

St. Francis Xavier University
Department of Sociology
Deviance and Social Control, Sociology 252.20
Course Outline 2019

Dr. Riley Chisholm

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Office Hours:

Mondays 9-11

Tuesdays 9-11

Thursdays 2:30-4:00

Classroom Schedule:

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

Classroom Location: Immaculata IM201

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.

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 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:

<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. 2019. Sociology 252 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. Weekly Journal & Participation (40%) Weekly

2. Midterm Test on Thursday February 8th (30%)
3. Final Exam Date TBA (30 %)

Weekly Journal & Participation (40%)

For this assignment, students will keep a single journal (I suggest a notebook with no less than 50 pages) in which they will provide ongoing reflections on news reported on the independent media site : <https://www.democracynow.org> (Democracy Now: The War and Peace Report). Clicking on the “Daily Shows” tab, **students will watch or listen to at least one full show per week**, and will provide a detailed critical reflection on the show selected. It is mandatory that weekly reflections are **submitted by the start of class every Tuesday**. (Should we encounter storm days etc, it will be required that you submit your journal at the start of class on Thursday. If there are no classes in a week, you are not required to submit a reflection). Please note that we will be using our news watching each week, as fodder for class discussion so there is some room in the evaluation of this assignment, made for informed class participation (to be distinguished from simply asserting your own comments and opinions without having watched the news program). Grading method: while I will be actively engaging with your journals every week in which there is a class, I will be holding off my final evaluation until I receive the sum total of your entries at the completion of the year. What this means is that I will not be giving you scores each week, but rather, will be reading and (may be) providing qualitative responses to your work, ongoingly.

To write a reflection, include the following:

1. Your name
2. The date of the ‘Daily Show’ (or Shows, if you watched more than 1 in a week)
3. A brief commentary on the headlines, followed by a more in-depth commentary on one of the stories covered in the main body of the newscast. In your commentary be sure to explain enough about the particular situation, people involved, social categories (For example, is it about race, class, gender, ability, war, sexuality?). Explain why you selected this particular topic? Can you think of similar situations? And, include any questions, frustrations, thoughts or comments you have.
4. Some news topics are given ongoing coverage over time, while other topics may be addressed in only one of the news shows you watch. Students are welcome to grow and develop their reflection on this topic, over as many weeks as it remains a news item. However, each weekly reflection must present new ideas and information about the topic and cannot re-use aspects of previous reflections. For this reason, I ask that students refrain from handing in individual journal entries every week but rather, that they hold reflections in a single book. **Note: ALL ENTRIES MUST BE LEGIBLE.**
5. I may occasionally provide comments to you, in response to your journal entry. If this is the case, students are asked to also, as part of their entry for the following week, respond to my comments.
6. As in every case in this course, I ask that you enjoy this activity. Use artwork if you would like, include photos or poetry or anything else that you feel might contribute
7. Precision matters: Check your spelling, grammar, word choice and make the journal look proud in all respects.

8. Length: Well, it's all up to you. How long do you need to be effective? I do not know the size of your various journals so cannot give you a definitive answer about length, so instead I'll let you know what I am looking for: **QUALITY**, which is evident as:

- a. coherence and quality (or perhaps you can think of it as 'force') of argument
- b. clarity in describing the social, political, economic or environmental character of the issue
- c. evidence of a critical approach
- d. tight editing and technical precision
- e. creativity that is relevant and effective
- f. evidence of a broadening of the issue through links made to other events, situations or ideas
- g. clear evidence of your own interest in the issue
- h. intelligent consideration of the particular systems of power at work (Does it pertain to race, class, gender, etc...?).
- i. overall thoughtfulness

**** 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 7th and 9th

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 14th and 17th

"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 21th and 24th

Film: *Kinsey*

Week 4: Blaming Subcultures Jan 28nd and 31st

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 Feb. 4th and 7th

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 11th and 14th

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

February 14th : Midterm Test (30%)

Week 7: Mid-term Recess Week of Feb 18th-24th

Week 8: Risk as social governance Feb 25th and 28th

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

Week 9: Race, power and risk Mar 4th and 7th

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 11th and 14th

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 18th and 21st

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.

Week 12: The pleasure of deviance Mar 25th and 28th

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 Apr 1st and 4th

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

Final exam preparation