UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione
ACADEMIC YEAR	2020/2021
BACHELOR'S DEGREE (BSC)	EDUCATIONAL SCIENCE
SUBJECT	SOCIOLOGY OF DEVIANCE
TYPE OF EDUCATIONAL ACTIVITY	B
AMBIT	50074-Discipline storiche, geografiche, economiche e giuridiche
CODE	06563
SCIENTIFIC SECTOR(S)	SPS/12
HEAD PROFESSOR(S)	RINALDI CIRUS Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	120
COURSE ACTIVITY (Hrs)	30
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	SOCIOLOGY OF DEVIANCE AND SOCIAL UNREST - Corso: SCIENZE DELLA COMUNICAZIONE PER I MEDIA E LE ISTITUZIONI
	SOCIOLOGY OF DEVIANCE AND SOCIAL UNREST - Corso: MASS MEDIA AND INSTITUTIONAL COMMUNICATION SCIENCES
YEAR	3
TERM (SEMESTER)	1° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	**RINALDI CIRUS** Wednesday 10:00 12:00 Edificio 2, piano I

PREREQUISITES	Disciplinary basic knowledge of sociology: basic concepts, most important theoretical and methodological approaches, such us most relevant investigative tools used to study social phenomena
LEARNING OUTCOMES	Knowledge and understanding skills Acquisition of the tools to define the social building of deviance and to understand the transformation of social representations of deviance over time. Comprehension of the concepts of: law, crime, penalty, social control, violence, power. Ability to apply knowledge and understanding Ability to identify and to deconstruct social labelling processes of the so-called deviants. Ability to identify the connections between power systems and social control tools. Independent judgement Development of critic capacities and practical abilities to identify social stereotypes and prejudices in deviance's public images and social representations. Ability to identify the social building of the notion of outsider, and the social processes of stigmatizations of deviants and of neutralizations of deviance. Ability to distinguish crime from social damage. Communication skills Acquisition of linguistic and communicative capacities in order to deconstruct prejudices and commonplaces about deviants and outsiders. Ability to deconstruct linguistic neutralization systems of the crime of powerful. Learning skills Ability to use methodological and conceptual tools as a critical lens during the analysis of one's own cultural background and sense dimensions.
ASSESSMENT METHODS	Final oral exam to test the knowledge and the acquired competence relating to the formerly defined goals. Written or oral mid-term and final tests, with open answer questions, so as to allow the comparison among different answers. The final exam will consist of an oral test, with open-ended questions designed to verify the results of learning about: a) Knowledge assessment: ability to establish connections among the contents (theories, models, tools, etc.) of the course. b) Capacities of processing: capacity to provide independent judgments about the subject's content; capacity to understand their applications or implications; ability to place the subject's content within the professional, historical and socio-cultural context. The maximum score will be achieved if the exam will ensure the full possession of judgment capacity to represent emerging issues or little explored aspect of the discipline; strong ability to represent the impact of the subject of the course within the social context; great ability to represent innovative ideas and solutions within the professional or socio-cultural context. c) With regard to communication skills, a minimum score will be achieved if students will demonstrate property of language barely adequate to the professional context reference but not sufficiently articulated, while the maximum rating will be reached by those who will demonstrate full expertise in sectorial sociological language. EVALUATION METHODS The result of the test will be considered: EXCELLENT (30-30 cum laude) if the student will show excellent knowledge of the topics, excellent property of language, good analytical capacity, and the full ability to apply the knowledge to solve the problems submitted; VERY GOOD (26-29) if the student shows good mastery of the subject, full property of language and the ability to apply the knowledge to solve the problems submitted; GOOD (24-25) if the student will show to have basic knowledge of the main topics, fairly good property of language, limited ability to independently apply the knowledge for the solution of the problems submitted; MORE THAN SUFFICIENT (20-23) if the student will show not to have full mastery of the main arguments but a good understanding of the same, satisfactory property of language, lack of ability to independently apply the knowledge acquired; SUFFICIENT (18-19) where the student will show minimum basic knowledge of the main teaching and technical language issues, minimum ability to apply the knowledge acquired; INSUFFICIENT if the student does not have an acceptable knowledge of the contents of the topics covered in the teaching.
EDUCATIONAL OBJECTIVES	The course's aim is to examine the sociological concept of deviance analysing its historical transformations, in different social and political systems, focusing on the cultural and institutional dimensions that support official definitions of deviance and crime. The study will be divided in two parts strongly related. During the first part, the basic discipline issues will be addressed. The notions of deviance and law and the their main sociological theories will be critically analysed. The notion of power will be examined in depth also in relation to the weight of the intelligence agencies in the building of the "discourse of fear." The relationship between deviance and marginality, between crime, mental

