

Sociology 4111 (Uggen): Deviant Behavior

2014 Midterm Review

PART I: BASIC CONCEPTS -- DEVIANCE, CONTROL, AND CAREERS

- I. *Social Facts and Social Constructions*
- II. *Defining Deviance*
 - a. Basic Definitions of Deviance (Statistical, Absolutist, Reactivist, Normative)
 - b. Adlers' definition's
 - i. Deviance as violation of social norms (Attitudes, Behaviors, Conditions, Prescriptive norms, Proscriptive norms)
 - ii. Role
 - iii. Subcultures
 - iv. Power
 - v. Moral entrepreneurs
 - c. Kai Erikson (1966): boundaries, commitment ceremonies, social stability
 - d. Local Example: Power, threat, & voting: Behrens, Uggen, Manza (2003)
 - i. US laws
 - ii. Racial Threat and group threat more generally
 - iii. Shift from "Jim Crow" to modern racism
 - iv. Overall picture and Key Findings
 - v. (racial) threat affected voting rights; definition of insider and outsider
 - e. Norms and Typologies
 - f. positive deviance and typologies
 - g. Heckerts: 10 middle class norms: loyalty, privacy, prudence, conventionality, responsibility, participation, moderation, honesty, peacefulness, courtesy
- III. *Social Controls and the Hobbesian Problem of Order*
 - a. Thomas Hobbes and "Hobbesian order" (political philosopher and tutor to elites)
 - i. How can we create a society in which self-interested people don't use force and fraud to satisfy their (criminal, sexual, substance-abusing ...) wants?
 - ii. 3 "solutions" to Hobbesian dilemma
 1. Normative
 2. Exchange
 3. Conflict
 - iii. Informal social controls
 - iv. Formal social controls
 - b. Social controls and constructions
 - i. Deviant Events in Context
 - ii. Joel Best: Social Constructionism ("the constructionist stance")
 - c. Race, Class, and formal control
 - i. Brunson & Miller: gender, race, and police as social control
 - ii. Bowling for Columbine "Corporate Cops"
 - iii. Local perspective/Why focus on police?
- IV. *Introduction to Deviant Careers (of people, firms, nations...)*
 - a. Becoming Deviant
 - i. Wright and Decker on entering burglary
 - b. Phases of the Deviant Career: entry, management, exit (or...)
 - c. Uggen and Thompson (2003) on drug use and illegal earnings
- V. *Subcultures, Power, and "Unconventional Sentimentality" (5 min. video: The Wall)*
 - a. Chambliss: Saints and Roughnecks
 - b. Jenkot: stratification of meth group (and Real Punks and Pretenders)
 - c. Social organization of deviance – from hardcore to spectators

PART II: THEORIES OF DEVIANCE AND SOCIETAL REACTION

VI. Individualistic versus Sociological Theories

- a. Careers:
 - i. Entry, management, exit
 - ii. Recidivism rates by type of crime
- b. Subcultures
 - i. Counterculture
 - ii. Internal stratification
 - iii. Music scenes, genres, and substance use patterns
- c. Individualistic theories or accounts of deviance
 - i. Biology
 - ii. Psychiatry and Psychology
 - iii. Economics: rational choice
 - iv. Complements or substitutes for sociology
- d. Individualistic (?) examples – is all deviance social?
 - i. Adlers on self-injurers
 - ii. Turvey on sexual asphyxia
 - iii. Online communities for otherwise-solitary activities

VII. Functionalism

- a. Structural theories
 - i. Functionalism, Anomie, Conflict
- b. Functionalism
 - i. Emile Durkheim (*Rules*)
 - 1. Anomie, integration, and social change
 - 2. Normal and pathological
 - ii. Functions
 - 1. Boundary maintenance
 - 2. Safety valve
 - 3. Conflict management
 - 4. Signaling
 - iii. Talcott Parsons' general "social system" – integration, common values, interdependency, tending toward equilibrium
 - iv. Critique of functionalism

VIII. Anomie

- a. Background: Durkheim, Parsons
- b. Merton's anomie theory (1938)
- c. Assumptions
 - i. Variation in motivation for deviance
 - ii. Cultural imbalance produces "strain"
- d. Conceptual tools
 - i. Anomie
 - ii. Common success goals but not opportunity (know why)
 - iii. Reference groups and relative deprivation
 - iv. Typology of societies
 - v. Typology of individual adaptations
- e. Examples: Bulworth's little soldiers
- f. Critique and extensions (Messner and Rosenfeld; Cloward and Ohlin)
- g. Agnew's general strain theory (*note*: works at individual level)

