

Sociology 4111 (Uggen): Deviant Behavior
Final Exam Review, 2014

PART III: LEARNING THE "SOCIAL FACTS" OF DEVIANCE

- 1) *Government/Official Statistics (example: EEOC and sexual harassment)*
 - a) Bias, validity (internal and external) and reliability.
 - b) Official statistics: Adlers' and Uggen's views
 - c) D. Besharov and L. Laumann 1996 on child abuse reporting ("artifacts")
- 2) *Surveys*
 - a) Surveys on deviance
 - b) Sampling
 - c) Response bias and internal validity
 - d) "Operationalization"
 - e) Causality: Adlers' and Uggen's views
 - f) Substance use - Michigan's "Monitoring the Future" survey
 - g) Ed. Laumann's sexuality survey
 - h) Critique and Value -- External validity/generalizability; Independent of social control; How else would we know?
- 3) *Qualitative Approaches*
 - a) Participant observation, intensive interviews, archival work ...
 - b) Adlers – research on drug dealers
 - c) Miller – female gang research
- 4) *Summary and Exercise:*
 - a) brainstorming, selecting appropriate data and methods
 - b) managing bias and enhancing validity and reliability

PART IV. CASE STUDIES IN SUBSTANTIVE AREAS

- 1) *Crimes of Violence*
 - a) Violation of (criminal) law
 - b) Violent crime (7 min. video: Fight Club)
 - i) Murder as "deviant killing"
 - ii) Trends in homicide in MN and US
 - c) Forcible (v. Statutory) Rape
 - i) Violent by definition- force or threat of force
 - ii) Measurement ("forced sex" vs. "rape")
 - iii) Date rape, prison rape;
 - d) Scully and Marolla 1984 – rapists
 - i) Rape is learned through interaction with others
 - ii) Deniers used Justifications:
 - iii) Admitters used Excuses: (ex-rapist role)
 - e) Armstrong, Hamilton, & Sweeney: campus sexual assaults
 - f) Other Violence: Assault; Domestic: Children, Partners, Elders
 - g) Crime and recession
- 2) *Property Crime and Illegal Earnings -- Most crime is economic behavior*
 - i) Individual street crime
 - (1) illegal earnings -- E.g., Uggen & Thompson (2003) – ex-offenders
 - ii) Organized crime
 - (1) Clinard & Meier – Activities: Illegal goods and services; big theft/hijacked goods; Racketeering (systematic extortion); Infiltrating legitimate businesses; Corrupting public officials
 - (2) International organized crime -Godson and Olson
 - iii) *Political Crimes*
 - (1) Crimes against governments (all crime?)
 - (2) Merton's "rebellion"; Campus activists and subcultures?

- (3) Crimes by governments
 - (4) War profiteering – Rothe on Halliburton
 - (5) Uggen & Manza on political consequences of voting bans
 - iv) Individual Occupational Deviance
 - (1) Individual-level - Cressey (1953) on embezzlers
 - (a) 3-stage sequence; Critique: Low self-control (Gottfredson and Hirschi) dispute “sophistication” and planning
 - (2) Engdahl - Fraud and opportunity structure for WC crime
 - (3) Liederbach – medical crime;
 - (4) Huiras et al. – YDS study on “career stakes” & workplace deviance
 - v) *Corporate Crime*
 - (1) Organization-level explanations: Profit Squeeze; Organizational Context; Corporate Culture; Industry Effects
 - (2) Clinard’s typology
 - (a) Crimes against consumers (Pinto)
 - (b) Crimes against owners (stockholders)
 - (c) Crimes against employees (safety, discrimination)
 - (d) Crimes against public (pollution)
 - vi) *Leaving Deviance*
 - (1) Adler & Adler’s dealers and smugglers
 - (2) Devah Pager on the stigma associated with a criminal record
 - (3) MN study on effects of low-level criminal records
 - (4) Uggen 2000 on age-specific effects of work experiment on crime
- 3) *Heteronormativity and Sexual Norms in the Contemporary U.S.*
- a) Law, politics, and identity – changing support for same-sex marriage
 - i) Rapidly changing conception of deviance -- Violation of norms that draws social disapproval and negative sanctions (also statistical, absolutist, reactivist)
 - b) Social construction of sexuality
 - i) Creating and enforcing sexual norms
 - ii) RW Connell’s “hegemonic masculinity” and heteronormativity
 - (1) “queer” as antonym of heteronormative; identity and gender “rulebreakers”
 - iii) Video clip: Boys Don’t Cry
 - iv) Bemiller – men who cheer
 - c) Sexual orientation
 - i) Bisexuality - Weinberg, Williams, & Pryor (1995) and 2014 NYTimes
 - ii) LGBT demographics
 - iii) Norms are changing
 - (1) Legalization
 - (2) Public Acceptance
 - iv) De-Medicalization
 - d) Homophobia
 - i) HIV/AIDS and Homophobia (CDC data)
 - ii) Homophobia: women’s sport (Blinde and Taub 1992) & men’s sport (Bemiller)
 - e) Ongoing issues: Same-sex marriages; Sexual orientation as a “protected class”
 - i) Careers: Individual coming-out stories and social movements
 - f) *Sexual Harassment*
 - i) History, rates, McLaughlin, Uggen & Blackstone on the “supervisor paradox”
- 4) *Sex Work*
- a) NHLS data (Laumann et al. 1994)
 - i) Masturbation; Adolescent Sex (v. Premarital); Adultery; Pornography, obscenity, and sexually explicit materials; Social learning
 - ii) Hookups and the orgasm gap
 - b) STDs and managing stigma
 - i) Sexual risk behavior among HS seniors
 - ii) Centers for Disease Control STD data
 - iii) NYRBS: Trends in early sex (< 13) and sex with 4 or more high school partners
 - c) Commercialization and Sex Work

