

Week 8:

*Finish methodology
begin part IV: substantive areas
crime: violence, property,
occupational deviance*

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tasks

- Uggen’s (personal) evaluations
- Methodology exercise (pre-final)
- Paper discussion
 - drafts due 11/4 (final 11/11)
- Tests back

- Move to part IV: substantive areas

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*6B. participant observation, interviews, &
other qualitative methods*

- Adlers:
 - Problems with surveys and official
 - Need “deeper” or “richer” data
 - What couldn't you survey?
- Field research – observe deviance in its natural setting
 - degrees of participation
 - *Tearoom Trade* and covert participation
 - degrees of subjectivity

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qual deviance research

- case studies (life history; *Jack Roller*)
- focus groups (community standards)
- passive observation (online, court...)
- intensive interviewing (harass, prison)
- qualitative historical and comparative work (but also quantitative)
- ethnography/field research (culture & subculture)
- many more...

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adler: dealers and smugglers

- field research - "only way to acquire accurate knowledge about deviant behavior" (?)
 - "difficult hours and dangerous situations"
 - participation and lawbreaking
 - safety and trust
 - 1 ton pot/week; 40 kilos of coke every few months
- taped life histories (10-30 hours; 6 yrs)
- sampling: snowball
- managing bias?

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jody miller - girls in gangs

- Multi-method: survey and intensive interviews with 46 female gang members and non-members
 - Learning from interviews v. surveys
- Violence: protection and victimization
 - Status: violence and connections
 - Gender inequality and devaluation
 - Consequences of "sexed in" v. beat in?
 - violent gang rape - "could have just killed her"
 - Subcultural norms: sexuality and "weak" v. "hard"

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methods summary

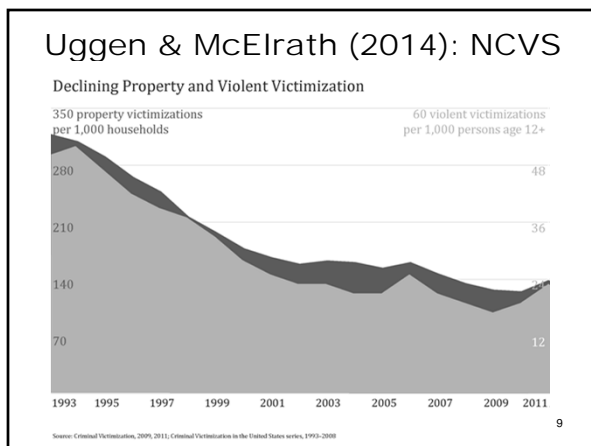
- Judge method and data
 - relative to existing knowledge
 - likely magnitude and direction of bias
 - right tool for the job?
- More multi-method work today
 - Sexual harassment: survey (1000), plus interview with 33 based on responses
 - Voting:
 - official statistics on those affected
 - surveys to predict voting; attitudes; recidivism;
 - public opinion poll
 - qualitative historical research to get laws, interviews with prisoners to get meaning

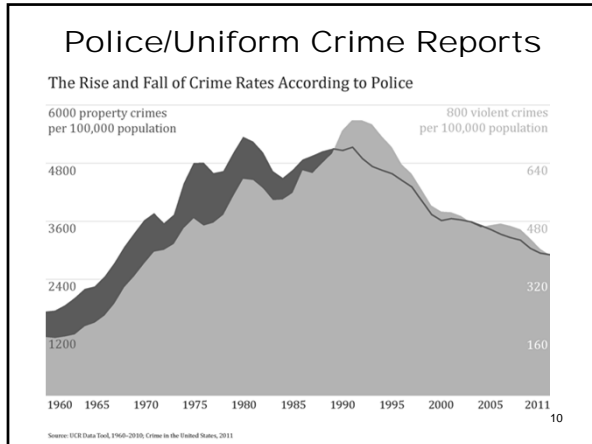
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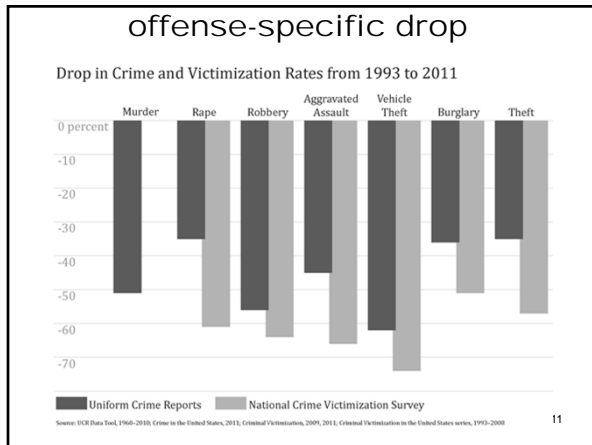
Part IV: Substantive Areas