IX. Conflict and Threat Theories (e.g., Quinney; Greenberg)

- a. Marxian roots and assumptions
 - i. Conflict, not consensus on norms

- ii. Powerful make rules in their own interests
- b. Conflict theories/concepts
 - i. Critical feminist (Chesney-Lind 1989)
 - ii. Culture conflict (Sellin 1938)
 - iii. Class conflict (Quinney 1975)
 - iv. Left Realism (1980s+)
 - v. Social Threat (Liska 1992)
 - vi. Africana Criminal Justice (today) (Michelle Alexander's *New Jim Crow*)
- c. Critique
- d. Power & rule-making: Criminal Deportation and Labor Markets (King, Massoglia, Uggen 2012)
 - i. Rusche and Kirchheimer (1939): convicts as reservoir of labor
 - ii. H₁: Criminal deportations increase with unemployment rates
 - iii. Findings by period; Partly explained by media on labor & immigration
 - iv. Also Behrens, Uggen, Manza (2003) on felon voting
- e. Critique and extensions

X. *Basic Concepts of Labeling Theory (4 min. video: Gattaca)*

- a. Joel Best and "Rise of Labeling" and societal reaction
 - i. Howard Becker's *Outsiders*
 - ii. Erving Goffman's *Stigma*
- b. Assumptions
 - i. Societal reaction defines and creates deviance
 - ii. Labels affect identity and self-concept
 - iii. Conflict, not consensus on norms
- c. Concepts
 - i. Primary and secondary deviance
 - ii. "Rule-breaking behavior" v. Deviance
 - iii. Moral entrepreneurs (example)
 - iv. Deviant Careers
- d. Rule-breaking v. deviance
- e. Moral entrepreneurs
 - i. Tuggle and Holmes: the "status politics" of a smoking ban
- f. Critique and extensions
 - i. Esp. Hendershott's absolutist critique
- g. Lessons
 - i. Rules are not made automatically
 - ii. Labels have consequences
 - iii. Deviance as a process, sequence, or career (mental illness, doctor, offender)

XI. *Social Control Theory*

- a. Background: Hobbes, Durkheim
- b. Assumptions
- c. Conceptual tool – social bond
 - i. 4 elements: attachment, commitment, involvement, and belief
- d. Critique and extensions

XII. *Differential Association and Learning*

- a. Differential association & learning
- b. Background
- c. Assumptions
 - i. Normative conflict
 - ii. Change in human behavior
 - iii. Deviance is learned
 - iv. Deviance is group behavior
- d. Concepts

- i. Culture and subculture
 - ii. Differential association process
 - iii. Differential social organization
 - e. Extensions
 - i. Ron Akers- differential association/reinforcement theory (e.g., drugs)
 - f. Critique and extensions
 - i. explaining peer and subcultural deviance
- XIII. Local example: Massoglia and Uggen (2010): Delinquency and adulthood
 - i. "Symbolic Interactionism" – labeling and DA
 - ii. Being "off-time"
- XIV. Critique of labeling Joel Best – labeling under attack
 - a. conflict critique
 - b. feminist critique
 - c. identity politics critique
 - d. mainstream sociology critique

PART III: LEARNING THE "SOCIAL FACTS" OF DEVIANCE

- I. *Government/Official Statistics (example: EEOC and sexual harassment)*
 - a. Bias, validity (internal and external) and reliability.
 - b. Official statistics viewpoints
 - i. Adlers' versus Uggen's
 - c. Besharov and Laumann-Billings 1996 on child abuse reporting ("artifacts")
- II. *Surveys*
 - a. Surveys on deviance (e.g., Laumann et al. on sexual behavior)
 - b. Sampling
 - c. Response bias and internal validity
 - d. "Operationalization"
 - e. Causality: Adlers v. Uggen
 - f. Substance use - Michigan's "Monitoring the Future" survey
 - g. Critique
 - h. Value
 - i. External validity/generalizability
 - ii. Independent of social control
 - iii. How else would we know?
- III. *Range of Qualitative Approaches*
 - a. Participant observation, intensive interviews, archival work ...
 - b. Adlers – research on drug dealers
 - c. Jody Miller – female gang research
 - d. Scully & Marolla – interviewing convicted rapists
- IV. *Summary and Exercise:*
 - a. brainstorming, selecting appropriate data and methods
 - b. managing bias and enhancing validity and reliability

SAMPLE QUESTIONS

1. While Chris is just as deviant as Tor, Chris does his deviance behind closed doors. Because of this, he rarely gets into trouble. Chambliss attributes this to differences in their _____.
- a. Demeanor
 - b. Awareness
 - c. Level of societal conformity
 - d. Visibility