- i) Draus & Carlson, Sex for Crack exchanges
 - ii) Williamson and Cluse-Tolar, Pimp-controlled prostitution
 - iii) Prevalence and Correlates
 - (1) Customers; Managing stigma
 - iv) Voluntary vs. involuntary "work"
 - (1) Legalization; advocacy organizations; social control
 - v) Durkin: money slavery and erotic humiliation
- d) The Woodsman: Fictionalized portrayal of stigma and sex offender reentry

5) *Licit and Illicit Drugs*

- i) Basic drug concepts
 - (1) Drug; Psychoactive Drug; Illicit Drug
 - (2) "Addiction" and Physical dependence
 - (3) Deviant v. normative drug Use
- ii) A blurry classification of substances and effects on physiology & social behavior
 - (1) Depressants
 - (2) Stimulants
 - (3) Hallucinogens/Psychedelics
 - (4) Cannabinoids (Marijuana, hashish)
 - (5) Psychotherapeutics
- iii) Reinerman: drugs as social problem (*Reefer Madness* and moral panics)
 - (1) Sociologists and rulemaking; Which drugs were linked to a dangerous class? Why are drugs good scapegoats in US?
 - (2) Moral panics exercise (planned); Drug Use --Reinerman
- iv) Societal reaction
 - (1) Construction of drug use as a social problem; Sociologists and rulemaking
 - (2) Prevention and treatment
- v) Theories of drug use
 - (1) Biological and Psychological
 - (2) Sociological
 - (a) Individual: Self- and Social-Control (Hirschi); Social Learning (Sutherland, Akers)
 - (b) Subcultural (Becker) – socialization and learning to use MJ
 - (c) Structural -- Anomie (Merton) and Conflict (Goode/Reinerman)
- vi) *Focus on Alcohol Use*
 - (1) Prevalence, Correlates, "alcoholism" v. "problem drinking" and "binge drinking"; Social control; Causal models
 - b) "Taste clusters" of music and drugs (Vuolo et al. 2013)
 - c) Effect of experimental jobs program for ex-addicts on crime (negative) and drug use (zero)

6) *The "Social Facts" and Theories of Suicide*

- i) Definitions and prevalence
- ii) Statistics: age, sex, race Correlates; Methods; Attempts
 - (1) Suicide and recession (Phillips & Carr)
 - (2) Notes as data source?
 - (3) Global distribution ; US states & counties
- iii) Durkheim's theory of *Suicide* and ecological questions
- iv) Learning theory at individual level

