

Soc. 152AC  
UC Berkeley  
Email: [barlow@berkeley.edu](mailto:barlow@berkeley.edu)  
Office Hours: T 4-5; TH 2-3 in 460 Barrows. Sign up [here](#)

Andy Barlow  
SP 2020

Reader: Daniela Medina  
Email: [dmedina@berkeley.edu](mailto:dmedina@berkeley.edu)

## **Deviance and Social Control: Marginalization, Identities and Social Justice in the United States**

This course is about and for people who are labeled “different.” Its goal is to empower people who have been marginalized by racism, xenophobia, poverty, patriarchy, homophobia, ableism and other forms of domination in the United States with the knowledge needed to combat their own subordination. The sociology of deviance provides students with analyses of marginalizing social processes and the intersecting ways these processes form a matrix of domination. It is this matrix of domination that forms the context in which people forge their own identities. This understanding that deviance is a set of social processes provides marginalized people with an important insight: that the most effective way to address the many hardships that come with marginalization is through collective resistance to the social processes that create ‘difference’ in the first place.

Students in this course will learn: 1. sociological frameworks on understanding the intersecting processes by which people are made “different” 2. the socio-psychological processes by which people forge identities in the context of those experiences, and 3. Strategies, both individual and collective, that people utilize to resist marginalization. People vary greatly in their experiences of marginalization, their identities and their strategies for addressing it, but fostering collective identities that empower resistance to marginalization is essential if people are to be liberated from oppression.

Since the purpose of this course is to empower marginalized people to achieve social justice, this course is organized around a pedagogy that is intended to ensure that students’ own experiences of marginalization will be at the center of the course. This course is built around three principles of educational justice: 1. **Inclusion**: Marginalized peoples’ experiences are at the center of the course’s curriculum and pedagogy; 2. **Equity**: The course’s content and pedagogy is designed to both give students an understanding of and appreciation for other groups’ experiences and knowledges and to empower people to transform their relationships to self, others and society; and 3. **Intellectual excellence**: the insistence that inclusion, equity and empowerment, and the transformation of peoples’ relationships with one another to achieve social justice, demand the highest intellectual standards.

The course instructor will present research findings and analytical frameworks on different topics. Throughout the semester, students will present on and discuss course topics from their own experiences and knowledge, as well as in response to course lectures and readings.

### **Course Requirements:**

Students are expected to actively participate in class discussions throughout the semester. Some of these discussions will be for the entire class (circle discussions) to contribute, and others will be through student panels. There will be eight student panels throughout the semester. **All students must participate in one of these panels.** Students will be graded on:

- On-going contributions to learning (15% of final grade),
- Panel presentation (10% of final grade)
- Three-page paper reflecting on panel presentation, relevant readings and class discussion of topic (10% of final grade)
- An in-class midterm exam (20% of the course grade)
- An in-class final exam (20% of the course grade)
- An eight to ten-page final paper examining the processes of domination, identity formation and efforts to challenge marginalization in one particular setting. (25% of the course grade).

All students who take this course are required to agree with the following rules: first, everyone will speak fearlessly and truthfully from their own experiences and knowledge; second, no matter how difficult these truths are to say or to hear, all students will hold the space for honest and respectful discussions, in which people will deeply listen to one another, and pause before responding to comments that make one uncomfortable; third, every student must hold confidential all personal disclosures in class discussions.

**Course Readings:** bell hooks, Feminist Theory: From Margins to Center 3<sup>rd</sup> Edition New York: Routledge 2014 (1984).

All other readings are on the bcourse site and can be accessed by clicking on the links on the syllabus.

### **Student Learning Outcomes:**

1. Students will learn to analyze and compare social processes that marginalize people in the United States, specifically racism, poverty, xenophobia, patriarchy, homophobias, and ableism.
2. Students will learn to analyze these social processes as intersecting dynamics, and to understand the relationship between them as a matrix of domination.
3. Students will learn to compare different ways that people who are marginalized forge identities in the context of the matrix of domination.
4. Students will learn different strategies for surviving and resisting marginalization.
5. Students will be empowered to engage in collective action to address marginalization.

