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Session: September 07 - December 05, 2016

Meet time: Wed. & Fri., 02:35 PM-03:55 PM

Location: ARTS W-120

COURSE DESCRIPTION AND OBJECTIVES

The purpose of this course is to provide an introduction to and understanding of the theoretical issues in the sociology of deviance and social control using substantive examples to highlight these issues. We will examine how certain behaviors come to be defined as deviant and how norms, values, and rules are socially constructed. Topics to be discussed will include appearance issues, sexual behaviors and orientations, mental illness, and substance abuse.

Upon successful completion of the course, you should be able:

1. To critically assess definitions of deviance used in the public sphere, and to gain insight into how these definitions are formed and maintained;
2. To understand and apply a range of sociological theories that explain deviant behaviour and the processes by which deviance is labelled as such.

REQUIREMENTS AND EVALUATION

1) Quiz	15%	September 28 th
2) Midterm	35%	October 26 th
3) Final exam	50%	TBA (during the final exam period)

1) *Quiz:* The in-class multiple-choice quiz will take place on Wednesday, September 28th. It will include questions related to the first three weeks of the course.

2) *Midterm Exam:* There will be one in-class midterm exam (multiple-choice, T/F, and short answer questions), worth **35%** of your grade, on Wednesday, October 26th.

Make-up exam policy for quiz and midterm: Students cannot make it up unless they have a legitimate reason recognized by McGill as excusable, such as illness, family emergency, and natural disaster. Individuals who miss it because of health reasons must submit a note from a doctor (a note from health services will not be accepted). The format of a makeup examination will be different from the original exam.

3) *Final Exam:* The final exam (multiple-choice, T/F, short and long answer questions), worth **50%** of your grade, will be held during the exam period. Information on the location and hours of the final exam will be posted on MINERVA before the start of the final exam period. According to Senate regulations, instructors are not permitted to make special arrangements

for final exams. Please consult the Calendar, section 4.7.2.1, General University Information and Regulations at www.mcgill.ca.

Re-grade: Your grade in this course will be determined by your performance on the exams. If students feel their exams are not accurately graded, they may request a regrade. However, in order to request a regrade, you must first submit a one-page written letter indicating the reasons why your work should be regraded. During the regrade process, the exam is analyzed more closely, and it is possible that the regrade will result in a lower grade.

Important: There will be no additional assignments available during or after the course to improve your grade.

Note: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

ACADEMIC INTEGRITY AND RIGHTS

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see <http://www.mcgill.ca/integrity> for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit.

CONDUCT AND ACCOMODATION

Students are expected to attend all classes, to arrive on time and to conduct themselves respectfully. Students who miss class are responsible for all announcements made during class, including slight changes to the course syllabus. I ask students to join me in creating a classroom space that is safe; that celebrates the diversity of everyone present; and one that is free from discrimination on the basis of sex, religion, race, ethnicity, nationality, sexual orientation, age, ability, or any other basis for discrimination.

As the instructor of this course, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-600

REQUIRED COURSE MATERIALS

All students are expected to complete the readings prior to the period for which they have been assigned so as to have a better grasp of the subject matter and participate in class.

The following required textbook is available at McGill's Bookstore (3544 Ave du Parc):

Downes, D. M., McCormick, C. R., & Rock, P. E. (2012). *Understanding Deviance: A Guide to the Sociology of Deviance and Rule Breaking*. Oxford University Press.

In addition to the textbook, there are required articles and documents in PDF format that can be downloaded from the course website.

COURSE SCHEDULE

Week 1: Sept. 7 & Sept. 9 - Overview of the course; Introduction to the sociology of deviance



Downes, Chapters 1



Miller, J., Wright, R., and Dannels, D. (2001). Is Deviance 'Dead'? The Decline of Sociological Research Specialization. *The American Sociologist* 32:43-59.

Week 2: Sept. 14 & Sept. 16 - Sociological studies of deviance; Biological and psychological explanations; The Chicago School



Downes, Chapters 2 & 3

Week 3: Sept. 21 & Sept. 23 - Functionalism & Anomie



Downes, Chapters 4 & 5



Merton, R. (1938). Social Structure and Anomie. *American Sociological Review* 5:672-82.

