

SOCI 489: GENDER, DEVIANCE, SOCIAL CONTROL

Fall 2020

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Class Meetings: Mon 10:35-11:35 am Eastern Time via Zoom

Remote Delivery Plan

- We will hold 1 hour Zoom meetings every week for the first half of the allotted course time. These meetings are not mandatory. I will hold weekly Zoom office hours to answer questions.
- Students will have access to short recorded lectures to supplement Zoom meetings. And they will participate in online discussion forums via MyCourses. All readings are available on MyCourses as well.
- Students will be graded on weekly reading memos, discussion forum contributions, and a final research paper.

Course Description

How does gender influence what we, as a society, consider “deviant” and how we regulate and control “deviant” behavior? How do racialized and classed notions of masculinity and femininity shape our perceptions of violation and victimhood? How do gendered inequalities impact what is considered a criminal act, how crimes are punished, and who is punished? This class provides a critical, reading-intensive lens on these questions, focusing special attention on one of the main institutions that regulates social order: the criminal justice system.

Throughout the course, we will use an intersectional approach, thinking through the way other social categories (class, race, sexuality, citizenship status, etc.) interact with gender. Empirical readings in this course focus on the interaction of these processes in North America and Europe. The course is divided into two sections: theory and crime control. In the first section, we will define the key terms in the course title. In the second section, we will analyze how gender informs definitions of deviance and patterns of social control within criminal justice institutions.

Course Requirements and Grading

Discussion Memos (2 memos x 6 points = 12 points)

DUE 5:00 pm Eastern Time Saturday before each Zoom meeting. Post to the Discussion Memo forum under “Discussions” in MyCourses.

You will write a discussion memo twice during the semester based on one pre-assigned reading for that week’s class. These memos are to be read by all members of the class and geared at promoting conversation during Zoom sessions. Discussion memos should include: 1) a summary of the main points of the reading, 2) formulating one discussion question for the class. Discussion memos should be no longer than 2 pgs double spaced.

Reading Memos (9 memos x 2 points = 18 points)

DUE 5:00 pm Eastern Time Saturday before each Zoom meeting. Post to the appropriate memo folder in MyCourses under "Assignments".

You are expected to write a reading memo every week that you do not write a discussion memo. Memos should be no longer than 1 pg double spaced. Memos should include: 1) a brief summary of each reading, 2) either a question/ or critique you have of each reading.

Final Research Paper (70 points)

DUE: Monday, December 14 at 5:00pm Eastern Time. Upload your paper into the appropriate MyCourses folder under "Assignments".

Please choose one of the following research questions:

- 1) What was US Supreme Court Justice Brett Kavanaugh accused of by Christine Blasey Ford and why did the court clear Kavanaugh of all charges?
- 2) Why are there so many missing and murdered indigenous women in Canada and what should be done about the situation?
- 3) How did the 2016 New Year's Eve Sexual Assaults in Cologne, Germany shape anti-rape legislation and immigration policy in Germany?
- 4) What institutions of criminal justice do #blacklivesmatter protestors take issue with and why?
- 5) How did J. K. Rowling relate her experiences as a domestic violence survivor to her statements about trans people, and why might her statements be problematic?

Conduct background research on your question. Write a 15-20 pg. (double spaced) paper analyzing your case using **at least 3** class readings of your choice. Successful papers will: 1) have a clear and comprehensive thesis, 2) include a detailed description of the topic using external sources, 3) include a comprehensive analysis of each of the three class readings and provide logical and convincing linkages between each reading and the research topic. This paper assesses your ability to conduct independent research **and** your comprehension of class concepts and texts. Include in-line citations for all readings and a bibliography.

Listen to pre-recorded lectures

I will upload a recorded lecture each week (approximately 10 minutes long) summarizing the week's readings. You are responsible for listening to the lecture on your own time. Each week's lecture will be uploaded to MyCourses after the Zoom session for that week.

