perhaps social experience, when students arrive prepared for the day's work. My classes are heavily discussion -oriented and therefore require commitment from students.

1. Read assignments.
2. Participate in class conversation about the material.
3. Complete all written work.
4. Indicate on submitted material your name; section and course number; and which assignment is being sent to me.
5. All written work must be sent via email to [asegal@gprc.ab.ca](mailto:asegal@gprc.ab.ca) You MUST use the word 'assignment' in the subject line.
6. \*\*\* Electronic Devices: People who must have contact with others during class time may leave their cell phones on 'vibrate', and leave the room if a response is required. Otherwise, texting or use of phones will result in you having to miss that particular class. Please do not put me in a position of having to do this.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/>

Or the College Policy on Student Misconduct: Plagiarism and Cheating at

<http://www.gprc.ab.ca/about/administration/policies/>

\*\*Note: all Academic and Administrative policies are available on the same page.

Instructors reserve the right to use electronic plagiarism detection services on written assignments. Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.

## **COURSE SCHEDULE/TENTATIVE TIMELINE:**

### **Week1      General Introduction to SO2240**

### **Week 2      Lecture 1: Functionalism, Positivism, Conflict; Dissent Versus Deviance**

Class Discussion:

What are objective and subjective ideas and theories of deviance (and conformity)?

What do sociologists mean by social processes?

Sociologists sometimes mention deconstructing patterns of behaviour or belief. What are they trying to say?

Consider the validity of concepts of pathology, harm, rights, etc.

Does our society have dominant moral codes? What persuades you they are dominant? Do they prevail in some contexts but not others?

### **Week 3      Lecture 2: Discourse and Deconstruction; Language and Semiotics**

Class Discussion:

What foundational significance to Foucaultian discourse is the trinity of knowledge, power, and truth?

What are signifiers?

### **Week 4      Lecture 3: Subjectivity; Micro and Macro Facets of Conformity**

Class Discussion:

Why distinguish among Primary, Secondary, and Tertiary Deviance? Should we use the same categories for conformity?

Who or what is The Subject in either construct of understanding and interpretation?

### **Week 5      Lecture 4: Representation; Ian Hacking and Social Categories**

Class Discussion:

What is a paradigm? How does it apply to culture and norms, and what is its relevance to a discussion of deviance or conformity?

***Weeks 6 - 12 Films, Articles, Class Presentations***