

St. Francis Xavier University
Department of Sociology
Theories of Deviance and Social Control, Sociology 251
Course Outline 2022

Dr. Riley Olstead
Office : NT 618
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Office Hours:
Tuesdays 2:15-3:30 PM
Wednesdays 12:45-2:00 PM

Class Schedule:
Tuesdays 12:45 PM – 2 PM
Thursdays 11:15 AM – 12:30 PM

Classroom Location: CO 110

Course Description:

This course is normally taken in conjunction with Sociology 252—Applied Deviance—as a way of preparing students theoretically to take on the critical assessment of various topics pertaining to deviance and social control. 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 settler 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 and potentially upsetting. Students are asked to participate in these sections of the course in ways that honour their felt experience.**

University and Classroom Policies

Email and Office:

I will communicate through email for matters requiring brief responses, otherwise students should contact me during office hours (listed above) or ask questions during class. I do not check email on weekends or evenings.

Late Work and Attendance:

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. Students can drop a course online, using Banner. Please refer to the calendar of events in order to ensure you process your course drop before the deadline.

StFX Equity:

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:

I 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. If you are unable to attend, it is imperative that you seek out another student in the class to gain access to class notes. I am unable to review lectures with students.

Electronics: Although electronic technologies have the potential to enhance learning in certain contexts, 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.

**** This is a living course, 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: Texts available at **Curious Cat Café on Main Street**

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 **Thursday October 13th** during class
 2. Critical Analysis Paper (30%) Due **Thursday Nov. 17th**
 3. Final Exam (40%) Date & location TBA
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Critical Analysis Paper (30%) Due Thursday Nov. 17th

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 and justice perspective.

In order to satisfy the requirements for these papers, students must do the following:

- a) Provide a clear explanation of the critical, constructionist and justice 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, justice 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 and justice-oriented 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.

Be very careful not to simply describe the articles but work with and analyze them from a perspective that is interested in unpacking 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 paper, 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: Introductions and What is deviance?

Sept 6th & 8th

Introductions and orientations

Deutschmann, Chapter 1: Issues in the Study of Deviance

Week 2: Cannibalism, and torture

Sept 13th & Sept 15th

Foucault, "Torture", Pp. 3-72.

Week 3: Pre-science and deterrence

Sept. 20th & Sept. 22nd

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

Deutschmann, Chapter 4: Deterrence Theory

Week 4: The panopticon and the PIC

Sept. 27th & Sept. 29th

Foucault, "Panopticon" (Chapter 3)

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

Week 5: Biological theories, theories of the mind

Oct. 4th & Oct. 6th

Deutschmann, Chapter 5: Biological theories of deviance

Deutschmann, Chapter 6: Theories of the mind

Week 6: Medicalisation and TEST

Oct 11th & Oct. 13th

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

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

Mid-term test during class on Oct 13th (30%)

Week 7: Psychiatry: production & regulation of (in)sanity

Oct. 18th and Oct. 20th

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

Test review and debrief

Week 8: Institutions, identities and obedience

Oct. 25th & Oct. 27th

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>

Week 9: Why we behave

Nov. 1st & Nov. 3rd

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

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

READING BREAK

Week 10: Punishment and stigma

Nov. 15th & Nov 17th

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 Thursday Nov. 17th

Week 11: The body

Nov. 22nd & Nov. 24th
Foucault, “Docile bodies” Pp 131-end.

Wendell, Susan. “Toward a feminist theory of disability”, *Hypatia* https://www-jstor-org.libproxy.stfx.ca/stable/pdf/3809809.pdf?refreqid=excelsior%3Ae9e0edc5b9c687cf4c15db9126468391&ab_segments=&origin=&acceptTC=1

Week 12: The body as a vector of control

Nov. 29th & Dec. 1st
No readings

Week 13: Conclusions Monday Dec. 6th

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