2. Ryan King and colleagues (2011), use conflict theory to explain the relationship between unemployment and
 - a. Drug use
 - b. Delinquency
 - c. Disenfranchisement
 - d. Deportation
 - e. A and D are correct

3. According to the Heckerts, straight-A students, workaholics, and overzealous athletes like Tiger Woods and Michael Jordan are examples of which form of positive deviance?
 - a. Altruism
 - b. Temperance
 - c. Pacifism
 - d. Hyperresponsibility
 - e. Discretion

4. Identifications: Identify the following authors or concepts and their importance for the sociology of deviance in a sentence or two:
 - a. Subculture
 - b. Informal controls
 - c. Kai Erikson
 - d. Thomas Hobbes
 - e. Social facts
 - f. Social constructionism
 - g. Role
 - h. Retreatism
 - i. Howard Becker
 - j. Secret deviance
 - k. Power
 - l. Positive deviance
 - m. Edwin Sutherland
 - n. Deviant career
 - o. Anomie
 - p. Travis Hirschi
 - q. Monitoring the Future
 - r. Stigma
 - s. Joel Best
 - t. Culture conflict
 - u. Meda Chesney-Lind
 - v. Symbolic interactionism

ESSAYS

1. Using the example of online "piracy" of music and films, compare and contrast the statistical, absolutist, reactionist, and normative definitions of deviance. (1-2 paragraphs)
2. Give at least three examples of age norms that help define adult status in contemporary U.S. society. For each one, explain how crime and punishment can delay or disrupt the transition to adult status. (2 paragraphs)
3. Give examples of negative deviance, deviance admiration, rate-busting, and positive deviance pertaining to the norm of responsibility (see Heckert & Heckert) (2 paragraphs)
4. Use the example of cutting or self-injury to explain how applying formal social controls might increase deviant activity. How might formal social controls *decrease* deviant activity in this case? (1-2 paragraphs)

5. Discuss the social threat hypothesis as it relates to felon voting and the overrepresentation of African Americans in the criminal justice system. Critique this interpretation from a functionalist (or some other) perspective on voting and citizenship. (2-3 paragraphs)
6. Based on lecture and Erikson's notion of boundary maintenance, provide a functionalist interpretation of deportation or "transportation" for people convicted of crime. Critique your answer from the perspective of a conflict theorist. (2-3 paragraphs)
7. What sort of methodologies would you use to advance knowledge about the following research questions? Explain the sort of official statistics, surveys, or qualitative approaches you would use to reduce bias for each question (1 paragraph each)
 - a. How do people exit or desist from drunk driving in rural Wisconsin?
 - b. How many repeat drunk drivers are there in the U.S.?
 - c. Are there subcultural norms supporting heroin use in the Minnesota metal scene?
 - d. Are sociology professors more likely to be atheists than other professors?
 - e. Have incarceration rates always varied by race in the US? Do US patterns hold in other countries?
8. Subcultures and organization (2 paragraphs total)
 - a. Apply Jenkot's model of the internal stratification of a meth-producing subculture to a *different* deviant group that interests you.
 - b. Do you think the group meets the definitions of a subculture discussed in class and in your texts? Explain.
9. Describe two examples of primary deviance and two examples of secondary deviance. According to lecture and your texts, what accounts for the rise and fall of labeling theory since the 1960s and 1970s (1 paragraph)? Offer a critique of labeling theory from one of the perspectives discussed in lecture (1 paragraph).
10. According to the Adlers, what are the strengths and weaknesses of using official data, survey data, and qualitative approaches to studying deviance? How did Uggen's presentation in lecture differ from the Adlers' view? Use specific examples or studies to explain your answer. (2-3 paragraphs)
11. One of Uggen's students began selling marijuana to support herself. (4 paragraphs)
 - a. Explain how Hirschi's social control theory might explain her entry into this form of deviant work.
 - b. Explain how Sutherland's differential association theory might explain her entry into this form of deviant work.
 - c. Explain how Agnew's strain theory or Merton's anomie theory might explain her entry into this form of deviant work.
 - d. Which account do you find most convincing? Explain.
12. Anomie theory viewed Al Capone as the "triumph of amoral intelligence over morally prescribed failure when the channels of vertical mobility are closed or narrowed in a society which places a high premium on economic affluence and social ascent for *all* its members." Write two paragraphs comparing and contrasting how individual-level theories of differential association theory and social control would make sense of people like Al Capone.
13. Why and how does social class affect labeling? Write a paragraph using examples from labeling theory, Chambliss' *Saints and Roughnecks*, or other course materials.