

St. Francis Xavier University
Department of Sociology
Theories of Deviance and Social Control, Sociology 251.10
Course Outline 2018

Dr. Riley Chisholm

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Office Hours:

Mondays 9-11

Wednesdays 12-2

Thursdays 2:30-4:00

Time: 11:15-12:30 (Mondays) and 12:30-2 (Thursdays)

Location: Gilmora 001

Course Description:

This course offers students a theoretical foundation for understanding social processes of deviance and social control. Using various theoretical devices, students will critically examine the social category of deviance: how it is employed by social institutions and organizes daily social practices. Topics could include mental illness, the racial state, drug use, alternative sexualities, social violence and disability. 3 credits.

Students should note that this course invites reflection and consideration of topics (images, audio, discussion and debate) that may be difficult and potentially upsetting to some.

Email and Office Policy

I will communicate through email for matters requiring brief responses, although I never provide grades by email. Students should make use of my office hours and ask questions in class. I do not check email on weekends or evenings.

Late Work:

The deadlines for course work are firm. You will lose 2 percent each day that work is handed in late. After five days (equivalent to 10% grade loss) your work will not be accepted for credit. However, real emergencies do arise, and in those instances there will be no penalty if you inform the Dean immediately of your circumstances and provide her with relevant documents or information accounting for the days missed.

Students Services

Please refer to the STFX Academic Calendar for a full description of student services and supports.

StFX Equity Policy: Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space—both face-to-face and online—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the StFX Discrimination and Harassment Policy which can be found at <http://www.mystfx.ca/campus/stu-serv/equity/>. Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair/Coordinator of the Department/Program or the Human Rights and Equity Advisor.

Electronics: Although electronic technologies may in certain cases be a useful learning tool, recent studies suggest that computers and phones brought into classroom environments, are more often a detriment to learning:

<https://bokcenter.harvard.edu/technology-and-student-distraction>

<http://www.cbc.ca/news/technology/laptop-use-lowers-student-grades-experiment-shows-1.1401860>

<http://www.washingtonpost.com/news/morning-mix/wp/2014/04/28/why-students-using-laptops-learn-less-in-class-even-when-they-really-are-taking-notes/>.

For this reason, phones and computers should be turned off and away while class is being held. Some students genuinely require supportive technologies, for instance, a computer to take notes (where handwriting notes is not an option)—in such instances, students should let me know.

Course grades and lectures policy: I do not use PowerPoint in class and do not post/provide my lectures to students. Students who miss classes are responsible to get missed lecture notes from another student in the class. I also, do not discuss or provide grades over email.

Required Texts:

1. Chisholm, R. 2018. Sociology 251.10 Course Kit –Deviance and Social Control
2. Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*. New York: Anchor/Vintage.
3. Deutschmann, Linda, B. 2007. *Deviance and Social Control* 4th edition Toronto: Nelson Canada.

Grading Scheme:

1. October Test (30%)

2. Critical Analysis Paper (30%)
 3. Final Exam (40%)
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Critical Analysis Paper (30%)

Approximate length: 8-10 pages

Each student must submit a paper in which they examine a topic from the list below, using a critical, social constructionist perspective.

In order to satisfy the requirements for these papers, students must do the following:

- a) Provide a clear explanation of the critical, constructionist perspective you are taking to evaluate the topic. This requires that you establish both the dominant view taken toward the topic (for example, criminological, medical, religious, etc) and contrast this with a sociological, constructivist approach.
- b) Using at least 2 **GOOD** articles from peer-reviewed, sociological journals, examine the topic, using critical reading and writing skills (not personal opinion). To do this, you will be responding to the question: ‘what does a sociological, constructivist perspective show us, that is different from the usual ways in which this topic/issue is understood’?
- c) Provide a carefully organized and edited examination of the problem, paying particular attention to the specific instances discussed in your articles, as well as the broader conceptual concerns that these instances point to.

Failure to address the points above (a-c) in a clearly articulated, critical and sociologically relevant way will result in a poor score. Be very careful not to simply describe the articles, but work with and critically analyze them from a sociological perspective that is interested in social relations of power. Also note that when scoring your work, I will consider the strength of your argument, all aspects of proficient writing, your research skills, the thematic coherence of your work, general organization, level of fluency with sociological ideas, use of concepts, thoughtfulness, criticality and overall sophistication.