Week 4: Sept. 28 & Sept 30 - Subcultural theories

Sept. 28, Wednesday ***QUIZ (in class)*******



Downes, Chapters 6





Miranda, D., & Claes, M. (2004). Rap music genres and deviant behaviors in French-Canadian adolescents. *Journal of youth and adolescence*, 33(2), 113-122.




Holt, T. J. (2007). Subcultural evolution? Examining the influence of on-and off-line experiences on deviant subcultures. *Deviant Behavior*, 28(2), 171-198.

Week 5: Oct. 5 & Oct. 7–**Symbolic interactionism & Phenomenology**

 Downes, Chapters 7 & 8


 Becker, H. (1953). Becoming a Marihuana User. *The American Journal of Sociology* 59:235-42.

 Johnson, T.J., Braima, M.A.M., & Sothirajah, J. (2001). The press and not-so-mean streets: The relative influence of the news media on public knowledge of crime rates. *New Jersey Journal of Communication*, 9(2), 182–202.


Week 6: Oct. 12 & Oct. 14 – **Control theories**

 Downes, Chapters 9


 Meier, R. F. (1982). Perspectives on the Concept of Social Control. *Annual Review of Sociology*. 8:35-55.

 Hirshi, T., & Gottfredson, M. (2000). In defense of self-control. *Theoretical Criminology*, 4(1), 55–69.

Week 7: Oct. 19 & Oct. 21 – **In-depth topic I: Mental disorders; Pre-midterm review**

 Szasz, T. (1960). The Myth of Mental Illness. *The American Anthropologist* 15:113-118.


 Rosenhan, D. (1973). On Being Sane in Insane Places. *Science*. 179:250-58.

 Wakefield, J. C. (1992). The concept of mental disorder: on the boundary between biological facts and social values. *American Psychologist*, 47(3), 373.

Week 8: Oct. 26 & Oct. 28 – **Midterm exam; Critical deviance studies**

Oct. 26, Wednesday ***MIDTERM (in class)*******


 Downes, Chapters 10

 Reiman, J., & Leighton, P. (2015). *The rich get richer and the poor get prison: Ideology, class, and criminal justice*. Chapter 1. Routledge.




 Ferrell, J. (2015). Drift: A Criminology of the Contemporary Crisis. *Radical Criminology*, (5), 139-168.

Week 9: Nov. 2 & Nov 4 – **Midterm review; Feminist approaches to deviance**



 Downes, Chapter 11

 Lehmann, J. M. (1995). Durkheim's theories of deviance and suicide: A feminist reconsideration. *American Journal of Sociology*, 904-930.




Week 10: Nov. 9 & Nov 11 – **In-depth topic II: Appearance issues**

-  Salse, C., Honey, A., & Doughtwood, D. (2007). The paradox of virtue: (Re)thinking deviance, anorexia and schooling. *Gender and Education*, 19(2), 219–235.
-  Young, M. A. K. (2001). Flesh journeys: Neo primitives and the contemporary rediscovery of radical body modification. *Deviant Behavior*, 22(2), 117-146.
-  Williams, D. J. (2009). Deviant leisure: Rethinking “the good, the bad, and the ugly”. *Leisure sciences*, 31(2), 207-213.

Week 11: Nov. 16 & Nov 18 – **In-depth topic III: Sexual deviance**

-  Foucault, M. (1990). *The history of sexuality: An introduction, volume I*. Part 1&2. Trans. Robert Hurley. New York: Vintage.
-  Sherman Heyl, B. (1977). The Madam as Teacher: The Training of House Prostitutes. *Social Problems* 24:545-55.

Week 12: Nov. 23 & Nov 25 – **In-depth topic IV: Substance abuse**

-  Brennan, P. K., Chesney-Lind, M., Vandenberg, A. L., & Wulf-Ludden, T. (2015). The saved and the damned: racial/ethnic differences in media constructions of female drug offenders. *Radical Criminology*, (5), 47-98.
-  Link, Bruce et al. (1997). “On Stigma and Its Consequences: Evidence from a Longitudinal Study of Men with Dual Diagnoses of Mental Illness and Substance Abuse.” *Journal of Health and Social Behavior* 38:177-90.
-  Gourley, M. (2004). “A Subcultural Study of Recreational Ecstasy Use.” *Journal of Sociology* 40:59-73.

Week 13: Nov. 31 & Dec. 2 – **The future of deviance studies; Wrap-up**

-  Downes, Chapter 12

*******Final exam*******

See MINERVA for information on exam location & hours.