7) *Physical Disabilities and Bodies (Goffman)*

- i) Are physical disabilities deviant?
 - (1) A condition rather than a behavior; Ascribed rather than achieved (typically); A master status that overrides other characteristics
 - (2) Social construction of disability
- ii) Norms and reactions
 - (1) Appearance norms; Statuses viewed as fixed; statuses viewed as changing
- iii) Disability and the "sick role"
 - (1) Goffman & Stigma management –Passing; Normalizing; Coping; Dissociation
- iv) Degher & Hughes, The "Fat" Identity -- Model of identity transformation (e.g.,

- (1) Status cues can be active (name-calling) or passive
- (2) Recognizing that current status is problematic
- (3) Placing self in a more appropriate status (big range)
- (4) New status – internalization of new self-concept (fat)

8) *Managing Stigma*

- i) Erving Goffman: Stigma and “Spoiled Identity” (1963)
 - (1) Stigma
 - (a) Physical; Blemishes of individual character (e.g., addiction); Tribal stigmas of race, nation, religion; The discredited and the discreditable
 - (2) Impression management/information control
- ii) Goffman on stigma management
 - (1) Passing as manipulating visibility
 - (2) Normalizing as “covering”
 - (3) Coping-managing tension in interaction
 - (4) Dissociation as “retreating backstage”
 - (5) Others - teamwork
- iii) Martin: organization & stigma management (2000)
- iv) Roschelle and Kaufman –homeless kids

9) *The “Social Facts” of Mental Illness*

- i) Mental Illness/Disorders
 - (1) Medical; Sociological; APA’s DSM-IV (300 disorders)
- ii) Correlates (Rand 1997)
- iii) David Rosenhan’s On Being Sane in Insane Places (1973)
- iv) Current issues

b) *Review and Summary*

- i) Current relevance of sociology of deviance
- ii) Sociology’s central idea(s) and most important concept(s)

SAMPLE QUESTIONS

1. Identifications: Identify the following authors or concepts and their importance for the sociology of deviance in a sentence or two:

a. Deviant master status	b. Audit study
c. Taste cluster	d. Cybershrew
e. Status cues	f. Discreditable (vs. Discredited)
g. Impression management	h. Delabeling and deviant role exit
i. Hostile work environment	j. Egoistic, Anomic, & Altruistic suicide
k. RW Connell	l. Emile Durkheim
m. Hegemonic masculinity	n. Heteronormative
o. Erving Goffman	p. Howard Becker
q. Occupational v. White Collar Crime	r. Moral panic
s. The sick role	t. Obesity
u. Physical dependence	v. Halliburton
w. Statistical deviance	x. Anorexia nervosa
y. Donald Cressey	z. #Pointergate

ESSAYS

- 1. Social constructionists focus on labels and power in the rulemaking process.
 - a. To what extent do you agree with Becker’s statement that “The deviant is one to whom that label has been successfully applied; deviance is behavior that people so label”? What are the limits (if any) of this approach? (1 paragraph)
 - b. Based on your readings and lectures, explain how our current conceptions of both marijuana use and same-sex marriage have been socially constructed. Make reference to the rulemaking process, rule enforcement, moral entrepreneurs, moral panics, rule creators and public opinion data in your answer (3-4 paragraphs).

2. Imagine that at your next family gathering, a relative (let's call him Drunk Uncle) claims that *every* form of deviant behavior has increased in the past twenty-five years. Would you agree or disagree? Make specific reference to the social facts and trends in the following behaviors since the 1970s (1 paragraph each):
 - a. Murder
 - b. Property Crime
 - c. Cigarette use
 - d. Rape
 - e. Suicide

3. 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 and why do people join a death metal subculture?
 - b. Has the rate of drunk driving increased in Minnesota relative to the rest of the nation?
 - c. Does community notification affect recidivism among sex offenders?
 - d. To what extent do employers discriminate against people with anxiety disorder?
 - e. Are professors more likely to be atheists than other professional workers?
 - f. Have suicide rates been relatively stable in the US? Do US patterns hold in other countries?

4. Methodology for your own study.
 - a. Identify a topic and state a research question that interests you in the sociology of deviance and explain why the answer would be important for sociologists and/or the general public. (1 paragraph, 5 points)
 - b. Imagine that you have received a large research grant to study the question and you have a small team of social researchers at your disposal. What sorts of data will you collect or examine? Official statistics, survey data, historical data, qualitative approaches, experiments, or something else? Explain using concepts such as bias, validity and reliability. (2 paragraphs, 10 points)
 - c. Identify one or more studies that you've read for this class that might serve as a good example or model for conducting your study. Explain. (1 paragraph, 5 points)

5. Rape can be understood from an individual, group, or societal perspective.
 - a. Why are the "social facts" elusive with regard to rape? According to the best available evidence, what do we know about the trends and correlates of rape?
 - b. According to Scully and Marolla, how do individual rapists account for their actions?
 - c. According to Armstrong et al., what facilitates sexual assault on campus?
 - d. Based on your essay, propose one reform or policy change that you think might reduce the prevalence of rape. Explain in a sentence or two.

