Course Outline

Course Title:	Crime and Deviance in Modern Society: Fifty Shades of Normal		
Course Number:	GNED123	**Approval Date:**	2018/8/27
Course Hours:	45 hours	**Academic Year:**	2018
Academic School:	School of General Arts & Sciences		

Faculty:	Barbara Bond - barbara.bond@flemingcollege.ca
Program Co-ordinator or Equivalent:	Lisa Stefaniak - lisa.stefaniak@flemingcollege.ca
Dean (or Chair):	Sandra Dupret - sandra.dupret@flemingcollege.ca

Course Description

This online course explores the nature and meaning of deviance in examples ranging from murderers and terrorists to white-collar psychopaths, political dissidents and controversial social activists. What exactly is "normal"? Is criminal behaviour always wrong? Is it always right to conform? Are serial killers born, or made? How accurate are popular portrayals of criminals and profiling in film and the media? Utilizing a multidisciplinary and multimedia approach, this course asks students to engage with some of the most disturbing and challenging questions in modern society.

Prerequisites: None.

Corequisites: None.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Examine the nature and meaning of "normal" and "deviant" in modern society.
2. Explain criminal and deviant behaviour from a multidisciplinary perspective (i.e., biology, cultural studies, criminology, evolutionary, environmental and ecological, geographical, psychological, and sociological theories).
3. Critically assess evidence based, news media, and popular culture's portrayal of criminal and deviant behaviour.
4. Critique portrayals of criminal profiling in the news media and popular culture, and assess the validity of the tools and procedures currently used to predict and profile criminal behaviour.

5. Assess risk and the effectiveness of treatment programs among certain types of criminal and deviant behaviour (i.e., sexual offenders and psychopaths).
6. Apply criteria used to assess criminal responsibility.

Learning Resources

All content for the course is available within the modules of the course on D2L or external links. There is not a required text for this course, but students may need to pay to rent or download some media for the course.

Assessment Summary

Assessment Task	Percentage
Assignments	55%
Presentations	20%
Applied Learning	25%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- Academic Integrity (2-201A) (https://department.flemingcollege.ca/hr/attachment/7750/download)
- Accessibility for Persons with Disabilities (3-341) (https://department.flemingcollege.ca/hr/attachment/5619/download)
- Grading and Academic Standing (2-201C) (https://department.flemingcollege.ca/hr/attachment/7752/download)
- Guidelines for Professional Practice: Students and Faculty (https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
- Student Rights and Responsibilities (5-506) (https://department.flemingcollege.ca/hr/attachment/269/download)

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The Ministry of Training, Colleges and Universities oversees the development and the review of standards for programs of instruction. Each college is required to ensure that its programs and

program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Training, Colleges and Universities](#) (MTCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MTCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/)

Detail Plan

Term:	2018 Fall
Faculty:	Barbara Bond - barbara.bond@flemingcollege.ca
Program Co-ordinator or Equivalent:	Lisa Stefaniak - lisa.stefaniak@flemingcollege.ca
Dean (or Chair):	Sandra Dupret - sandra.dupret@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
1	Introductory Module: How the course works		Discussion (not for grades)
2	MODULE 1: Multidisciplinary Perspectives of Crime and Deviance: Psychological, Sociological, Criminological	1,2	
3	MODULE 1 Continued: (Multidisciplinary Perspectives of Crime and Deviance: Psychological, Sociological, Criminological)	1,2	Discussion 1 and two replies (5%)

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
4	MODULE 1 Continued (Multidisciplinary Perspectives of Crime and Deviance: Psychological, Sociological, Criminological)	1,2	Urban Photography Assignment (25%)
5	MODULE 2: Social Deviance, Subculture, and Counterculture (Political and Social Deviance).	1,2,3	
6	MODULE 2 Continued (Subculture and Counterculture)	1,2,3	Discussion 2 and two replies (5%)
7	MODULE 3: Psychopaths Among Us (Psychopaths in Popular Culture)	1,2,3,4	Media Clippings Analysis (15%)
8	Independent Learning Week		
9	MODULE 3 Continued (The Psychopath Test and Addressing the Myths).	1,2,3	
10	MODULE 3 Continued (Multidisciplinary Approaches to Explaining Psychopathic Behaviour; Psychopathy's Brightside)	1,2,3	
11	MODULE 4: Forensic Psychology and Catching the Criminal - Is it really like I see on TV? (Popular Culture's Portrayal of Catching the Criminal)	1,2,3	Film Analysis (20%)
12	MODULE 4: Continued (Criminal and Geographical Profiling in the Real World)	1,2,3,4	
13	MODULE 5: Criminal Responsibility and the Risk of Re-offense (Crime and Mental Disorders: The Question of Responsibility)	1,2,3,4	Presentation OR Report on the Validity of Criminal Profiling (20%)
14	MODULE 5: Continued (Intervention and Treatment:; Criminal Minds and Cognitive Behavioural Therapies)	1,2,5,6	
15	MODULE 5: Continued (Let Me Out - I'm Cured; Effectiveness of Treatment for Sexual Offenders and Psychopaths)	1,2,5,6	Group Project (10%) Psychological Criteria to Assess Criminal Responsibility