**Grading:** A+: 100-98; A: 97-94; A-: 93-91; B+: 87-90; B: 84-86; B-:81-83; C+: 77-80; C: 74-76; C-: 71-73; D+: 69-70; D: 67-68; D-: 65-66; F: <65

## COURSE CALENDAR AND READINGS

Week	Date	Topic	Readings
		<b>I: Introduction to Course</b>	
1	1/21	Introduction, description and explanation of the course, overview of “sociology of deviance,” educational justice approach, rules for class discussion.	
	1/23	Do you experience marginalization? How? How does it feel? What do you do with it? (CIRCLE). Pick panel topic at the end of class.	
2	1/28	Rethinking deviance: from Erving Goffman to bell hooks (LECTURE)	1. Erving Goffman (1963), excerpt from “Stigma and Social Identity,” in <i>Stigma: Notes on the Management of Spoiled Identity</i> . New York: Simon & Schuster: pp. 1–19. 2. bell hooks (1984), “Preface” and “Black Women: Shaping Feminist Theory,” in <i>Feminist Theory: From Margin to Center</i> . Boston, MA: South End Press: pp. xi–15.
	1/30	Marginalization and Identity Formation (LECTURE)	1. Que-Lam Huynh et al. (2011), “Bi-Cultural Identity Integration,” in <i>Handbook of Identity Theory and Research</i> , edited by Seth J. Schwartz et al. Springer, NY: Springer Science: pp. 827–842. 2. Julio, Edyson, “The Other Self” <u>Ed.</u> Harvard University School of Education May, 2018, 38-42.
		<b>II. Processes of Marginalization</b>	
3	2/4	What is sexism? (LECTURE)	bell hooks (1984), “Feminism: A Movement to End Sexist Oppression” and “The Significance of Feminist

			Movement,” in <i>Feminist Theory: From Margin to Center</i> . Boston, MA: South End Press: pp. 17–41.
	2/6	Experiences of sexism (STUDENT PANEL)	
4	2/11	What is racism? (LECTURE)	1. W. E. B. Du Bois (1997 [1903]), “The Forethought” and “Of Our Spiritual Strivings,” in <i>The Souls of Black Folk</i> . Boston, MA: Bedford/St. Martin’s: pp. 34–44.  2. Victor Rios (2011), “The Labeling Hype: Coming of Age in the Era of Mass Incarceration,” in <i>Punished: Policing the Lives of Black and Latino Boys</i> . New York: New York University Press: pp. 43–73.
	2/13	Experiences of racism (STUDENT PANEL)	
5	2/18	Economic marginalization (LECTURE)	1. Marianne Cooper (2014), “From Shared Prosperity to the Age of Insecurity: How We Got Here,” in <i>Cut Adrift: Families in Insecure Times</i> . Berkeley, CA: University of California Press: pp. 47–68.  2. Melvin Oliver and Thomas Shapiro (2006) in <i>Black Wealth/White Wealth</i> New York: Routledge, pp.32-64.
	2/20	Experiences of poverty, homelessness, and food insecurity (STUDENT PANEL)	
6	2/25	The social construction of queerness (LECTURE)	1. Michel Foucault (1977), “The Perverse Implantation,” in <i>The History of Sexuality, Volume I: An Introduction</i> . New York: Vintage Books: pp. 36–49.  2. Doug Meyer (2015), “More Than Homophobia: The Race, Class, and Gender Dynamics of Anti-LGBT Violence,” in <i>Violence against Queer People: Race, Class, Gender, and the Persistence of Anti-LGBT Discrimination</i> . New Brunswick, NJ: Rutgers University Press: pp. 17–43.
	2/27	Experiences of queerness (STUDENT PANEL)	
7	3/3	Medicalization as a form of social control (LECTURE)	1. Troy Duster (2003), “Eugenics by the Back Door,” in <i>Backdoor to Eugenics</i> . New York: Routledge: pp. 111–128.  2. Jason Glenn (2014), “Making Crack Babies,” in <i>Precairous Prescriptions: Contested Histories of Race and Health in North America</i> , edited by Laurie B. Green, John McKiernan-González, and Martin