	disease and social exclusion will be analysed, assuming both the relational dimension and the institutional ones. Questions concerning the relationship between security and freedom, between power and language, (including information and media society's perception of crime, immigration and urban security) will be examined in depth. The second part of the course will focus specifically on exclusion processes, marginality and violence against women. Specific attention will be devoted to symbolic and communicative dimensions of the violence against women, to social representation of femicide, to the analysis and to the reconstruction of how the femicide phenomenon is told and given to the public opinion, with the objective of rebuilding the way in which violence against women finds its legitimacy within the public discourse.
TEACHING METHODS	Frontal lessons, in-class practice, audiovisual material use, testimonies. Students in Educational Science (L 19) will attend the lessons according to their didactic planning (6 credits 30 hours of frontal didactic). Students in Communication for Media and Institutions (L 20) (9 CFU 60 hours of frontal didactic) will attend the full course. For each of the two courses a specific bibliography is suggested.
SUGGESTED BIBLIOGRAPHY	L20 Bibliografia (Suggested Bibliography) Per gli studenti di Scienze della Comunicazione per i media e per le istituzioni (L20) (9 CFU 60 ore di didattica frontale) (For students in Communication for Media and Institutions) (L 20) (9 CFU 60 hours of frontal didactic) Un manuale a scelta tra: (One of the following manuals): • Williams F. P./McShane M. D., Devianza e criminalita, Bologna, il Mulino, 2002. •Dal Lago A., La produzione della devianza. Teoria sociale e meccanismi di controllo, Verona, ombrecorte, 2000 • Melossi D., Stato, controllo sociale, devianza, Milano, Bruno Mondadori, 2002. Due articoli e due volumi come sotto indicato: (Two articles and two volumes as written below): • B. Spinelli, Femminicidio. Dalla denuncia sociale al riconoscimento giuridico internazionale, Milano, Franco Angeli, 2008. • E. Giomi, S. Magaraggia, Relazioni brutali. Genere e violenza nella cultura mediale, Bologna, il Mulino, 2017. • Gius C., Lalli P., "I loved her so much, but I killed her". Romantic love as a representational frame for intimate partner femicide in three Italian newspapers, in «ESSACHESS. Journal for Communication Studies», vol. 7, no. 2, 2014, pp. 53-75. • C. Corradi, C. Marcuello-Servós, S. Boira, S. Weil, Theories of femicide and their significance for social research, in «Current Sociology», vol. 64 (7), 2016, pp. 975-995. Per gli studenti di Scienze dell'Educazione (L19) (6cfu 30 ore di didattica frontale) (For students in Educational Science) (L 19) (6 CFU 30 hours of frontal didactic) Un manuale a scelta tra: (One of the following manuals): • Williams F. P./McShane M. D., Devianza e criminalita, Bologna, il Mulino, 2002. •Dal Lago A., La produzione della devianza. Teoria sociale e meccanismi di controllo, Verona, ombrecorte, 2000 • Scarcelli D., Vidoni Guidoni O., La devianza. Teorie e politiche di controllo, Roma, Carocci, 2009. Un articolo e un volume come sotto indicato: (One article and one volume as written below): •B. Spinelli, Femminicidio. Dalla denuncia sociale al riconoscimento giuridico internazionale, Milano, Franco Angeli, 2008. • Gius C., Lalli P., "I loved her so much, but I killed her". Romantic love as a representational frame for intimate partner femicide in three Italian newspapers, in «ESSACHESS. Journal for Communication Studies», vol. 7, no. 2, 2014, pp. 53-75.

	Per gli studenti del Seci (L37) (6 CFU, 48 ore di didattica frontale) (For Students in Economic Development and International Cooperation (6 CFU, 48 hours of frontal didactic) Un manuale a scelta tra: (One of the following manuals): • Williams F. P./McShane M. D., Devianza e criminalita, Bologna, il Mulino, 2002. •Dal Lago A., La produzione della devianza. Teoria sociale e meccanismi di controllo, Verona, ombrecorte, 2000 • Scarcelli D., Vidoni Guidoni O., La devianza. Teorie e politiche di controllo, Roma, Carocci, 2009. I due volumi sotto indicati: (Two volumes as written below) •B. Spinelli, Femminicidio. Dalla denuncia sociale al riconoscimento giuridico internazionale, Milano, Franco Angeli, 2008. • E. Giomi, S. Magaraggia, Relazioni brutali. Genere e violenza nella cultura mediale, Bologna, il Mulino, 2017.

SYLLABUS

Hrs	Frontal teaching
3	Presentation of the course, program, goals and working methods. Objective and subjective approach to social phenomena. Qualitative and quantitative methods in social research. Erklären and Verstehen.
3	Official definitions of reality. The importance of the symbolic approach. The power of words. Non-neutrality of scientific knowledge: Adorno and Foucault. Neutrality and methodological polytheism: Weber. Deviance as a product of social construction. Culture and universe of signification. Prejudice, common sense, experience.
3	Concepts of law, value and sanction. Primary and secondary social control. Total institutions: types and characteristics. Birth of the prison and its different functions. The functions of the punishment
3	Penal systems in comparison: common law and civil law. Sociological theories of deviance. The Classical School and its exponents. The Positive School and the different positions represented in it.
4	Chicago School: interactionism, urban ecology and qualitative methods. Focus on the cultural aspects. Differential association theory. Sutherland, the white collar crime.
4	Anomie theory. Subcultural theories; youth subcultures and criminal phenomena. Theories of conflict.
4	Social learning theories. Social control theories. Victimology. Routine activities theories. Gender theories. The case of female criminality.
10	The "Glass Ceiling" , women excluded from power spots. Violence against women: statistical data, fluctuation in time and space. Laws on the matter. The Italian case. Studies and researches by Istat. Threats, sexual abuse and attempted murder. "Assisted violence". The concept of "vulnerable victim".
10	Femicide: social denounce for international acknowledgment. Gender, language, power, acknowledgment, fundamental rights. The origins of the term "Femicide" and "Feminicide". Russel and Lagarde's analyses. Ginocide and femicide. The body as war zone: mass rape. Theories of femicide and their significance for social research.
10	Social representation of femicide: a comparative analysis. Acknowledging gender violence as a social problem in the Italian cultural and political context in the past three decades. The absence of sure statistical data about extreme violence against women. Domestic violence as first death's cause for women victims of violent crimes in Italy. Social representations of femicide through the analysis of newspapers. The social discourse that justifies "losing control", used to support the representation of femicide as a crime impossible to foreshadow and preview.

Hrs	Practice
6	Analysis of the legislation on the subject; reading and commenting on judgments; critical reading of printed articles. Development of data reading instruments relating to surveys and in-depth interviews on issues studied during the course.