

BOSTON COLLEGE

S U M M E R S E S S I O N

Deviance & Social Control

BC 2019 Summer Session II (June 25 – Aug 1)

Tuesday & Thursday | 6pm – 9:15pm

ADSO 1030 01 | SOCY 1030 01

Instructor Name: Jaclyn Carroll

BC E-mail: carrolct@bc.edu Phone Number: 774-270-1186

Office: McGuinn 410 C

Office Hours: TBD

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

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.

Textbooks & Readings

All readings for this course will be available on Canvas. This course does not require that you purchase any books.

Canvas

Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

Course Objectives

1. Students will develop a working knowledge of historical and contemporary sociological perspectives on deviance and social control. They will demonstrate this competency in analytical essays and case-study group projects.
2. Students will learn to position designations of deviance in their historical and cultural contexts, and to articulate the relationship between deviance and the human experience.
3. Students will acquire skills working with others as a member of a team.
4. Students will learn to analyze and critically evaluate ideas, arguments, and points of view.
5. Students will demonstrate competency across cultural settings and will learn the impact of culture, gender, race, age and sexuality in the construction of deviance.
6. Students will demonstrate ethical skills pertaining to their ability to critically examine news media and current events in their facilitation of class discussions and activities.

Grading

In course assignments, students will be scored based on their command of the course material as well as the critical thinking and writing skills they display. This course involves three forms of assessment:

Weekly Reflections, Pop Quizzes & Discussion Questions (25%):

- Before each class period, students will post a short summary of the readings and 1-2 discussion questions for the class onto the canvas website. These are due by noon on each seminar day. Students may miss one day's summaries without penalty.

Attendance & Participation (10%):

- Because this is an accelerated course, attendance is imperative! Absences must be excused, or they will affect a student's final grade in the course. Missing more than 2 unexcused classes will result in an automatic failing grade.

Class Presentation (Teach-In) (25%):

- Each student will be assigned to a group at the beginning of the semester, and this group will give a short (30 minute) presentation to contribute to class discussion in one of the course units. These presentations should be engaging and dynamic, while displaying a command of that unit's content.

Final Exam (40%):

- A comprehensive short answer and essay-based final exam will be administered at the end of the course in order to gauge each student's mastery of the course

readings and lectures. The essay will be a pre-written reflection on the student's teach-in presentation topic.

The graduate grading system for Summer Session is as follows:

A (4.00), A- (3.67) B+ (3.33), B (3.00) B- (2.67) C (2.00) F (.00)

All students can access final grades through Agora after the grading deadline each semester.

Transcripts are available through the [Office of Student Services](#). **Deadlines and Late Work**

Late work will be accepted within a week of the deadline but will lose one half letter grade for each day of lateness following the deadline. Exceptions are made very infrequently and under special circumstances.

Course Assignments

It's expected that you'll spend about 8 hours a week on coursework for this class. Readings should be completed before that day's lecture, and discussion questions should be posted by noon on the day of class.

Attendance

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Attendance in this course is graded and students with more than 2 undiscussed absences will receive a failing grade in the course.

Consistent with BC's commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Course Schedule

Date/Week	Topics	Reading/Assignments
June 25 th & 27 th	<p>“Spiritual Explanations of Deviance”</p> <ul style="list-style-type: none"> • 16th & 17th Century Theories • Contemporary Examples: Moral Panics <p>Film:</p> <ul style="list-style-type: none"> • Selection from “Paradise Lost: The West Memphis Three” • Selection from “The Burning Times” <p>Key Concepts:</p> <p>Lateran Council of 1215, Moral Panic</p>	<p>Primary Document: <i>Excerpt from the Salem Witch Trials Archives</i></p> <p>Contemporary: “Panic: A Guide to the Uses of Fear” Lancaster</p> <p>“Moral Panics, Sexual Rights, and Cultural Anger” in Gilbert Herdt’s <i>Moral Panics, Sex Panics</i></p>
July 2 nd	<p>“The Rational Criminal & Classical Explanations of Deviance”</p> <ul style="list-style-type: none"> • 18th Century Theories • The Early Prison System & The Emergence of the Penitentiary • Contemporary Examples: Carceral logics, the prison industrial complex, and the myth of the correctional institution <p>Film:</p> <ul style="list-style-type: none"> • Selection from “The Eastern State Penitentiary” • Selection from “The 13th” <p>Key Concepts:</p> <ul style="list-style-type: none"> • Rational Actor, Enlightenment, Utilitarian Calculus, The Correctional Myth 	<p>Primary Document: <i>Excerpt from Bentham’s Panopticon</i></p> <p><i>Excerpt from French Penal Code of 1791</i></p> <p>Contemporary: “Are Prisons Obsolete” Angela Davis</p> <p>“The Color of Justice” in Michelle Alexander’s <i>The New Jim Crow</i></p>
July 9 th & 11 th	<p>“Pathology & Madness, Medical Explanations of Deviance”</p> <ul style="list-style-type: none"> • 19th Century Theories • The Early Asylum System <p>Film:</p> <ul style="list-style-type: none"> • “Strange Answers to the Psychopath Test” Jon Ronson <p>Key Concepts:</p> <ul style="list-style-type: none"> • Atavism, pathologization, “criminal insanity,” “drapetomania,” eugenics 	<p>Primary Document: <i>Excerpt from Phillippe Pinel’s Insanity Defense</i></p> <p><i>Excerpt from Samuel Cartwright</i></p> <p>Contemporary: “The Discovery of Child Abuse” Stephen Pfohl</p> <p>Excerpt from: Jon Ronson’s “The Psychopath Test”</p> <p>“Shifting Engines of</p>

		Medicalization,” Peter Conrad, <i>Perspectives in Medical Sociology</i>
July 16 th & 18 th	“Propaganda & The Crowd: Theories of Social Control”	Primary Document: TBD “Advertising, Consumer Cultures and Desires” by Marita Sturken in <i>Practices of Looking</i> Excerpt: Jean Baudrillard’s <i>Simulations</i>
July 23 rd & 25 th	“Deviance, Difference & Identity” <ul style="list-style-type: none"> • Contemporary Approaches to Difference • Difference & Identity Key Concepts: <ul style="list-style-type: none"> • Subculture, Identity Politics 	Primary Document: Against Equality Mission Statement Gayle Rubin, “Thinking Sex”
July 30 th & Aug 1 st	Project Presentations	

Written Work

Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the [Connors Family Learning Center](#).

Attendance

Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to

allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities.

Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- ● **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- ● **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC's commitment to accessibility at www.bc.edu/sites/accessibility.

Scholarship and Academic Integrity

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. Please see the [Boston College policy on academic integrity](#) for more information.