List of possible topics:

1. Policing ethnicity and race (ICE Agents)
2. Moral regulation of personal behaviour
3. Regulating gender and sexuality
4. Race, class and/or gender—issues in crime and punishment
5. Youth and deviance
6. Looking deviant: the regulation of physical appearance
7. Mental ‘disorders’ and medicalisation
8. Terrorism
9. Prison Industrial Complex
10. Regulation women and women’s bodies (Planned Parenthood)

**** I reserve the right to shift readings and assignments as best suits the pace of the class or that makes room for special visits from guest speakers or other relevant events. Students should be reminded that it is their responsibility to keep abreast of changes to the schedule by attending all classes.**

Much of this course is driven by lecture material. It is essential therefore, that students attend class and take their own notes. I do not provide copies of my lectures.

Calendar of Readings and Assignments

Week 1: Introduction Sep 6th

Introduction to course, review of goals and requirements, get syllabus

Week 2: What is deviance? Sep 10th and 13th

Deutschmann, Chapter 1: Issues in the Study of Deviance

Deutschmann, Chapter 3: Pre-scientific Approaches to Deviance

Week 3: The demonic and supernatural Sep 17th and 20th

Film: *The Burning Times*

Foucault, "Torture", Pp. 3-72.

Media Clip with Moazzam Begg (April 19th, 2018):

https://www.democracynow.org/2018/4/19/former_gitmo_prisoner_moazzam_begg_explains

Week 4: Pre/Classical theories of deviance Sep 24th and Sep 27th

"Torture", continued.

Deutschmann, Chapter 4: Focus on Deterrence Theory and Rational Choice

Week 5: Biological theories of deviance Oct 1st and 4th

Deutschmann, Chapters 5 & 6: The Body Did It and Theories of Body and Mind.

Week 6: October Test Oct 11th

**Monday October 8th: Thanksgiving: No class

October Test: Oct 11th (30%)

Week 7: Medicalization Oct 15th and 18th

Conrad, Peter. 1992. "Medicalisation and Social Control", *Annual Review of Sociology*, 18, 209-232.

Szasz, Thomas. 1963. "Introduction" Pp. 1-11, and "Chapters 2 and 3" Pp. 11-23 In *Law, Liberty and Psychiatry*. New York: Collier Books.

Week 8: Mental illness, and social control Oct 22nd and 25th

Film: *One Flew over the Cuckoo's Nest*

Rosenhan, D. L. 2001. "On Being Sane in Insane Places", Pp. 14-29 In *Self and Society* edited by Ann Branaman, Wiley-Blackwell.

Week 9: Deviance, Socially Constructed Oct 29th and Nov. 1st

Milgram, Stanley. <http://www.shimer.edu/live/files/338-obediencemilgrampdf>

Film Clip: *The Specialist*

Deutschmann, Chapter 10: Interaction Theories

Critical Analysis Paper Due November 1st (30%)

Week 10: Morality and Deviance Nov 5th and 8th

Goode, Erich and Nachman Ben-Yehuda. 1994. "Moral Panics: An Introduction", Pp. 31-65 In *Moral Panics: The Social Construction of Deviance*. Cambridge: Blackwell.

Foucault, "Punishment", Pp. 73-131.

Week 11: Deviance and identity formation Nov 15th

No class Monday Nov. 12th: Remembrance Day

Goffman, Erving. 1961. "The Inmate World." Pp.23-72 In *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. Chicago: Aldine Publishers.

Film: *War*

Week 12: Stigma Nov 19th and 22nd

Goffman, Erving. 1986. "Stigma and Social Identity", Pp. 1-40 In *Stigma: Notes on the Management of Spoiled Identity*. Simon and Shuster.

Week 13: Body Norms Nov 26th and 29th

Wendell, Susan. 1996. "The Flight from the Rejected Body." Pp. 85-116 In *The Rejected Body: Feminist Philosophical Reflections on Disability* New York: Routledge.

Final Exam: TBA (40%)
