

Syllabus
Course description

Course title:	Social change and normalization
Course year:	3rd
Semester:	1st
Course code:	64185
Scientific sector:	SPS/12
Lecturer:	Sciortino Giuseppe
Module:	/
Lecturer other module:	/
Credits:	5
Total lecturing hours:	30
Total Hours of availability for students and tutoring:	12
Office hours:	from Monday to Friday on request
Attendance:	According to regulation
Teaching language:	English
Propaedeutic course:	none
Course title:	Social change and normalization
Course description:	<p>The course will introduce the analysis of processes of social change in the ways in which diverse individuals and groups are perceived, categorized, judged and treated in contemporary society.</p> <p>Students will be introduced to the main interpretative frameworks and analytical tools necessary to understand processes of social deviance, stigmatization and cultural conflict (as well as normalization and de-stigmatization) as a precondition for the design and implementation of effective interventions.</p>
Specific educational objectives:	<ul style="list-style-type: none"> - Make students able to navigate the main sociological frameworks for the analyses of social normalization, deviance, stigmatization and cultural conflict at the macro, meso and micro level. - Make students able to analyze competently processes of socio-cultural change at the community and interactional level. - Learn the basic methodology to study ethnographically the above processes at the community/organization level. - Provide students with the conceptual tools necessary to deal with issue of social deviance and stigmatization.
List of topics covered:	<ul style="list-style-type: none"> - Structural and Socio-Cultural Change. - Social Norms and Social Expectations. - Constitutive and Regulative Norms. - Values and Norms. - Deviations from Norms. - Social Stigma and Symbolic Challenges to the socio-cultural order. - Main Theories of innovation and deviance.

	<ul style="list-style-type: none"> - Positivist Theories of Deviance. - Rational Choice Theories of Deviance. - The Chicago School. - Labeling and Social Interaction. - Stigma and Symbolic Challenges. - Careers and subcultures. - Ethnographic studies of Normalization and Deviance. - The Basic Tools of Ethnography of normalization processes. - Documenting Ethnographic Observations. - From Observation to Intervention.
<p>Teaching format:</p>	<p>Lectures, exercises and debates. Students may volunteer to contribute to the course through the preparation of short memos and oral introductions to group discussions. All students are also invited to participate in some basic exercises on ethnographic practice.</p>
<p>Learning outcomes:</p>	<ul style="list-style-type: none"> - Working knowledge of the main theoretical frameworks employed to study normative orders and normative changes. - Working knowledge of the main factors of social control and social deviance, in order to analyze concrete problems and to process information in interdisciplinary terms, being able to continue to undertake further study with a high degree of autonomy. - Ability to develop professional observations of processes of stigmatization (and de-stigmatization) sufficient to acquire a competent understanding able to orient professional practice and intervention. of in the consideration of case studies and interventions - Ability to communicate information, ideas, and suggest strategies in oral and written forms.
<p>Assessment:</p>	<p>For attending students 20% of the grades will be assigned according to participation in class. 80% of grades will be assigned through a final 90-minute written exam, based on 4 open questions related entirely to the required reading.</p> <p>For non-attending students Grades will be assigned through a final 90-minute written exam, based on 4 open questions related to the required reading for non-attending students.</p>
<p>Evaluation criteria and criteria for awarding marks:</p>	<p>The evaluation criteria will follow the grid below:</p> <ul style="list-style-type: none"> - Excellent (30 - 30 cum laude): great knowledge of the topics, excellent language skills, excellent capacity of analysis; the student can brilliantly apply theoretical knowledge to real cases. He/she can also properly argue possible solutions, including multiple alternatives. - Very good (27-29): good knowledge of the topics, very good language skills, good capacity of analysis; the student can properly apply theoretical knowledge to real cases. - Good (24-26): good knowledge of the main topics, good language skills, the student shows adequate ability to apply theoretical knowledge to real cases. - Satisfactory (21-23): the student does not show a

	<p>complete command of the main topics, although showing the knowledge of the basic ones; he/she shows satisfactory language skills and a quite satisfactory ability to apply theoretical knowledge to real cases.</p> <ul style="list-style-type: none"> - Sufficient (18-20): minimal knowledge of the main teaching and technical language issues, limited capacity to adequately apply theoretical knowledge to real cases. - Insufficient outcome: the student does not have an acceptable knowledge of the contents of the various topics on the syllabus
<p>Required readings:</p>	<p>There are two programs, respectively for attending and not attending students.</p> <p>Attending Students: Downes, David, Paul Elliott Rock, and Eugene McLaughlin. <i>Understanding deviance: a guide to the sociology of crime and rule breaking</i>. Oxford University Press, 2016 (chapters 3, 4, 5, 6, 7, 12). Nippert-Eng, Christena. <i>Watching closely: A guide to ethnographic observation</i>. Oxford University Press, 2015. Chang-Zunino, M., & Grodal, S. (2024). Junkies, Queers, and Babies: Persistence and Updating of the Category AIDS Through Silencing and Puncturing of the Moral Boundary. <i>Administrative Science Quarterly</i>, 69(3), 571-618. https://doi.org/10.1177/00018392241240319</p> <p>Non-Attending Students are requested to prepare the reading above <i>plus</i>: Rayner, Cynthia, and François Bonnici. <i>The systems work of social change: How to harness connection, context, and power to cultivate deep and enduring change</i>. Oxford University Press, 2021, part I and part II. McLaughlin. <i>Understanding deviance: a guide to the sociology of crime and rule-breaking</i>. Oxford University Press, 2016, chapter 9.</p>
<p>Supplementary readings:</p>	<p>De Swaan, Abram. <i>Human societies: an introduction</i>. John Wiley & Sons, 2013. Chirot, Daniel. <i>How societies change</i>. Sage Publications, 2011. Goffman, Erving. <i>Stigma: Notes on the management of spoiled identity</i>. Simon and schuster, 2009.</p>