

**St. Francis Xavier University**  
**Department of Sociology**  
**Deviance and Social Control, Sociology 252.20**  
**Course Outline 2020**

**Dr. Riley Chisholm**

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**Office Hours:**

Mondays 1-2

Tuesdays 11:30-1:30

Thursdays 10-12

**Classroom Schedule:**

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

**Classroom Location: MUL 3030**

**Course Description**

This course builds upon the theoretical preparation provided in my section of 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, the (ill)legitimacy of the racial state, white versus blue collar crime, as well as so-called '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 Moodle, or 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. Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*. New York: Anchor/Vintage.
2. Deutschmann, Linda, B. 2007. *Deviance and Social Control* 4<sup>th</sup> edition Toronto: Nelson Canada.
3. Collection of articles used in the course will be available for photocopy at my office (NT 618).

#### **Grading Scheme:**

1. Midterm Test: February 13<sup>th</sup> (30%)
2. Critical Analysis Paper: Due March 19<sup>th</sup> (30%) \* *See long description of assignment, below.*
3. Final Exam Date TBA (40 %)

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**Long description of assignment: Critical Analysis Paper (30%) Due March 19<sup>th</sup>**  
**Approximate length: 5 pages**

Each student must submit a *concise* paper in which they examine a contemporary topic from the list below, using a critical, sociological perspective.

**General themes:**

1. Policing ethnicity and race
2. Regulating gender and/or sexuality
3. Social control of poor people
4. The social regulation of youth
5. Social movements and resistance to social control

In order to satisfy the requirements for this paper, students must do the following:

- a) Refer to the list of general themes above in order to **generate a more specific topic** to write about, and then begin an in-depth exploration of the topic to increase your own understanding of the specific conditions relevant to the issue, and to develop your argument. If you come across a resource that has powerful evidence to offer your argument, be sure to use that resource and its riches as fully as you are able in order to fortify the legitimacy of your case. For support, **you may use academic sociological articles, as well as the independent media** represented in the following list:

- [www.democracynow.org](http://www.democracynow.org) (Audio or video)
- The Intercept (Podcast)
- Mother Jones (Journal)
- Canadian Dimension (Journal)
- ProPublica: Journalism in the Public Interest (Journal)
- Utne Reader (Journal)
- Z magazine (Journal)

- b) Here's how to approach the shape of your paper: To start, **tell me your argument**—**who** are you defending in your paper, and **why**? **What's** the situation? **Who** is involved? Is there anything important to know about the **history** of this issue?

**\*\* Keep in mind this is a very short paper—Having only 5 pages, you will need to be conceptually efficient** in order to get your ideas across. Tip: Only bring in the most important and powerfully convincing details to your paper.

- c) Your paper should then begin to read like a concrete story with evidence, that

gives further details to your argument that some group is being oppressed—that is to say, there is a notable imbalance of power. Put another way, your paper should unfold as **an argument for justice**, or a rebalancing of power (equality). In order to be convincing, you will need to **carefully describe how this imbalance of power operates** to push some people down, while it elevates others.

- d) You must adequately satisfy your reader that what you are describing and arguing for, is **serious, informed and comprehensive**—your writing should convey confidence in what you are saying, and this confidence should be grounded in the incontrovertible evidence you use to support your claims. I would suggest you **use at least 2 good articles from peer-reviewed, sociological journals** to support your argument with academic evidence! If you discover This will shift your paper from being viewed as personal opinion (not given much weight), to an evidence-based and academically-rigorous argument (given a lot of weight).
- e) Be sure to provide a **carefully organized and edited examination** of the problem, paying particular attention to the specific details provided in your support articles/resources. 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.

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.

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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: Introduction to the course/ Critical discourse theories Jan 13<sup>th</sup> & 16<sup>th</sup>

- Deutschmann, Chapter 12 Conflict, Critical and Postmodern Theories

#### Week 2: The docile body

### **Jan 20<sup>th</sup> & 23<sup>rd</sup>**

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

### **Week 3: Health as social governance**

#### **Jan 27<sup>nd</sup> & 30<sup>th</sup>**

- 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 4: ‘Helping Institutions’ and social governance: Focus on medicine and policing**

#### **Feb. 3<sup>rd</sup> & 6<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.
- The class on Thursday, February 6<sup>th</sup> is changed to the following:
  - Time: 7 pm
  - Location: Schwartz Auditorium
  - Event title: Annual Dr. Agnes Calliste Lecture
  - Speaker: Robyn Maynard.
  - Note: In order to attend this lecture in the evening, class during the day on the 6<sup>th</sup> is cancelled.
  - **It is mandatory to attend this event—there will be a question about this talk on the midterm next week.**

### **Week 5: Race as a category of social control**

#### **Feb 10<sup>th</sup> & 13<sup>th</sup>**

- [https://www.democracynow.org/2016/11/1/professor\\_carol\\_anderson\\_on\\_police\\_killings](https://www.democracynow.org/2016/11/1/professor_carol_anderson_on_police_killings) (13 minutes)
- Black Lives Matter: <https://youtu.be/7hJUXHdsVaU> (3 mins)
- <https://www.cbc.ca/news/canada/nova-scotia/street-checks-halifax-police-scot-wortley-racial-profiling-1.5073300>
- **February 13<sup>th</sup>: Midterm Test (30%)**

### **Week 6: Mid-term Recess**

### **Week 7: Surveillance and social control**

#### **Feb 24<sup>th</sup> & 27<sup>th</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 8: (Bio)politics and disposability**

**Mar 2<sup>nd</sup> & 5<sup>th</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 9: The pleasure of deviance**

**Mar 9<sup>th</sup> & 12<sup>th</sup>**

- Finish film
- 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 10: Edgework**

**Mar 16<sup>th</sup> & 19<sup>th</sup>**

- Lyng, S. (1990) Edgework: A Social Psychological Analysis of Voluntary Risk Taking, *The American Journal of Sociology*, 95 (4), 851-886.
- Film: *20 Seconds of Joy*
- **Critical Analysis Paper (30%) Due March 19th**

### **Week 11: Education as social control**

**Mar 23<sup>rd</sup> & 26<sup>th</sup>**

- Finish film
- Giroux, H. 2010. "Rethinking Education as the Practice of Freedom: Paulo Freire and the promise of critical pedagogy", *Policy Futures in Education* Volume 8 Number 6. Available here: <https://journals-sagepub-com.libproxy.stfx.ca/doi/pdf/10.2304/pfie.2010.8.6.715>
- Noam Chomsky on the purpose of education:  
[https://www.youtube.com/watch?time\\_continue=6&v=DdNAUJWJN08&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=6&v=DdNAUJWJN08&feature=emb_logo) (22 mins)

### **Week 12: Critical pedagogy and democracy**

**Mar 30<sup>th</sup> & April 2<sup>nd</sup>**

- Hooks, bell. 'Chapter 1: Engaged Pedagogy', *Teaching to Transgress* (pgs. 13-23) Available here: <http://sites.utexas.edu/lscjs/files/2018/02/Teaching-to-Transcend.pdf>
- Prepare for exam