Attend short weekly Zoom sessions

We will hold short Zoom sessions every week to discuss the readings. Zoom sessions will last for one hour (10:35-11:35am). Please do your best to attend each week. You will not be penalized if you fail to attend. It is, however, your responsibility to find out what has been discussed in the Zoom session from other students in the course if you wish to keep abreast of these meetings.

Read Discussion Memos

All students in the course should read discussion memos posted by fellow students in the course before attending Zoom sessions for that week's readings. Discussion memos will steer our Zoom

conversations, so it is important that we have all read what our discussion leaders have to say before we meet online.

Course Policies

Ethics

- You are responsible for behaving respectfully towards your Instructor and your fellow students. Aggressive and condescending behavior towards others will not be tolerated.
- 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 www.mcgill.ca/students/srr/honest/ 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/students/srr/honest/).

Written Materials

- Late assignments automatically lose 1 point every day they are late. There is no extra credit opportunity for late or missed work.
- All assignments must be typed, double-spaced, 12 point Times New Roman, with one-inch margins. Please submit documents only in Word or PdF format. Please include in-line citations when quoting or referencing other texts. Spelling and grammatical mistakes will adversely impact your grade. The McGill Writing Centre provides help with written assignments.
- 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 that is to be graded.
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 devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Accommodations

- If you need accommodations for more than one assignment or multiple missed classes, please let me know immediately and register with the Office for Students with Disabilities (OSD) <http://www.mcgill.ca/osd/>

Course Materials

- All course readings are available free of charge on MyCourses. To access readings, go to Content
▶▶ Table of Contents ▶▶ Readings.

- Short pre-recorded lectures (approx. 10 minutes long) will be made available after each Zoom meeting. To access lectures go to Content ►► Table of Contents ►► Lectures.

Zoom Meetings

- We will meet weekly via Zoom for approximately half the allotted class time (from 10:35-11:35am). I will send you a link for each meeting. Please do not share this link with anyone who is not registered for the class.
- To protect participants' confidentiality, Zoom meetings will not be recorded. You will not be penalized if you miss a Zoom meeting. But it is your responsibility to gather notes on the meeting from your classmates so you know what has been discussed.

Course Related Questions

- If you have a general question about the course (regarding assignments, readings, etc.), first read the syllabus to ensure your question has not already been addressed on these pages.
- If you still cannot find the information you are looking for in the syllabus, the second thing you can do is post your question to the discussion forum on MyCourses. Go to Discussions ►► Course Related Questions. Other students in the course can respond to your question as well as your Prof.
- If you have a personal issue, please email Professor Roychowdhury directly. Note that it may take several days for me to respond to your messages.

READING SCHEDULE

I. Theory

Sep 14 Introduction

Sep 21 The Social Construction of Gender

- Candace West and Don Zimmerman. 1987. "Doing Gender." *Gender & Society*, 1 (2): 125-151.
- R. W. Connell. 1990. "The State, Gender, and Sexual Politics: Theory and Appraisal." *Theory and Society*, 19 (5): 507 - 544.

Sep 28 Intersectionality & Queer Theory

- Patricia Hill Collins and Sirma Bilge. 2020. "What is Intersectionality?" *Intersectionality*. Cambridge: Polity Press.
- Arlene Stein and Ken Plummer. 1994. "I Can't Even Think Straight" "Queer" Theory and the Missing Sexual Revolution in Sociology." *Sociological Theory*, 12 (2): 178-187.

Oct 5 What is Deviance?

- Emile Durkheim. 1895. "The Normal and the Pathological." Abridged from *The Rules of Sociological Method*. New York: Free Press, 65-73.
- Kai Erikson. 1961. "Notes on the Sociology of Deviance." *Social Problems*, 9.
- William Chambliss. 1973. "The Saints and the Roughnecks." *Society*, 11: 24-31.

