SOCL11060 *Being Bad*
Term 2 - 2020

All details in this unit profile for SOCL11060 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit looks at the contributions that culture, social structures and interpersonal relationships make to the formation of normal and deviant identities and behaviours in contemporary society. In addition to undertaking an analysis of competing theoretical perspectives of deviance and identity, you will be given the opportunity to explore key debates and controversies related to identified forms of deviant behaviour. You will also be required to compare and contrast beliefs and attitudes toward the major forms of personal deviance with focus on current formal and informal responses and practices. Special attention will be given to behaviours that are thought to be wild, risky, unacceptable or dangerous including: drug and alcohol use, sexual deviance, offensive behaviours, such as offensive humour and swearing, and body modification practices. You will be provided opportunities to consider questions such as, 'is 'being bad' a form of resistance to, or a symptom of, a culture that has commodified deviant identities and can 'bad behaviour' ever be good? The unit will draw on a range of theoretical perspectives in Sociology and Cultural Studies and also use examples from The Arts, Philosophy, and Religious Studies.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2020

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 40%
2. **Written Assessment**
Weighting: 25%
3. **Written Assessment**
Weighting: 35%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Moodle page

Feedback

Several comments related to assessment in particular, assessment detail and the availability of previous examples.

Recommendation

A review of the assessments, including, assessment details, marking rubrics and marking criteria will be undertaken so that these better reflect the expectations and structure of the assessment/s. The provision of a number of past examples in the Moodle page will specifically identify the key differences in the requirements of the current task versus the previous iteration.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain the contributions that culture, social structures and interpersonal relationships make to the formation of normal and deviant identities in contemporary society.
2. Apply sociological concepts and theories to key debates and controversies related to identified forms of deviant behaviour.
3. Analyse competing theoretical perspectives of deviance and identity.
4. Outline the positive and negative consequences of deviance.
5. Compare and contrast beliefs and attitudes to contemporary views of behavioural social norms and deviance.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%		●		●	●
2 - Written Assessment - 25%	●			●	●
3 - Written Assessment - 35%	●	●	●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	○	○	○	○	○

Graduate Attributes	Learning Outcomes				
	1	**2**	**3**	**4**	**5**
2 - Problem Solving		•			•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work					
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•	•
8 - Ethical practice		•			•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Written Assessment - 40%	•	•	•	•		•	•	•		
2 - Written Assessment - 25%	•	•	•	•		•	•	•		
3 - Written Assessment - 35%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks
SOCL11060

Prescribed

Short Introductions. Social Deviance.
Edition: Second (2019)
Authors: Henry, S with Howard, L
Polity Press
Cambridge , United Kingdom
ISBN: 978-1-5095-2350-4
Binding: Paperback

Additional Textbook Information
Paperback copies are available from the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)
eBooks are available at VitalSource (https://bookshelf.vitalsource.com/books/9781509523542)

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Sociology of Deviance: An introduction.	Your reading for this week is to familiarise yourself with the unit Moodle site and to read: Chapter one by Henry, S., & Howard, L. M., (2109). What is deviance?' Further readings that will support your understanding of this week's topic are available from the Moodle site.	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Labelling theory, social control and critical theory.	Readings will be posted on the Moodle site.	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Plagiarism.	Readings will be posted on the Moodle site.	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Disability.	Readings will be posted on the Moodle site.	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Mental illness.	Readings will be posted on the Moodle site.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Creating the deviant: Stereotyping, prejudice and discrimination.	Readings will be posted on the Moodle site.	Assessment 2 due. **2. Written Assessment - Powerpoint Presentation** Due: Week 6 Monday (24 Aug 2020) 9:00 am AEST

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Deviant cultures: Othering indigenous people.	Readings will be posted on the Moodle site.	Assessment 2 due.

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Online Trolling. Ethereal imagined communities.	Read: Chapter six by Henry, S., & Howard, L. M., (2109). Failed socialization and weak social control. Further readings will be posted on the Moodle site.	Assessment 1 due. **1. Written Assessment - Online Focus Questions (40%)** Due: Week 8 Monday (7 Sept 2020) 9:00 am AEST

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
'On yer bike mate': Moral panics an excuse for more social control?	Read: Chapter nine by Henry, S., & Howard, L. M., (2109). Becoming normal: The politics of stigma. Further readings will be posted on the Moodle site.	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
'The sound of the suburbs': From counterculture to mainstream.	Read: Primack, A. B., Dalton, M. A., Carroll, V. M., Agarwal, A. A., & Fine, J. M., (2008). Content analysis of tobacco, alcohol and other drugs in popular music. Further readings will be posted on the Moodle site.	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
'A bit of blow': Substances - social use or social abuse?	Read: Richman, J., (1985). Sociological perspectives on illegal drug use: Definitional, reactional and etiologic insights. Further readings will be posted on the Moodle site.	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Student Choice Week.	This is the week that students can nominate the lecture topic and the accompanying presentation of material that they choose. The discussion and lecture presentation will be facilitated by the lecturer or unit coordinator throughout weeks 3-10. Appropriate readings for the students chosen topic will be available on the unit Moodle site under Week 12.	

