

St. Francis Xavier University
Department of Sociology
Theories of Deviance and Social Control, Sociology 251.20
Course Outline 2021 ONLINE

Dr. Riley Chisholm

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Office Hours:

Mondays 1-2

Wednesdays 11:30-1:30

Class Schedule: Blocks W7 and W8

Monday 3:45 PM - 5 PM EST

Wednesday 2:15 PM – 3:30 PM EST

Classroom Location: Moodle & Collaborate

Course Description:

This course is normally taken in conjunction with a section of Sociology 252—Applied Deviance—as a way of preparing students theoretically to take on the critical assessment of various topics in deviance and social control, and their power relations. We will bring particular focus to the work of Michel Foucault and his thinking around economies of power as outlined in *Discipline and Punish*. Alongside a consideration of Foucault's 'economies', we will explore both historic and contemporary techniques of governance and social control employed by psychiatry and the military. Students should note this course is grounded in a social justice approach that forefronts the colonial conditions faced by BIPOC, and particularly, Indigenous peoples of Turtle Island.

The primary goals of the course are as follows:

1. To develop foundational skills for critical thinking, writing and researching
2. To hone an ability to produce academic arguments that are well-supported, articulate and convincing.
3. To understand the necessity of bias and 'subjectivity' in the direction of social justice.
4. To develop an understanding of the difference between information and knowledge
5. To cultivate and understanding of some of the ways that the body politic is governed and regulated, and to identify whose interests are being served in these strategies.
6. To develop an understanding of colonialism and its regulatory techniques.

****Students should note that this course invites reflection and consideration of topics (images, audio, discussion and debate) that are difficult, upsetting and potentially traumatising. I will seek to be clear in letting the class know beforehand, whether images or discussion will be showing or describing violence, abuse or acts of terror. Students are asked to participate in these sections of the course in ways that honour their felt**

experience—students are always able to cease participation in the class during times when the material is found to be too difficult.

Email and Office Policy:

I will communicate through email for matters requiring brief responses, otherwise students are welcome to contact me during office hours (listed above) or ask questions during 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.

Course grades and lectures policy: I do not use PowerPoint and do not post/provide my lectures to students. Much of this course is driven by lecture material. It is essential therefore, that students attend class and take their own notes.

**** 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 opportunities. Students should be reminded that it is their responsibility to keep abreast of changes to the schedule by attending all classes.**

Required Texts:

1. Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*. New York: Anchor/Vintage.

2. Deutschmann, Linda, B. 2007. *Deviance and Social Control* 4th edition Toronto: Nelson Canada.

Grading Scheme:

1. Midterm Test (30%) Due February 17th during class
2. Critical Analysis Paper (30%) Due
3. Final Exam (40%)

Critical Analysis Paper (30%) Due March 3rd
Approximate length: 6-8 pages total, including references.

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 critical 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 analyze them from a 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 migrants (ICE Agents, border walls, detention centres)
2. Regulating gender and sexuality (Police violence against transpeople).
3. Indigenous Sovereignty Movements (Land Back Lane, Livelihood Fisheries, A’sek, etc...)
4. Mental ‘disorders’ and medicalisation
5. The racialisation of what counts as ‘terrorism’
6. Prison Industrial Complex (Bail bond system, prison labour)
7. Regulation of women & women’s bodies (Planned Parenthood, Roe v. Wade)

Calendar of Readings and Assignments

Week 1: Introduction Wednesday Jan 13th

1. Introduction
 - Land back acknowledgments: Introduction to Mi'kma'ki.
 - Establish our class aspirations
 - Challenges of online learning: 'Zoom' fatigue & using Collaborate
 - Review syllabus

Week 2: What is deviance? Monday January 18th & Wednesday January 20th

2. What is deviance?
3. Deutschmann, Chapter 1: Issues in the Study of Deviance: Cannibalism

Week 3: Superstition, and torture Monday January 25th & Wednesday January 27th

4. Foucault, "Torture", Pp. 3-72.
5. Deutschmann, Chapter 3: Pre-scientific Approaches to Deviance: Panic

Week 4: Classical theories of deviance: From Deterrence to the Prison Industrial Complex Monday February 1st & Wednesday February 3rd

6. Deutschmann, Chapter 4: Deterrence Theory
7. Prison Industrial Complex (No reading, so *must* attend class)

Week 5: The rise of science Monday February 8th & Wednesday February 10th

8. Deutschmann, Chapter 5: Biological theories of deviance
9. Deutschmann, Chapter 6: Theories of the mind

Week 6: Test Monday February 15th (**NO CLASS**) & Wednesday February 17th (Test)

10. **Mid-term test** during class Wednesday February 17th (30%)

Week 7: Science & the medicalization of genocide Monday February 22nd & Wednesday February 24th

11. Conrad, Peter. 1992. "Medicalisation and Social Control", *Annual Review of Sociology*, 18, 209-232. (Will be sent to you as an attachment in an email)

12. Szasz, Thomas. 1963. "The Myth of Mental Illness" (Will be sent to you as an attachment in an email)

13. Colonialism and the Psychiatrization of Grief (No reading so *must* attend class)

Week 8: Mental illness, and social control Monday March 1st & Wednesday March 3rd

Critical Analysis Paper Due March 3rd

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

Week 9: Psychiatry: production & regulation of (in)sanity Monday March 8th & Wednesday March 10th

15. 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. (Will be sent in introductory email as an attachment)

16. Rosenhan, D. L. 2001. "On Being Sane in Insane Places", Pp. 14-29 In *Self and Society* edited by Ann Branaman, Wiley-Blackwell. Access here: <https://science.sciencemag.org/content/sci/179/4070/250.full.pdf>

Week 10: Structures, identities and obedience Monday March 15th & Wednesday March 17th

17. Film: *War*: https://www.youtube.com/watch?v=P_G2u1RrLOk (55 mins)

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

Week 11: From punishment, to discipline Monday March 22nd & Wednesday March 24th

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

20. Goffman, Erving. 1986. "Stigma and Social Identity", Pp. 1-40 In *Stigma: Notes on the Management of Spoiled Identity*. Simon and Shuster. Access here: https://books.google.ca/books?hl=en&lr=&id=dxQhGbIpBzUC&oi=fnd&pg=PA116&dq=Stigma+and+Social+Identity&ots=PXVrIrDYu0&sig=L9KghOsh1xWDRWzYdWlaOJCq_2U#v=onepage&q=Stigma%20and%20Social%20Identity&f=false

Week 12: Stigma and social identity Monday March 29th & Wednesday March 31st

21. Foucault, "Docile bodies" Pp 131-end.

22. Wendell, Susan. "Toward a feminist theory of disability", *Hypatia* (Will be sent to you as an attachment in an email at start of course)

Week 13: Conclusions Monday April 5th & Wednesday April 7th

23. April 5th: TBA

24. April 7: Workshop for **FINAL EXAM** – Students bring questions