6. Political crime, organized crime, and corporate crime:
 - a. Provide a working definition of political crime, organized crime, and corporate crime, giving at least one example of each form. (1 par.)
 - b. Under what conditions would you classify disenfranchisement as a political crime? Is a lifetime felon voting ban "deviant" in a normative or statistical sense? (1 par.)
 - c. Explain the concept of "state-corporate" crime in describing war profiteering. How and why are the boundaries between political crime and organized crime blurring (e.g., as another category of "state-organized crime")? (1 par.)

7. Workplace deviance.
 - a. According to lecture, how did Donald Cressey explain the "white-collar crime" of embezzlement?
 - b. Cressey pointed to the perpetrators, but one can also identify likely victims of such crimes. Which factors does Oskar Engdahl identify as important in creating *opportunities* for high-level fraud by professionals?

- c. Is Engdahl's study consistent or inconsistent with the main findings reported by Jessica Huiras et al. in studying workplace deviance among young Minnesotans? Explain your answer by referring to the findings.
8. Drug and alcohol use.
 - a. What is a "moral panic" and what is the significance of this concept for studying the societal reaction to drug use? (1 paragraph)
 - b. How does Reinerman explain the intense public concern with drug use in the United States? (1 paragraph)
 - c. Are tastes for drug use correlated with tastes for music? Is there evidence of a common culture or subculture supporting both sets of tastes? (1 paragraph)
 - d. In 2-3 sentences, explain the main strategies used to control drug use in the United States. Are similar strategies used to control alcohol? Why or why not?
 9. Sexual norms and behavior.
 - a. Describe some of the major changes in U.S. sexual norms in recent decades. (1 paragraph)
 - b. Explain the concepts of heteronormativity and homophobia. (1 paragraph)
 - c. Do you consider same-sex marriage to be deviant behavior in the contemporary US? Explain by referring to one of the definitions of deviance discussed in class and evidence on changes in sexual norms discussed in Part a. (2 paragraphs)
 10. Sexual deviance, gender, and power.
 - a. According to the NHLS (or other sources discussed in course materials), how prevalent are adultery and prostitution among men in the contemporary US? (1 paragraph – don't go into great detail). Do you think these figures are likely to be overstated or understated? Explain your answer in a few sentences.
 - b. According to McLaughlin et al., what is the "paradox of power" regarding women and sexual harassment. Which stereotypes about sexual harassment does this study challenge? (1 paragraph)
 - c. Which stereotypes are similarly challenged by the Draus and Carlson paper on sex-drug exchanges? Do the women have any power in these exchanges? Explain (1 paragraph).
 - d. Finally, how does power operate in the (far more statistically unusual) world of "money slavery?" How do the clients attempt to impose social control? (1 paragraph)
 11. Suicide.
 - a. Briefly discuss variation in US suicide rates by race, gender, age. (1 paragraph)
 - b. How does learning theory explain suicide at the individual level? Is it meaningful to see suicide in terms of a deviant career or as a simple event? Explain in a paragraph.
 - c. How did Durkheim use the concepts of social integration and regulation to develop a typology of 4 types of suicide? (1 paragraph).
 - d. Which parts of the world seem to have unusually high and unusually low suicide rates? How might Durkheim explain these patterns? (1 paragraph).
 12. Bodies and mental health.
 - a. Why do you think deviance textbooks discuss obesity in a chapter on disabilities -- and eating disorders in a chapter on mental disorders? (a few sentences)
 - b. Compare and contrast Degher and Hughes' piece on managing a "fat identity" and McLorg and Taub on careers in eating disorders. What are the primary similarities and differences?
 - c. According to lecture and your texts, what are the primary correlates of mental disorders? Why do you think that marital status appears to be strongly correlated with mental health?
 - d. How would a labeling theorist explain these correlations?