- Interpersonal Violence
 - Violation of (criminal) law
 - UCR versus NCVS
- Murder as “deviant killing”
 - vs. war, abortion, assisted suicide, excusable and justifiable homicides
 - Rosenfeld/Blumstein city rankings; UCR: 2010 as lowest in 40 years
 - Correlates: Region (S&W); Age (15-24); Sex (Male); Race (Af.Am)
- Violence, masculinity, & escape

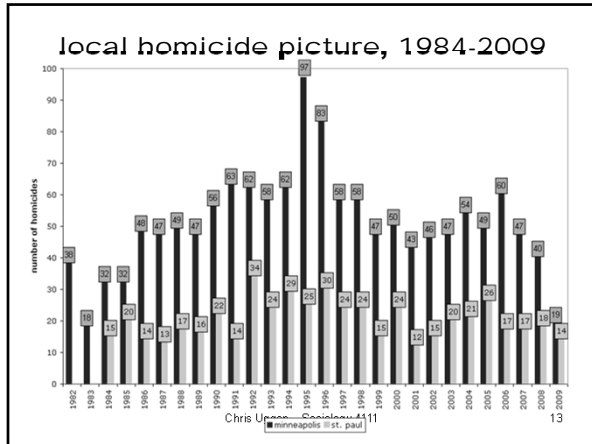
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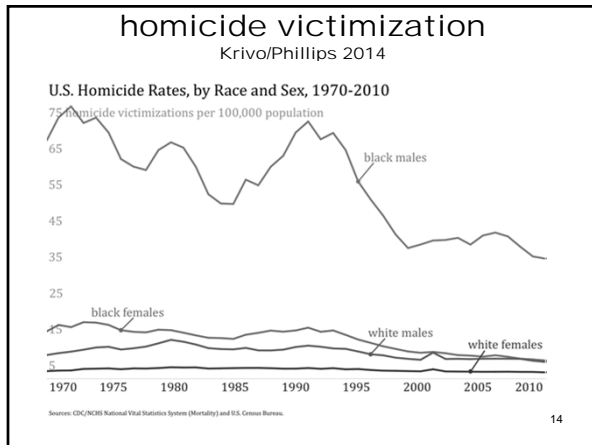