Oct 19 Contemporary Social Control

- Michel Foucault. 1995. "Panopticism." *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books.
- David Garland. 2012. "Crime Complex" and "The New Culture of Crime Control." *The Culture of Control: Crime and Social Order in Contemporary Society*. Chicago: University of Chicago.

Oct 26 Gendering Deviance and Social Control

- Chloe Taylor. 2013. "Infamous Men, Dangerous Individuals, and Violence against Women: Feminist Re-readings of Foucault." *A Companion to Foucault*, eds Christopher Falzon et. al. Blackwell.
- Meda Chesney-Lind. 2006. "Patriarchy, Crime, and Justice: Feminist Criminology in an Era of Backlash." *Feminist Criminology*, 1 (1): 6-26.
- Matthew Ball. 2014. "Queer Criminology, Critique, and the "Art of Not Being Governed." *Critical Criminology* 22: 21-34.

II. Crime Control

Nov 2 The Politics of Victimhood and Punishment

- Kristin Bumiller. 2008. "Chap 2: Gender War," and "Chap 3: Expressive Justice," *In an Abusive State: How Neoliberalism Co-opted the Feminist Movement Against Sexual Violence*.

- Elizabeth Bernstein. 2012. "Carceral Politics as Gender Justice? The Traffic in Women and Neoliberal Circuits of Crime, Sex, and Rights." *Theory & Society*, 41.

Nov 9 The Race, Class, and Place of Good Victims

- Martha Minow. 1992. "Surviving Victim Talk," *UCLA Law Review*, 40.
- Kimberle Crenshaw. 1993. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review*.
- Sherene Razack. 2000. "Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George." *Canadian Journal of Law and Society*, 15 (2).

Nov 16 The Social Construction of Public Threats

- Sherene Razack. 2004. "Imperilled Muslim Women, Dangerous Muslim Men, and Civilized Europeans: Legal and Social Responses to Forced Marriage." *Feminist Legal Studies*, 12.
- Kristen Schilt and Laurel Westbrook. 2015. "Bathroom Battlegrounds and Penis Panics." *Contexts* 14 (3).
- Jennifer Carlson. 2019. "Police Warriors and Police Guardians: Race, Masculinity and the Social Construction of Gun Violence in US Policing." *Social Problems* (0): 1-19.

Nov 23 Therapy

- Jill McCorkel. 2017. "The Second Coming: Gender, Race, and the Privatization of Carceral Drug Treatment." *Contemporary Drug Problems*, 44 (4).
- Allison McKim. 2008. "Getting Gut Level: Punishment, Gender, and Therapeutic Governance." *Gender & Society*, 22 (3).
- Wesley Ware. 2015. "Rounding Up the Homosexuals: The Impact of Juvenile Court on Queer and Trans/Gender-Non-Conforming Youth." In *Captive Genders: Trans Embodiment and the Prison Industrial Complex*, edited by Eric Stanley et. al. A K Press.

Nov 30 Imprisonment

- Lynne Haney. 2018. "Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment," *American Journal of Sociology*, 124 (1).
- Valerie Jenness and Sarah Fenstermaker. 2016. "Prisons for Men, Transgender Inmates, and the Rape of the Feminine." *Gender and Society*, 30 (1): 14–29.
- Podcast: *Serial*, Season 3, Episode 2 "You've Got Some Gauls." <https://serialpodcast.org/season-three/2/youve-got-some-gauls>

Dec 7 Criminalizing Immigrants

- Asale Angel-Ajani. "Domestic Enemies and Carceral Circles." *Global Lockdown: Race, Gender, and the Prison-Industrial Complex*.
- Tanya Golash-Boza and Pierrette Hondagneu-Sotelo. 2013. "Latino immigrant men and the deportation crisis: A gendered racial removal program," *Latino Studies*, 11 (3). [MyCourses](#)
- Podcast: *This American Life*: All Together Now. <https://www.thisamericanlife.org/656/let-me-count-the-ways/act-one-5>