

St. Francis Xavier University
Department of Sociology
Deviance and Social Control, Sociology 252.20
Course Outline Winter 2023

Dr. Riley Olstead

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Office Hours:

Wednesday 12-2

Friday 10-11

Class Schedule: Wednesdays 12:45 PM-2 PM and Fridays 11:15 AM-12:30 PM

Classroom Location: MUL 3030

Course Description

Welcome to *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 the world, today. Core to our assessment will be coming to understand how and why, contemporary structures and power relations are 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 the shift from feudalism to capitalism. We will examine how, along with the rise capitalism, was the corresponding development of modern hetero-patriarchy, imperialism, colonialism and white supremacy. We will consider scholars such as bell hooks, Marilyn Waring, Karl Marx, John Maynard Keynes, Milton Freidman, 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, rigorous, articulate and convincing.
3. To understand the necessity of bias and notably, bias in the direction of social justice and decolonisation.
4. To develop an understanding of the difference between information and knowledge.
5. To cultivate and understanding of some of the structural ways that the body politic is emergent, and to identify whose interests are being served by these structures.

**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 must make use of my office hours and, are always invited to ask questions in 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 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. This means that students must attend class, and should that not be possible, have connected with one or more other students in the class with whom lecture notes can be shared should the need arise.

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 reflections which, respond to the questions outlined in the syllabus (Calendar of Readings and Assignments, below) 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 is not to be included in your responses.
- It is expected that *all* relevant resources from any given week be clearly 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.
- 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 from where they are getting their support. 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.. For example, As described by Tuck and Yang (2012), “The temptation is to produce a...”, or “As described in Class Lecture (Olstead, Jan. 22, 2022)”, or “Friere offers us a theory of education that responds to concerns about...”, etc.
- 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.**
- **Suggested length:** 3-4 typed double-spaced pages.

Here is your weekly submission schedule:

1. Reflection #1: due **Wednesday, January 25th**. It asks you to consider all material from **Weeks 2 and 3** in your response. Worth **15%**
2. Reflection #2: due **Wednesday February 8th**. It asks you to consider all material from **Weeks 3 and 4** in your response. Worth **15%**
3. Reflection #3: due **Wednesday February 15th**. It asks you to consider all material from **Weeks 2, 3 and 5** in your response. Worth **20%**.
4. Reflection # 4 due **Wednesday March 15th**. It asks you to consider all material from **Weeks 7, 9 and 10** in your response. Worth **15%**

** 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 such as

winter storms. It is the responsibility of each student 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. Note: Please ensure the links in your syllabus are working. If not, please access readings and texts in the STFX library here: <https://www.mystfx.ca/library/>

Calendar of Readings and Assignments

Week 1: Introduction to the course and, *what makes us human?*

Jan 4th and Jan 6th: First two classes are available on Moodle and can be watched at your leisure. DO NOT COME TO CLASS UNTIL NEXT WEEK

Jan 4th: Students will access a video posted on Moodle titled, ‘Course Introduction and Syllabus’.

Jan 6th: Students will access a video posted online titled ‘Framework of course: What makes us human?’.

IN PERSON CLASSES START NEXT WEEK

Week 2: Capitalism and the witch: **IN PERSON CLASSES BEGIN NOW**

Jan 11th & Jan 13th

Federici, S. (2004). *Caliban and the witch*. New York: Autonomedia. Chapters 1, 2 and 4. Please purchase this text online. Or, link here:

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

Week 3: Capitalism, gender and ‘the economy’

Jan 18th & Jan 20th

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, using a gender lens, what is it that capitalism values? How can we see measures such as Gross Domestic Product (Waring) as through a gender lens? 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, January 25th.**

Week 4: Gender and the patriarchy

Jan 25^h & Jan 27th

Hooks, bell. ‘Understanding patriarchy’. Here:

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

Reflection #1 is due this week on Wednesday, January 25th.

Reflection question #2 considers Weeks 3 and 4: How does the hetero-capitalist patriarchy seek to control and regulate women's bodies? Why? In what ways does the patriarchy regulate men's bodies? Why? And importantly, how are bodies that are not recognized by this binary gender system get ignored, marginalized, pathologized, etc. and why? (15%) Reflection #2 is due Feb. 8th.

Week 5: Disaster capitalism: Iraq
Feb 1st & Feb 3rd

Klein, Naomi. 'Disaster Capitalism'. Here:
<https://www.angelfire.com/il/photojerk/klein.pdf>

Reflection question # 3 considers Weeks 2, 3 and 5: 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 Feb. 15th.

Week 6: (Bio)politics and disposability
Feb 8th & Feb 10th

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)

Reflection #2 is due this week on Wednesday, February 8th.

Week 7: Capitalism & productive bodies: Grind culture
Feb 15th & Feb 17nd

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

Reflection #3 is due this week on Wednesday, February 15th.

Week 8: WINTER BREAK
Feb 22nd & Feb 24th

NO CLASS

Week 9: Docile Bodies
Mar 1st & Mar 3rd

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>

Reflection question # 4 considers Week 7 and 9 and 10: 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 Mar. 15th.

Week 10: Social media: the distraction economy
Mar 8th & 10th

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

Week 11: Colonialism, capitalism and genocide
Mar 15th & 17th

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 # 4 is due this week, Wednesday March 15th.

Week 12: Resistance
Mar 22nd & Mar 24th

Film: *Awake* : <https://www.awakethefilm.org/>
Discussion

Week 13: Exam prep
Mar 29th and Mar 31st

Reflection #4 is due this week, Wednesday March 29th.

Exam preparation: (35%) 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, the modern 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 can they be 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.

Week 14: Exam prep buffer date
Apr 5th