

St. Francis Xavier University
Department of Sociology
Theories of Deviance and Social Control, Sociology 251
Course Outline 2021

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Office Hours: ** In order to undermine the spread of COVID variants, I will be holding online office hours. Anyone who wishes to contact me for a virtual meeting at times other than those listed below, are welcome to do so.

Mondays 2-3:30 PM
Wednesdays 1-2 PM

Class Schedule:
Monday 3:45 PM – 5 PM
Wednesday 2:15 PM – 3:30 PM

Classroom Location: SCHW 156

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, its regulatory techniques and our collective obligations as treaty people.

**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.

**** While this syllabus offers a This is a living course and so I may 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 **October 13th** during class
 2. Critical Analysis Paper (30%) **Due Nov. 24th**
 3. Final Exam (40%) Date & location TBA
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Critical Analysis Paper (30%) **Due Nov. 24th**

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: Wednesday Sept 8th

Introduction

Week 2: What is deviance? And the social construction of deviance (cannibalism) Monday Sept 13th & Wednesday Sept 15th

Deutschmann, Chapter 1: Issues in the Study of Deviance

Week 3: Torture, and pre-scientific approaches Monday Sept. 20th & Wednesday Sept. 22nd

Foucault, “Torture”, Pp. 3-72.

Deutschmann, Chapter 3: Pre-scientific Approaches to Deviance: Panic

Week 4: and Classical theories of deviance: From Deterrence to the Prison Monday Sept. 27th & Wednesday Sept. 29th

Deutschmann, Chapter 4: Deterrence Theory

Prison Industrial Complex (No reading, so *must* attend class)

Sept. 29th Treaty Presentation from 11:30-12:30 Location TBA

Sept. 30th is the National Day of Truth and Reconciliation

Week 5: The rise of science Monday Oct. 4th & Wednesday Oct. 6th

Deutschmann, Chapter 5: Biological theories of deviance

Deutschmann, Chapter 6: Theories of the mind

Week 6: TEST Wednesday Oct. 13th

Mid-term test during class (30%)

Week 7: Mental illness, and social control Monday Oct. 18th and Wednesday Oct. 20th

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

Szasz, Thomas. 1963. "The Myth of Mental Illness"

Colonialism and the Psychiatrization of genocide (No reading so *must* attend class)

Week 8: Psychiatry: production & regulation of (in)sanity Monday Oct. 25th & Wednesday Oct. 27th

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

Week 9: Structures, identities and obedience Monday Nov. 1st & Wednesday Nov. 3rd

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)

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>

READING BREAK

Week 10: From punishment, to discipline Monday Nov. 15th & Wednesday Nov. 17th

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

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

Week 11: Punishment, & Stigma and social identity Monday Nov. 22nd & Wednesday Nov. 24th

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

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=L9KghOsh1xWDRWzYdWIaOJCq_2U#v=onepage&q=Stigma%20and%20Social%20Identity&f=false

Critical Analysis Paper Due Nov. 24th

Week 12: Monday Nov. 29th & Wednesday Dec. 1st

Foucault, “Docile bodies” Pp 131-end.

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 Dec. 6th

Workshop for **FINAL EXAM** – Students bring questions
