

**St. Francis Xavier University**  
**Department of Sociology**  
**Deviance and Social Control, Sociology 252.20**  
**Course Outline 2017-2018**

**Dr. Riley Chisholm**

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**Office Hours:**

Mondays 9-11 and 1-5

Tuesdays 9-3:30

Wednesday: Not on campus

Thursdays 2-3:30

Friday: Not on campus

**Class Schedule**

11:15 – 12:30 Mondays and 12:30 - 2 Thursdays

**Classroom:** KC 2021-22

**Course Description**

This course builds upon the theoretical preparation provided in Sociology 251 to critically assess various topics in deviance and social control, and their power relations. Students will for instance, consider the complex relations of sex and sexuality, contemporary notions of fitness and health, white versus blue collar crime, as well as ‘natural’ disasters.

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 him or her with a medical note 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 have the potential to enhance learning, recent studies suggest that the use of personal computers and other electronic devices can be detrimental to students' learning. See:

<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, I ask that students ONLY use devices for recording class notes. I reserve the right to ask students to leave the class should they not respect to this request. Cellular phones should be turned off and away, while class is being held.

**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.

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#### **Required Texts:**

1. CHISHOLM, R. 2017-2018. Sociology 250 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* 4<sup>th</sup> edition Toronto: Nelson Canada.

#### **Grading Scheme:**

1. Midterm Test on Thursday February 8th (30%)
2. Critical Media Article Due Thursday March 15<sup>th</sup> (30%)
3. Final Exam Date TBA (40 %)

**Long description of Critical Media Article: (30%: Due Thursday March 15<sup>th</sup>)**

For this assignment, you first need to select a topic. To do so, students will go to the independent media site : <https://www.democracynow.org> ( Democracy Now: The War and Peace Report) , and look under ‘Hot Topics’ to view articles and videos on various subjects.

Once you have your topic in hand, explore fully the resources available on the website in order to gain insight to the details of the conflict. In doing so, you will take the posture of an investigative journalist, in which you will seek to gain an in-depth understanding of topic.

The goal of your research is to write an article approximately 4-5 double-spaced pages in length, 12 pt. font, in which you provide a critical approach to your contemporary issue. This article can take the form of a magazine story, or it can be a letter to the editor. Please consider that the very best of the submissions from our class will be selected for publication. Accordingly, intelligently explore and explain a social situation in a way that is not simply ‘reporting’ on the topic but, offers a clearly articulated argument that is grounded in credible information. You must decide how to best support your claims and determine, what is credible information. Will you use academic articles or reference to books? Will you follow up on some of the names of journalists and organisations that you become acquainted with on the Democracy Now website? Will you employ other independent media to substantiate your claims and enrich the depth of your analysis? If you do not know where to find other independent media, who can you ask for help? Will you edit your work to ensure poor grammar, word choice and punctuation do not distract from your argument?

It is your job to demonstrate an argument that can be substantially validated according to the resources you employ. Be sure to write it well, with confidence and energy. Ensure you speak powerfully and convincingly to your audience. Carefully select photos, should you feel them useful. And most importantly, tell your audience why this issue matters.

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**\*\* 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: Critical discourse and the docile body** Jan 4<sup>th</sup>

Deutschmann, Chapter 12 Conflict, Critical and Postmodern Theories

Foucault, “Docile Bodies”, Pp. 135-169. & “The Means of Correct Training”, Pp.169-194.

**Week 2: Policing desire** Jan 8<sup>th</sup> and 11<sup>th</sup>

“Docile Bodies” & “The means of correct training” continued.

Ussher, Jane. 1997. “Framing the Sexual ‘Other’: The Regulation of Lesbian and Gay Sexuality.” Pp. 106-130 In *Body Talk: The Material and Discursive Regulation of Sexuality, Madness and Reproduction* edited by Jane M. Ussher. New York: Routledge.

**Week 3: Sex and liberation** Jan 15<sup>th</sup> and 18<sup>th</sup>

Film: *Kinsey*

**Week 4: Blaming Subcultures** Jan 22<sup>nd</sup> and 25<sup>th</sup>

Deutschmann, Chapter 9.

Kwan, Samantha. 2009. “Competing Motivational Discourses for Weight Loss: Means to ends and the Nexus of Beauty and Health”, *Qualitative Health Research*, 19 (9): 1223-1233.

Prentice, A. and S. Jebb. 2001. “Beyond Body Mass Index”, *Obesity Reviews*, 2: 141-147.

**Week 5: Surveillance** Jan. 29<sup>th</sup> and Feb. 1<sup>st</sup>

Foucault, “Panopticism”, Pp. 194-308.

Walby, Kevin. 2005. “How Closed-Circuit Television Surveillance Organizes the Social: An Institutional Ethnography”, *Canadian Journal of Sociology*, 30(2), 189-213.

**Week 6: From danger to risk** Feb 5<sup>th</sup> and 8<sup>th</sup>

Beck, Ulrich. (1992). “On the Logic of Wealth Distribution”, Pp. 19-50, In *Risk Society* London: Sage.

Midterm Test: Thursday February 8th (30%)

**Week 7: Risk as social governance** Feb 12th and 15<sup>th</sup>

Rose, Nikolas. 2001. "The Politics of Life Itself", *Theory, Culture and Society*. 18 (6), 1-30.

**Week 8: Mid-term Recess** Week of Feb 19<sup>th</sup>-25<sup>th</sup>

**Week 9: Race, power and risk** Feb 26<sup>th</sup> and Mar 1<sup>st</sup>

Giroux, Henry 2006. "Katrina and the Politics of Disposability." Pp. 1-31 In *Stormy Weather: Katrina and the Politics of Disposability*. London: Paradigm Publishers.

Film: *Trouble the Water*

**Week 10: Gender, age and risk** Mar 5<sup>th</sup> and 8<sup>th</sup>

Conrad, Peter and Deborah Potter. 2000. "From Hyperactive Children to ADHD Adults: Observations on the Expansion of Medical Categories," *Social Problems*, 47 (4), 559-582.

Malacrida, Claudia. 2002. "Alternative Therapies and Attention Deficit Disorder: Discourses of Maternal Responsibility and Risk", *Gender and Society*, 16 (3), 366-385.

**Week 11: Elite deviance** Mar 12<sup>th</sup> and 15<sup>th</sup>

Callahan, David 2004. "A Question of Character", Pp. 98-133 In *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*. Orlando: Harcourt Brace.

Critical Media Article Due: March 15<sup>th</sup>

Film: *Enron: The Smartest Guys in the Room*

**Week 12: The pleasure of deviance** Mar 20<sup>th</sup> and 23<sup>rd</sup>

Vail, D. Angus. 1999. "Tattoos Are Like Potato Chips...You Can't Have Just One: The Process of Becoming and Being a Collector", *Deviant Behavior*, 20 (3), 253-273.

**Week 13: Edgework** Mar 27<sup>th</sup> and 30<sup>th</sup>

Lyng, S. (1990) Edgework: A Social Psychological Analysis of Voluntary Risk Taking, *The American Journal of Sociology*, 95 (4), 851-886.

**Week 14: Final exam preparation** Apr 3<sup>th</sup> and 6<sup>th</sup>

Students bring questions