- Course Description -

Satisfies Social Sciences Core Requirement
May be taken as part of the Women's Studies Minor.

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.

- Course Objectives -

This is a core course in sociology. As such, the course is designed to

(1) Raise the perennial questions of the sociology of deviance and social control.

In this course, we seek to understand how societies construct the boundaries between those behaviors and identities that are normal, acceptable, good, healthy, moral, and/or natural and those that are deviant, crazy, bad, sick, evil and/or unnatural. As we think about how society is made possible by the drawing of boundaries around the normal, we will also consider the historical and cultural shifting of these boundaries.

(2) Present historical, as well as culturally diverse, perspectives on deviance and social control.

The course is organized around the examination of major historical and sociological perspectives on deviance. While each perspective has had a kind of theoretical heyday, none has disappeared from our contemporary understandings of deviance. Writings by contemporary authors, periodic discussion of current events, and the reflections and analyses of class members will show how each perspective continues to shape the our current understanding of deviance and control.

Many readings in the course examine the unequal effects of social control. Cultural diversity is brought through the incorporation of readings on the topic of inclusion and exclusion and by engaging in a sociological study of everyday interactions.

(3) Demonstrate the various methodologies used in the sociological study of deviance.

Our examination of the perspectives will frequently highlight the particular methods employed by each to understand, observe and measure deviance. Along with an understanding of deviance, each perspective offers a particular methodology and strategy for controlling it. When considering a given perspective's approach to the study of deviance and social control, we will reflect on the relevance of that theory's methodology to its findings.
Challenge you to create a personal philosophy of deviance and social control.

Students in this course are encouraged to engage with the theoretical stances of the assigned authors and, further, develop their own personal philosophy of deviance and social control. Students are encouraged to articulate elements of their personal philosophy during discussions and in the writing component of the course.

*course objectives adapted from Aimee Van Wagenen's Fall 2006 SC030.01 Syllabus*

- Course Requirements -

(1) Attendance and participation : 25% of your final grade
(2) In-class exams : 25% of your final grade
(3) Diagnostic Essay : 25% of your final grade
(4) Ethnographic Study & Essay : 25% of your final grade

(1) Attendance and participation (25% of your final grade)

All students are expected to attend class and participate in class discussions. While I will not regularly take attendance, I will note frequent absences and this will affect your participation grade. Finally, I expect all students to contribute to class discussions. Since there are approximately forty students in our class, I do not expect all students to participate in all classes; however, I do expect consistent contributions from all students. Keep in mind that adequate participation in class depends on adequate preparation for class and your participation grade will be based on the relevance of your participation to course readings and lectures.

I've found that students who attend my office hours raise important questions about course assignments, course readings, course grading, and lectures. While I am not requiring students to make an appointment with me, all students are strongly encouraged to attend my office hours at least once. Meetings with me during my office hours will contribute to your participation grade.

I understand that for some students class participation can induce all sorts of anxieties. I encourage all students to attend my offices to talk about strategies for participation, as well as our course material.

(2) In-class exams (25% of your final grade)

There are two in-class exams.

<table>
<thead>
<tr>
<th>Exam #</th>
<th>Topics Covered</th>
<th>Date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Topic 1 and 2</td>
<td>9.25.2008</td>
<td>10</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Topics 3, 4, and 5</td>
<td>TBA</td>
<td>15</td>
</tr>
</tbody>
</table>

All exams may involve matching, multiple choice, and/or true/false questions.

(3) Diagnostic Essay (25% of your final grade)

Your diagnostic essay of approximately 5 pages is due on 11.18.2008. In your essay, you should use
one or more sociological theories of deviance and social control to account for the events at Abu Ghraib. Your essay should draw from our readings on sociological perspectives of deviance and social control, with our readings and documentaries on Abu Ghraib as used as "data" to support your analysis.

(4) Ethnographic Study (25% of your final grade)

By 9.11.2008, you should begin an ethnographic study in which you document the "practical accomplishment" of the normal and deviant in everyday life. To do so, you should choose a setting that you can easily access and observe for thirty-minute periods. Over the course of the semester, you should observe that setting ten times and, afterward, produce a memo of approximately 400-600 words on your observations. You can, if you wish, supplement your observations and memos with documentary evidence - such as photographs. You can, if you wish, choose a location in which you are a participant in addition to an observer. If you choose such a location, you should also document your participation in the accomplishment of normalcy and deviancy.