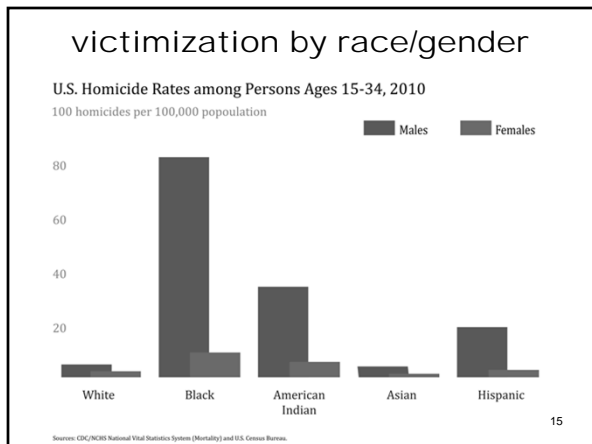


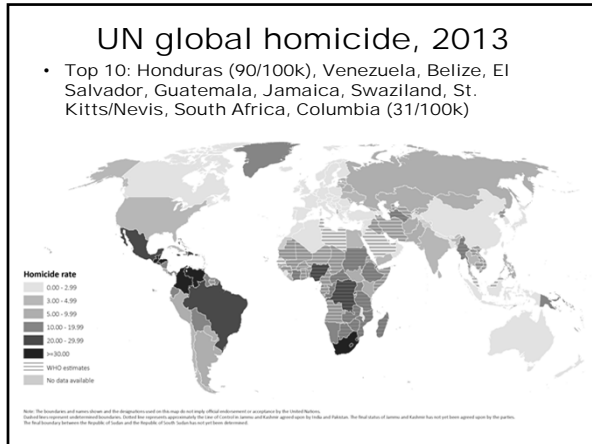


- ### 6 Social Sources of Crime Drop [Uggen & McElrath 2013]
1. Punishment (10-30% ?)
 2. Policing (10-20% ?)
 3. Opportunities (cell phones, home-based entertainment, car immobilizers)
 4. Economics (small effects, boom or bust)
 5. Demography (age and immigration)
 6. Long-term Social Dynamics (Eisner, Pinker)
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rape & sexual assault

- Forcible (v. Statutory) Rape
 - Violent by definition - force or threat of force
 - Measurement ("forced sex" vs. "rape"):
- Social facts elusive, NCVS data 2002:
 - 63% of completed rapes and 65% of attempted rapes are not reported to police (Rennison 2002)
 - Rape drop started earlier than other crimes
 - CDC *1 in 5* (18%) uses lifetime definition that includes attempted forced penetration, drug/alcohol-facilitated
 - Date rape, prison rape
- Breaking news: New FBI/UCR definition of forcible rape
 - 1927-2012: "carnal knowledge of female, forcibly and against her will" (vaginal penetration by penis)
 - After 2012: "penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim." [Sandusky case]

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scully and marolla 1984 - rapists (replication in 2014?)

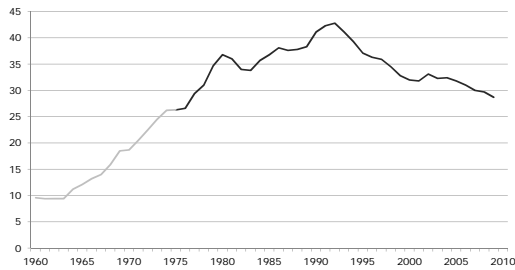
- n=114 incarcerated rapists [Q: other samples?]
- Rape is learned through interaction with others [DA]
 - in attitudes & actions promoting sexual aggression
 - in culture viewing women as sexual commodities
 - "vocabularies of motive" (Mills) to diminish responsibility & negotiate a non-deviant identity
- 47 Deniers used Justifications: [Q: still hear these?]
 - 1. Women as seductress (31%)
 - 2. Women mean "Yes" when they say "No" (34%)
 - 3. Women relax & enjoy it (69%)
 - 4. Nice girls don't get raped ("slut") (69%)
 - 5. Only a minor wrongdoing (just sex) (16%)
- 35 Admitters used Excuses: (ex-rapist role)
 - 1. Intoxication of both/either ("moral holiday") (77%)
 - 2. Emotional problems (40%)
 - 3. Apology, really a nice guy (57%) - p.303

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UCR change over time (1960-2009)

National UCR Rape Rate

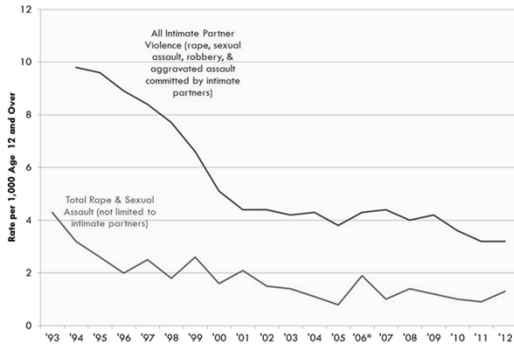


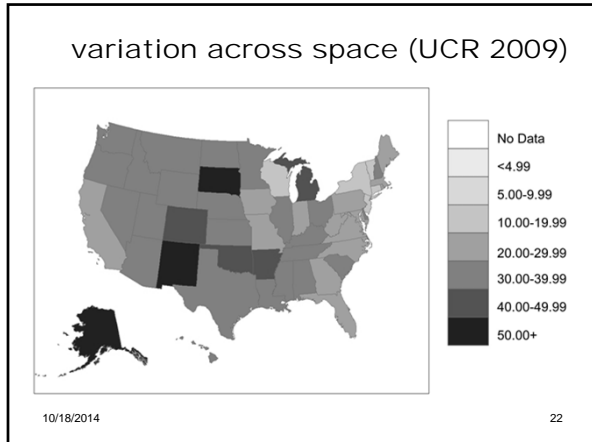
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Why is rape declining?

total rape & sexual assault (blue) and intimate partner violence (red)
source: ncvs (Langton et al. 2013 & Morgan et al. 2014)





Fixed Effects Model Predicting UCR Rape Rate per 100,000, 1975-2009 (Uggen/McElrath 2011)

variables	political	socioeconomic	disorganization	combined
<i>Political</i>				
% Women in Congress	-30.41*(15.14)			-22.13 (13.26)
<i>Socioeconomic</i>				
W/M with BA Degree, 25+		-68.84** (28.32)		-52.00* (26.83)
% Female Workforce Part.		111.56***(24.64)		108.54***(23.94)
<i>Disorganization</i>				
Other Violent Crime			.02*** (.003)	.02*** (.003)
Female Poverty			110.44 (104.42)	
Divorce Rate			1.18*** (.36)	
<i>Demographic Structure</i>				
Population	-.002***	-.002***	-.002***	-.002***
% Population 15-24	2.21	-.08	5.14	
% Nonwhite	-45.61***	-33.32**	-32.09**	-14.76
<i>Time</i>				
Year	2.95***	1.00**	1.74***	.65
Year Squared	-.04***	-.01	-.02***	-.00
Constant	5.91***	17.17	-2.59	3.18
Observations (states)	1,742 (50)	1,750 (50)	1,655 (50)	1,742 (50)
R-squared (areg)	.79	.80	.81	.82

Robust standard errors in parentheses *** p<.01, ** p<.05, * p<.1 [Stata xtreg, corrected for clustering]

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Armstrong, Hamilton, & Sweeney (2006) – Campus Sexual Assault

- 3 explanations
 - Individual characteristics
 - Rape culture (rape myths)
 - Contexts (bars, fraternities, “party dorms”)
- “Production of fun and sexual assault”
 - Gender-neutral expectations to party (alcohol use, little monitoring)
 - Gendered vulnerability (drinking, men as hosts -- blocking doors, controlling transportation)
 - Flirtation -> attention and status
 - Victim-blaming (e.g., smart women can avoid)
- Do fraternities “commodify” women? Others?
- Norms re: masculinity, brotherhood, secrecy
 - Other settings (Sports, Backstage, Military, Gangs)

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Recap rape / other violence

- Norms supporting violence, amplified in some male settings (gang, FL frat, dorms) and in broader culture
 - But big recent declines in UCR and NCVS
- Correlates of rape & sexual assault (2002):
 - Gender (female 6X higher than male),
 - Race (African American 3X higher than white),
 - Age (age 16-19 11X higher than age 35-49)
 - Urban (3X higher)
 - Unmarried, low income, West region
- Rates of robbery and aggravated assault also declining since mid-1990s
 - Theorizing the crime drop (Baumer)

SOCIOLOGY 4111 - DEVIANT BEHAVIOR - UGGEN
 Paper Assignment - Choose one of four options
 Drafts due 4/2, Papers due 4/9 at beginning of class

Option 1. Your deviant career [about 7 pages total]
 Students selecting option #1 will analyze their own histories of deviant behavior.

- (1) Introduce the topic in a paragraph. [half page]
- (2) Describe the "social facts." Use general concepts relating to deviant careers (e.g., entry, management, exit, cultures and subcultures, formal and informal social controls) and try to establish a clear timeline. [2 pages]
- (3) Summarize the state of knowledge about this particular form of deviant activity based on course materials or other sources (in most cases, about 5 sources should be sufficient, most of which can come from your readings). [2 pages]
- (4) Explain the social facts using at least two competing theories. Which one best fits the data? Explain why by specifically linking concepts from the theory to the people and events you describe in parts 1 and 2. [2 pages]
- (5) Summarize and conclude by pointing out gaps between the theory and data or areas where future research is needed [half page].