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Discussion Boards (2 x 5%)	3,6	1,2,5	10%
Urban Photography Assignment	4	1,3	25%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Media Clippings Analysis	7	1,2	15%
Film Analysis: Portrayals of Psychopaths	11	3	20%
Presentation OR Report on the Validity of Criminal Profiling	13	3,4	20%
Group Project: Criminal Responsibility	15	6	10%

Exemption Contact

Information about the Transfer Credit process can be accessed through your myCampus Portal under the Registrar's Office and Resources Tabs or by contacting the Transfer Credit Coordinator, (transfercredit@flemingcollege.ca) in the Registrar's Office.

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

LATE POLICY

You must submit/present all written/oral assignments on their assigned dates unless you make specific arrangements in writing/voice mail/E-mail with your professor at least 24 hours prior to the due date in question. In the case of any emergency, make arrangements (in writing, if necessary) immediately upon your return. Your professor will make special arrangements for valid reasons only. In the case of illness, you may be required to provide a medical note. Other extenuating circumstances will be discussed on an individual basis. A penalty of 10% per day will be applied to an assignment not submitted by the original or extended due date. An assignment more than three days late will receive a

grade of zero ("0"). Weekends are counted as two days. No assignment will be accepted after the last day of classes without prior arrangement with your professor.

No assignment will be accepted by email without prior arrangement with your professor. There are no extra credit assignments or assignments in addition to those listed on this outline.

ACADEMIC INTEGRITY

Academic Integrity refers to honoring an ethical and moral code regarding the honest creation of an individual's own work and the acknowledgement of contributions from others to that work.

Academic Integrity Violations and Sanctions

Academic integrity breaches are assessed according to the severity and number of offences. A breach will be assessed based on a system that includes four (4) types of violations and corresponding sanctions as depicted below.

1. TYPE 1 violations may be deemed to be minor in nature and to have affected a small portion of the work in question

Mandatory sanction: Mandatory completion of an Academic Integrity module.

Optional sanctions:1. Resubmission of the original assessment piece 2. Submission of a new assessment piece 3. Portion of assessment piece receives a grade of "0" resulting in a reduced overall grade.

2. TYPE II violations are of a more serious or extensive nature than the ones described in Type I or are those which affect a more significant aspect or portion of the work.

Mandatory sanction: A grade of "0" on the assignment and completion of an Academic Integrity Education module.

3. TYPE III violations affect a substantial portion of work done to meet course requirements and/or involve premeditation, or a student has repeated Type I or II violations. Students will not receive refunds for disciplinary actions.

Mandatory sanction: Grade of "0" for the course and completion of an Academic Integrity Education module.

4. TYPE IV violations are reserved for the most serious breaches of academic integrity and/or incidents preceded by repeated violations at all previous levels. Students will not receive refunds for disciplinary actions.

Mandatory sanction: Suspension from the College for a minimum of one semester.

Please refer to the following documents for additional information: 1. College Policy #2-201A Academic Integrity and 2. Administrative Operating Procedure #OP 2-201A Academic Integrity.

PLAGIARISM

In essence, plagiarism is the submission for credit of work taken without due documentation from an existing source. One form of plagiarism involves direct incorporation, without proper credit, of phrases, passages of text, images, or data of any kind from an existing source. A second form involves using data or information without proper credit (even though the incorporated information is paraphrased or otherwise not in direct form). The following are all types of plagiarism:

1. Copying text word-for-word from the Internet without giving proper credit.
2. Incorporating text from the Internet, but inadequately paraphrasing or summarizing (for example, just changing a few words). Note that this is plagiarism *whether or not it is properly cited.* A paraphrase, in particular, must be unrecognizably related to the original source text.
3. Submitting an assignment and claiming it as your own when it was actually written by someone else or copied from someone else.

See the Fleming College Library website for information on documentation:
http://flemingcollege.ca.libguides.com/apastyle.