By 12.04.2008, you should submit your memos and evidence with a five page essay that analyzes the practices by which social actors accomplished normalcy, deviancy, and social control in your setting. You will receive a grade for both your memos and your response paper. Each is worth 12.5% of your final grade. If you submit at least ten on-topic memos of approximately 400-600 words, you will receive at least a 3.0 (B) on your memos Those journals that reference, when appropriate, course readings, go beyond the minimum requirements of the assignment, consistently exhibit care for observational details and rigorous sociological thinking may earn higher grades. Incomplete journals will receive a grade below 3.0 (B), based on the quantity and quality of entries.


- Course Grading Scales-

Exams

94%-100% ... A
90%-93% ... A-
87%-89% ... B+
84%-86% ... B
80%-83% ... B-
77%-79% ... C+
74%-76% ... C
70%-73% ... C-

Final Grade

3.85-4.0 A
3.50-3.84 A-
3.15-3.49 B+
2.85-3.14 B
- Course Readings -


You can find used copies of the assigned reading online, often at significantly lower prices than are the copies available in local bookstores. Also, the three books are on reserve at the O’Neill library.

Readings marked with an “*” in the course schedule are available through online course reserves.

Note: Unless otherwise noted, readings should be completed by the date that they are assigned. Also, I reserve the right to change readings with due notice.

- Course Schedule -

**Topic One**  
**Introducing the Sociology of Deviance & Social Control**

(1) 9.2.2008 : Course Introduction  
(2) 9.4.2008 : Introducing the Sociology of Deviance & Social Control  
(3) 9.9.2008 : Introducing the Sociology of Deviance & Social Control  

9.11.2008 : Sociology of Terrorism  

**Topic Two**  
**Historical Perspectives**

(1) 9.16.2008 : Social Control during an Age of Enlightenment  
a. Beccaria, parts I-IV, VI, XII, XV, XVI, XX, XXII, XXIV.
(2) 9.18.2008 : The Panopticon & the Persistence of Surveillance
   c. The End of Privacy.

(3) 9.23.2008 : Medicalizing Deviance & Social Control

(4) 9.25.2008 : Medicalizing Deviance & Social Control

9.30.2008 : Exam 1 : Topics One & Two

Topic Three
  Sociological Perspectives on Deviance and Social Control

(1) 10.2.2008 : The Anomie Perspective

(2) 10.7.2008 : The Learning Perspective

(3) 10.9.2008 : Disorganization

(4) 10.14.2008 : The Labeling Perspective

Topic Four
  Abu Ghraib: A Case Study in Deviance & Social Control

(1) 10.16.2008 : Introducing Abu Ghraib
   a. Danner, Torture & Truth, Chapters I-III.

(2) 10.21.2008 - 10.28.2008 : Explaining Abu Ghraib
   (1.) Please read at least three articles from this list.

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(II.) Please read at least two articles from this list.


a. Standard Operating Procedure

11.04.2008 ELECTION DAY: NO CLASS

Topic Five  The Sociology of Exclusion

(1.) 11.13.2008 - 11.18.2008 - The Others of Social Theory
11.18.2008 : Diagnostic Essay Due

(I.) Please read (a), (b), (c) and at least one other articles between 11.13.2008 & 11.18.2008


(I.) Please read (a), (b), and at least two other articles between 11.20.2008 - 12.04.2008


12.04.2008 - Ethnographic Study Due

Final Exam: TBA

**Academic Integrity**

In class, we will work together to comprehend important readings in the sociology of deviance and social control. In the spirit of this collective effort, please feel welcome to speak with classmates about course readings. You are also permitted to review for exams and the final paper with other students. However, your work must be original and, when using, paraphrasing, or referencing the work of another, you must include a citation of the source. I will treat plagiarism and cheating in accordance with Boston College’s Academic Integrity Policy and Procedures.

“The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.”

You are responsible for familiarizing yourself with these policies and procedures, which you can find at - [http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity](http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity)

Please note that in this class the minimum penalty for cheating or plagiarizing will be failure of that course requirement.

**A message on our semester together**

Having instructed two courses and been a teaching assistant in ten others, I am aware that the semester can produce any number of stresses, surprises, emergencies, and frustrations for students.

If you find yourself struggling to understand course readings, class assignments or my grading, I strongly encourage you to speak with me immediately. I am always happy to share my thoughts on your assignments, as well as strategies for improvement. Of course, it is more helpful to have such a discussion before the final week or two of classes - which is when the reality of "the final grade" tends to set-in.

If you find yourself struggling to complete assignments or attend class, I strongly encourage you to let me know about your concerns. Additionally, you may want to speak with your class dean, who can provide you with some general advice on whatever is interfering with your learning. You can find your class dean's email address and office number at the following site: [http://www.bc.edu/schools/cas/about/contact.html](http://www.bc.edu/schools/cas/about/contact.html).