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 due. **3. Written Assessment - Deviance Project** Due: Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 1. Written Assessment - Online Focus Questions (40%)

Assessment Type
Written Assessment

Task Description
Online focus questions
Objectives
The first assessment for this unit consists of two short answer questions that in total will amount to 40% (each question will be weighted 20%). A total of three questions will be set across teaching weeks 2,4 and 6 with one question set during each of those weeks. You will be asked to answer all three questions and then chose which two you wish to submit for the assessment. The questions will encourage you to apply key sociological concepts relating to deviance and this will provide you with important foundational knowledge in sociology but also engage you with key, contemporary debates occuring in society around deviant behaviours.
The Academic Learning Centre (ALC) has numerous resources on its Moodle website to assist you with your study and writing skills.

Assessment Due Date
Week 8 Monday (7 Sept 2020) 9:00 am AEST

Return Date to Students

2 weeks after submission

Weighting
40%

Assessment Criteria
You will be assessed on: your ability to apply sociological concepts and theories to key debates and controversies related to identified forms of deviant. behaviour; your use of critical thinking skills in considering both the positive and negative dimensions to deviant behaviour and your ability to draw on contemporary debates around deviant behaviours. e and contrast beliefs and attitudes to contemporary views of behavioural social norms and deviance. The marking rubric and further information sheets will be available on the Moodle site.

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Submission Instructions
Submissions must be made in Word format (.doc or .dox)

Learning Outcomes Assessed

- Apply sociological concepts and theories to key debates and controversies related to identified forms of deviant behaviour.
- Outline the positive and negative consequences of deviance.
- Compare and contrast beliefs and attitudes to contemporary views of behavioural social norms and deviance.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 2. Written Assessment - Powerpoint Presentation

Assessment Type
Written Assessment

Task Description
Objectives
This task consists of the design of four powerpoint slides with accompanying speaker notes. This assessment provides you with the opportunity to develop an argument for how a particular deviant behaviour (chosen from 3 topic areas covered on the unit) need to be understood in a cultural context, how it is expressed in an interpersonal context and how it can be critiqued through an understanding of the contemporary litearture on the topic.
The Academic Learning Centre (ALC) has numerous resources on its Moodle website to assist you with your study and writing skills.

Assessment Due Date
Week 6 Monday (24 Aug 2020) 9:00 am AEST

Return Date to Students
Week 8 Monday (7 Sept 2020)

Two weeks after submission

Weighting
25%

Assessment Criteria
Full marking criteria is available on the unit Moodle site and may include:
　Sociological insight and understanding
　Originality
　Independent reading and research
　Relevance and structure of the argument
　Adherence to assessment requirements
　Use of supporting evidence
　Presentation

Standard requirements

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Submission Instructions
Submissions must be made in Microsoft PowerPoint format only (.ppt or .pptx)

Learning Outcomes Assessed

- Explain the contributions that culture, social structures and interpersonal relationships make to the formation of normal and deviant identities in contemporary society.
- Outline the positive and negative consequences of deviance.
- Compare and contrast beliefs and attitudes to contemporary views of behavioural social norms and deviance.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 3. Written Assessment - Deviance Project

Assessment Type
Written Assessment

Task Description

Objective

The culture in which we live can be considered abundant with media that present examples of deviance. Films, television, the internet, books, artwork and magazines contain a plethora of examples of different forms of deviance. This task provides you with the opportunity to apply what you have learned about deviance, social norms, labeling theory and other relevant sociological theories.

Question

You will present one document that consists of an identified form of deviance that has been covered, discussed and explored within the unit content. You are able to freely choose the topic of deviance, but it MUST come from discussion or presentation from either lectures or tutorials from within the unit. You must use a minimum of 3 references that have been supplied either in the eReading list or in the lecture and/or tutorial presentations.

Standard requirements: As this work requires a component of personal reflection, you are advised to use the first person in the writing of your personal reflection. The word count limit is 1000 words (inclusive of in-text citations and exclusive of your reference section). Presenting good standards of spelling and grammar are essential requirements for this written assessment. Other presentation standards include at least 1.5 line spacing and 12 point font, preferably Arial.

Suggested breakdown of component:

500 words for your in-depth discussion, application of theory or theories, examples and support of the chosen topic of deviance.

500 words for your personal reflection on the unit content and your understanding of how the content and/or

knowledge has impacted on you and your further understanding or cemented your already prior knowledge of deviance.

Title, Reference list and Appendices (if relevant) are not included in the word count. Further guidelines for this assessment will be made available during the lectures and tutorials.

The Academic Learning Centre (ALC) has numerous resources on its Moodle website to assist you with your study and writing skills.

Assessment Due Date
Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST

Return Date to Students

Weighting
35%

Assessment Criteria
You will be assessed on your ability to describe in full, the example of deviance that you have chosen and how you then explore the application of theory from a sociological perspective to that chosen form of deviance. You will also be assessed on your ability ot to personally reflect on how the unit content has influenced your thoughts on deviance and specifically to the topic you have chosen. What is being looked for is how you are able to reflect on the unit content and how you are able to reflect on how that content has impacted your understanding of your chosen topic.Full marking criteria is available on the unit Moodle site.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Submission must be in MS Word format (.doc or .docx)

Learning Outcomes Assessed

- Explain the contributions that culture, social structures and interpersonal relationships make to the formation of normal and deviant identities in contemporary society.
- Apply sociological concepts and theories to key debates and controversies related to identified forms of deviant behaviour.
- Analyse competing theoretical perspectives of deviance and identity.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem