

**St. Francis Xavier University**  
**Department of Sociology**  
**Deviance and Social Control, Sociology 252.20**  
**Course Outline Winter 2022**

**Dr. Riley Chisholm**

Email: rchishol@stfx.ca

**Office Hours:**

Mondays 2-3

Wednesdays 1-2

\*\*I will be available on demand for an additional 4 hours per week as it is convenient (online or in person) for students throughout the week. Students shall communicate with me in advance to set up a meeting either by Zoom link, or when it is permitted, in person.

**Class Schedule:** Mondays 2:15-3:30 PM and Wednesdays 3:45-5 PM

**Classroom Location:** SCHW 110

**Course Description**

Students normally take *Sociology 251: Deviance Theory* as a way of preparing students conceptually, practically, and theoretically to take on critical assessment of various topics raised in the current course, *Sociology 252: Applied Deviance and Social Control*. This course will attempt to engage students with some of the most pressing social and political issues facing them, and the world today. Core to our assessment will be coming to understanding how and why, contemporary structures and power relations are becoming increasingly aggravated, principally along the lines of social class, gender, race and ability. Our pedagogic arc will begin with a deep consideration of the history of these issues, tracing back to a pivotal moment in history marking the shift from feudalism and, into capitalism. We will examine how, along with the rise capitalism, was the corresponding development of hetero-patriarchy, imperialism, colonialism and white supremacy. We will consider scholars such as bell hooks, Marilyn Waring, Karl Marx, John Maynard Keynes, Milton Friedman, Naomi Klein, Michel Foucault, Henri Giroux, Frantz Fanon, Noam Chomsky, Eve Tuck, Susan Wendell, Patrick Wolfe, Audra Simpson and Paolo Friere.

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 notably, bias 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.

\*\*Students should note that 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 Hours**

I will communicate through email for matters requiring brief responses, otherwise, students can make use of my office hours and ask questions in class, or online. 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. 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 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—whether face-to-face or 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 post/provide my lectures to students.

### **Required Texts:**

The books and articles used in the course are available through links in the syllabus.

### **Grading Scheme:**

1. 4 Weekly Reflections: (65%) Due dates and the weight for each week is explained below.

2. Final Exam: Date TBA (35 %)

**Weekly Reflection**

Throughout the course, students are required to submit 4 different reflections which, respond to the questions outlined in the syllabus for any given week. Some questions require students to consider the resources from *more than one week* in their response. It is essential that students read the questions very carefully to be clear on what they are being asked to do. Resources or information external to the course should not be included in your responses. It is expected that all relevant resources from any given week be used, and that responses provide a thoughtful, critical, careful consideration that seeks to move *deeply* into the issues, ideas, theories and examples we are using in class.

Do not treat this in a light-handed way as the substantive portion of your grade will be determined on how carefully, and critically you consider the questions being asked. Superficiality and rushing through this assignment will amount to a poor score.

Late submissions will not be accepted.

**Here is your weekly submission schedule:**

1. Reflection #1: due Wednesday, February 9<sup>th</sup>. It asks you to consider all material from **Weeks 2 and 3** in your response. Worth **15%**
2. Reflection #2: due Wednesday February 16<sup>th</sup>. It asks you to consider all material from **Weeks 3 and 4** in your response. Worth **15%**
3. Reflection #3: due Wednesday March 9<sup>th</sup>. It asks you to consider all material from **Weeks 2, 3 and 5** in your response. Worth **20%**.
4. Reflection # 4 due Wednesday April 13<sup>th</sup>. It asks you to consider all material from **Weeks 8 and 12** in your response. Worth **15%**

**Suggested length:** 3-4 typed double-spaced pages.

Note: Spelling, grammar, word choice, *depth of contemplation* and tone are very important in my assessment of your submission. Consider the topics and ideas *rigorously*. Formal sourcing of class resources is unnecessary-however students must be clear about where they are getting their support from. Students can do this by simply indicating the title of the resource, or refer to a lecture, discussion or the name of a theorist etc..

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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 each 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 and, *what makes us human?***

**Jan 17<sup>th</sup> and 19<sup>th</sup>**

Introductions -online learning

Syllabus review

Framework of course: What makes us human?

#### **Week 2: Capitalism and the witch**

**Jan 24<sup>th</sup> & 26<sup>th</sup>**

Federici, S. (2004). *Caliban and the witch*. New York: Autonomedia. Chapters 1,2 and 4.

Here: <https://libcom.org/files/Caliban%20and%20the%20Witch.pdf>

#### **Week 3: Capitalism, gender and ‘the economy’**

**Jan 31<sup>st</sup> & Feb. 2<sup>nd</sup>**

Film (NFB) *Whose Counting?* 1 hr.34 mins

**Reflection question #1 considers Weeks 2 and 3:** What are the gender links between the witch hunts (Federici), and capitalist economic measures—that is, what capitalism values, such as Gross Domestic Product (Waring)? How does an understanding of these links help explain the circumstances of women and men, today? **(15%) Reflection #1 is due next week on Wednesday, February 9<sup>th</sup>**

#### **Week 4: Gender and the patriarchy**

**Feb. 7<sup>th</sup> & 9<sup>th</sup>**

Hooks, bell. ‘Understanding patriarchy’. Here:

<https://imagineborders.org/pdf/zines/UnderstandingPatriarchy.pdf>

**Reflection #1 is due this week on Wednesday, February 9<sup>th</sup>.**

**Reflection question # 2 considers Weeks 3 and 4:** How does hetero-capitalist patriarchy seek to control and regulate women’s bodies? Why? In what ways does the patriarchy regulate men’s bodies? Why? **(15%) Reflection #2 is due Feb. 16<sup>th</sup>.**

#### **Week 5: Disaster capitalism: The Case of Iraq**

**Feb 14<sup>th</sup> & 16<sup>th</sup>**

Klein, Naomi. ‘Disaster Capitalism’. Here:

<https://www.angelfire.com/il/photojerk/klein.pdf>

**Reflection question # 3 considers Weeks 2, 3 and 5:** Action on climate change is often posed as a conflict between sustainability and ‘the economy’. So too, we see tensions arising around policy regarding COVID-19 that positions public health against ‘the economy’. Climate change and COVID are both significant crises being faced the world

over. Yet, if we take what has been learned from Federici and Waring, *who* exactly, is ‘the economy’? How does disaster capitalism distract us from addressing the root cause of the crises we face, to instead, continue to serve the interests of the powerful? (20%)  
Reflection #3 is due March 9<sup>th</sup>.

**Week 6: Winter Study Break**  
Feb 21<sup>st</sup> & 23<sup>rd</sup>

**Week 7: (Bio)politics and disposability**  
Feb 28<sup>th</sup> & March 2<sup>nd</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. Here: <http://www.jstor.org/stable/25115372>

- Film: *Trouble the Water* (1.36 mins)

**Week 8: Capitalism & productive bodies: Grind culture**  
Mar 7<sup>th</sup> & 9<sup>th</sup>

Weber, Max. 1930. Read pages 13-29 in *The Protestant Ethic and the Spirit of Capitalism*, here: [https://selforganizedseminar.files.wordpress.com/2011/07/weber\\_protestant\\_ethic.pdf](https://selforganizedseminar.files.wordpress.com/2011/07/weber_protestant_ethic.pdf)

Reflection # 3 is due this week, Wednesday, March 9<sup>th</sup> .

**Week 9: Capitalism & docile bodies: Prisons and schooling?**  
Mar 14<sup>th</sup> & 16<sup>th</sup>

Postman, N. *The disappearance of childhood*. Here: <https://interesi.files.wordpress.com/2017/10/disappearance.pdf>

Michel Foucault: Docile Bodies here: <https://web.stanford.edu/class/sts175/NewFiles/Foucault,%20Docile%20Bodies.pdf>

**Week 10: Social media: the distraction economy**  
Mar 21<sup>st</sup> & 23<sup>rd</sup>

Film: *The Social Dilemma*, (1.34 mins).

**Week 11: Colonialism, capitalism and genocide**  
Mar 28<sup>th</sup> & 30<sup>th</sup>

Tuck, E. Decolonization is not a metaphor. Here: <https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf>

Wolfe, P. Settler colonialism and the elimination of the Native. Here:  
<https://www.tandfonline.com/doi/pdf/10.1080/14623520601056240>

**Reflection question # 4 considers Week 8 and 12:** What is the difference between schooling and education? How do these differences relate to democracy and a free society? How does the school system reflect and promote capitalist values and thereby, feed the conditions for the crises we currently face? And, how does the distraction economy and grind culture connect up with the aims of a system of ‘schooling’? (15%).  
**Reflection # 4 is due April 13<sup>th</sup>.**

**Week 12: Resistance**  
**April 4<sup>th</sup> & April 6<sup>th</sup>**

No Readings; Take a break!

**Week 13: Exam prep**  
**April 11<sup>th</sup> and 13<sup>th</sup>**

**Reflection #4 is due this week, Wednesday April 13<sup>th</sup>.**

**Exam preparation: (30%)** Here’s your question: This course has been a meditation on various social, political and economic structures that produce conflict and division, inequality and suffering in the world today. We have sought to trace the roots of these structures, notably, the rise of capitalism, patriarchy, colonialism, imperialism and white supremacy as the seeds of what we now recognize are multiple existential disasters— climate destruction, the rise of fascism, human displacement, genocide against Indigenous peoples, and violence against women. For your final question for this course, carefully and selectively employing resources used in this class, explain the following: *“What are the intersecting root causes of the crises we currently face on the planet and how are they related to one another”?*

I am looking for no more than 5-6 pages, double spaced and typed. You need to tell me what resources you are using to support your argument, but you are not required to do so *formally*—there is no need for a citations page or cover page. Do not use resources outside of those we have looked at in the class.