**St. Francis Xavier University,**

**Department of Sociology**

**Deviance and Social Control, Sociology 250.00**

**Course Outline** **2015-2016**

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**Office Hours:**

Mondays: 8-11 and 12:45-2

Tuesdays: 8-9:30 and 11-3:30

Thursdays: 9:30-12:30 and 2-3:30

**Class Schedule**

Monday 11:15-12:30 and Thursday 12:45-2

**Course Description**

The overall goal of this course is to provide students an environment to think critically about the normative ordering of social reality. In particular, we will examine a variety of theories and empirical research into the study of deviance and social control.

We will examine theories and research ranging from classical sociological approaches to interpretive perspectives. We will also interrogate normative conceptions of deviance to look at the ways in which it is both socially constructed and used as a mode of social control. In this, we will be turning our attention away from the usual approach to ‘deviance and crime’ to learn about some of the techniques and functions of power and control in shaping everyday life.

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, Marie Brunelle at mbrunell@stfx.ca.

**Laptops and Cellular Phones**

Laptops and other technologies may be employed for the purposes of note taking, or other activities directly related to class work. Please respect my classroom: **do not text or check social networking accounts** as this is disruptive to me, and disrespectful to other students.

**Required Texts:**

1. Olstead, Riley. 2015. 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* 4th edition Toronto:

 Nelson Canada.

**Grading Scheme**:

1. October Test (20%)

2. December Exam (30%)

3. Final Exam (30 %)

4. Critical Analysis Paper (20%)

**Critical Analysis Paper (20%) Due Monday, February 11th**

**Approximate length: 4-5 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:

1. 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.
2. Using 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’?
3. 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
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

**\*\* 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 10th**

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

**Week 2: What is deviance? Sep 14th and 17th**

Deutschmann, Chapter 1: Issues in the Study of Deviance

Deutschmann, Chapter 3: Pre-scientific Approaches to Deviance

**Week 3: The demonic and supernatural** Sep 21st and 24th

Film: *The Burning Times*

Foucault, “Torture”, Pp. 3-72.

**Week 4: Pre/Classical theories of deviance** Sep 28th and Oct 1st

“Torture”, continued.

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

**Week 5: Biological theories of deviance**  Oct 5th and 8th

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

**Week 6: October Test** Oct 15th

\*\*October 12th: Thanksgiving: No class

October Test: Oct 15th

**Week 7: Medicalization** Oct 19th and 22nd

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 26th and 29th

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** Nov 2nd and 5th

Milgram, Stanley. 2001. “Behavioral Study of Obedience”, Pp. 134-149 In *Conflict, Order and Action: Readings in Sociology* 3rd ed., edited by Ed Ksenych and David Liu, Toronto: Canadian Scholars Press.

Film Clip: *The Specialist*

Deutschmann, Chapter 10: Interaction Theories

**Week 10: Morality and Deviance** Nov 9th

\*\*Nov 11th: Remembrance Day: No class

\*\*Nov 12th and 13th: Fall study day: No classes

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 16th and 19th

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 23rd and 26th

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 30th and Dec 3rd

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

**December Exam : TBA**

**Week 15: Critical discourse and the docile body** Jan 4th and 7th

Deutschmann, Chapter 12 Conflict, Critical and Postmodern Theories

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

**Week 16: Policing desire** Jan 11th and 14th

“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 17 : Sex and liberation** Jan18th and 21st

Film: *Kinsey*

**Week 18: Blaming Subcultures** Jan 25th and 28th

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 19: Surveillance** Feb 1st and 4th

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 20: From danger to risk** Feb 8th and 11th

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

Critical Analysis Paper (20%) Due February 11th

**Week 21: Mid-term recess** Week of Feb 15th

**Week 22: Risk as social governance** Feb 22nd and 25th

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

Film: *Trouble the Water*

**Week 23: Race, power and risk** Feb 29th and Mar 3rd

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

**Week 24: Gender, age and risk**  Mar 7th and 10th

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 25: Elite deviance** Mar 14th and 17th

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.

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

**Week 26: The pleasure of deviance** Mar 21st and 24th

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 27: Edgework** Mar 28th and 31st

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

**Week 28: Final exam preparation** Apr 4th

Students bring questions