			Summers. Minneapolis, MN: University of Minnesota Press: pp. 237–260.
	3/5	Experiences of disability (STUDENT PANEL)	
8	3/10	<b>MIDTERM EXAM</b>	
		<b>III. Marginalized Identities</b>	
	3/12	Identity formation in the matrix of domination (LECTURE)	1. Patricia Hill Collins (2000 [1990]), “U.S. Black Feminism in Transnational Context,” in <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i> . New York: HarperCollins: pp. 227–249. 2. Tressie McMillan Cottom (2019), “In the Name of Beauty,” in <i>Thick: And Other Essays</i> . New York: The New Press: pp. 33–72.
9	3/17	Identity formation in the context of racism (STUDENT PANEL)	Victor Rios (2011), “Dreams Deferred: The Patterns of Punishment in Oakland,” in <i>Punished: Policing the Lives of Black and Latino Boys</i> . New York: New York University Press: pp. 3–23.
	3/19	Identity formation in the context of homophobia (STUDENT PANEL)	1. C. J. Pascoe (2007), “Dude, You’re a Fag: Adolescent Male Homophobia,” in <i>Dude, You’re a Fag: Masculinity and Sexuality in High School</i> . Berkeley, CA: University of California Press: pp. 48–67. 2. Nico Dacumos (2006), “All Mixed Up with No Place to Go: Inhabiting Mixed Consciousness on the Margins,” in <i>Nobody Passes: Rejecting the Rules of Gender and Conformity</i> , edited by Mattilda Bernstein Sycamore. Berkeley, CA: Seal Press: pp. 20–37.
10	3/24 – 3/26	<b>SPRING BREAK</b>	
11	3/31	Living as a marginalized person: being a woman of color (STUDENT PANEL)	bell hooks (1984), “Sisterhood: Political Solidarity Between Women” in <i>Feminist Theory: From Margin to Center</i> . Boston, MA: South End Press: pp.43-65
	4/2	Living as a marginalized person: being undocumented (STUDENT PANEL)	José Vargas (2011), “My Life as an Undocumented Immigrant,” <i>New York Times Magazine</i> , June 22. <a href="https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html">https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html</a>
		<b>IV. Contesting</b>	

		<b>Marginalization</b>	
12	4/7	Racial justice: a history (LECTURE)	Keeanga-Yamahtta Taylor (2016), “A Culture of Racism” and “From Civil Rights to Colorblind,” in <i>From #BlackLivesMatter to Black Liberation</i> . Chicago, IL: Haymarket Books: pp. 21–73.
	4/9	Doing racial justice work (STUDENT PANEL)	
13	4/14	Queer liberation: a history (LECTURE)	1. Roderick A. Ferguson (2019), “The Multicultural Beginnings of Gay Liberation,” in <i>One-Dimensional Queer</i> . Medford, MA: Polity Press: pp. 18–45. 2. Ryan Conrad, editor (2014), excerpts from <i>Against Equality: Queer Revolution, Not Mere Inclusion</i> . Oakland, CA: AK Press: pp. 15–30.
	4/16	Doing queer liberation work (STUDENT PANEL)	
14	4/21	Lawyering for social justice (LECTURE)	Anamaria Loya (2007), “Creating a New World: Transformative Lawyering for Social Change,” in <i>Collaborations for Social Justice: Professionals, Publics, and Policy Change</i> , edited by Andrew L. Barlow. Lanham, MD: Rowman & Littlefield Publishers: pp. 33–54.
	4/23	Social justice medicine (LECTURE)	1. Paul E. Farmer, Bruce Nizeye, Sara Stulac, and Salmaan Keshavjee (2006), “Structural Violence and Clinical Medicine.” <i>PLoS Medicine</i> 3(10): 1686–1691. 2. Charles van der Horst (2014), “Civil Disobedience and Physicians — Protesting the Blockade of Medicaid.” <i>New England Journal of Medicine</i> 371(21): 1958–1960.
15	4/28	Social justice: connecting the issues (CIRCLE)	1. Krista Tippet, “Ruby Sales: Where Does it Hurt?” <i>On Being</i> podcast, August 17, 2017. <a href="https://onbeing.org/programs/ruby-sales-where-does-it-hurt-aug2017/">https://onbeing.org/programs/ruby-sales-where-does-it-hurt-aug2017/</a> 2. Black Lives Matter, “What We Believe.” <a href="https://blacklivesmatter.com/about/what-we-believe/">https://blacklivesmatter.com/about/what-we-believe/</a> 3. George Yancy (2019), “Judith Butler: When Killing Women Isn’t a Crime,” <i>New York Times</i> , July 10. <a href="https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html">https://www.nytimes.com/2019/07/10/opinion/judith-butler-gender.html</a>
	4/30	Course evaluation	No assigned reading.
16	5/5 – 5/7	Reading/Review/Recitation Week	
	5/7	<b>FINAL PAPER DUE</b>	
17	5/14	<b>FINAL EXAM 3-6 PM</b>	