Option 2. Random Acts of Kindness (A. Levellyn Jones) [about 6 pages total]
 (1) Perform four random acts of kindness toward strangers
 (2) Aside from being a requirement for this paper, describe your motivation for choosing each of the acts (e.g., you could perform many kind acts, why did you chose the four you did?). [1 page introduction]
 (3) Describe these experiences in a journal: what you did, how you felt while doing it, and the reaction you received. [about 3 pages, or about 1-2 paragraphs per act]
 (4) Explain what happened and why using at least two competing or complementary theories of deviance. This section should provide an overall explanation of all four acts, rather than a separate analysis of each one. [about 2 pages]

Option 3. Service Learning [3-4 pages total, plus service work]
 (1) Perform service learning in one of the agencies discussed in class.
 (2) Write a brief descriptive summary of your experiences and explain how your experiences informed the course materials discussed in lectures or readings (e.g., if you are working with young gang members, does gang entry appear to operate in the manner that Sanchez-Jankowski describes?) [3-4 pages total]

Option 4. Independent Project [12-25 pages total]
 Prepare an original research paper or grant proposal on a topic negotiated with the professor and teaching assistant. [12-25 pages]

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8B: Economic/"Property" Crime

- Most crime is economic behavior
 - 90% of crime index offenses are economic
- New studies of illegal earnings
 - Levitt & Venkatesh (2000) - drug gang
 - Violence, but not wanton; leaders
 - McCarthy & Hagan (2001) - street youth
 - Competence, collaboration, criminal capital
 - Uggen & Thompson (2003) - ex-offenders
 - Drugs as "illegal earnings imperative"
- Clinard's distinction: occasional (almost everybody) v. career offenders

Engdahl (2009) Opportunity Structure for White Collar Crime

- Undertheorized: distribution of legal and illegal opportunities (Cressey/Sutherland)
 - Goffman's (1959) "barriers" and "back regions" that inhibit control (restaurant)
- How could broker conceal deviance?
 - Financial self-interest (trust w/ decisions)
 - Neglect of control (client preoccupied)
 - Interpretative primacy (knowledge gap)
 - With clients and auditors (e.g., Ponzi; Madoff)
- Bigger picture: Messner and Rosenfeld's *Crime and the American Dream*
 - socialization in capitalist system; overzealous
 - material success goal prized (Merton)

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organized crime

- Clinard & Meier (1980) Activities
 - Illegal goods and services (loan sharking, gambling, drugs, sex)
 - Big-time theft/hijacked goods
 - Racketeering (systematic extortion)
 - Infiltrating legitimate businesses
 - Corrupting public officials
- International Organization Today
 - Drug markets, Power to challenge weakening state control, Immigration and borders, Technology (wire transfers), "disorganized" law enforcement
- Some ethnic persistence even after national boundaries erode (Rush & Scarpitti 2005 on Russia)

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Political Crimes

- Crimes against governments (all crime?)
 - Merton's "rebellion"
 - Campus activists and subcultures?
 - Militias
 - Benefits
- Crimes by governments
 - Political corruption - kickbacks, fraud, abuse of funds
 - Election crimes - denial of voting (FL), "push polling", illicit contributions
 - Violence - state monopoly on legitimate force
- Local: Hmong refugees vs. Laotian soldiers
 - freedom fighters, terrorists, human rights victims?
 - Genocide "perpetrator" "rescuer" and "survivor"

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Dawn Rothe (2006) Halliburton and State-Corporate Crime

- Critical criminology approach
 - Connects dots b/w Halliburton, GW Bush administration, war on terror, and profits
 - "Plain vanilla" corporate crime (e.g., bribery, fraud, overcharges, kickbacks) +
- State-corporate crime and regulation
 - VP Dick Cheney as HB CEO in 1990s
 - Private, on-call logistics arm of military; contracts and stock price
- Costs of cronyism?

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methods exercise

- Work together in groups of 3-5 to answer the questions
- The goal is to get you thinking concretely about how we learn the social facts in (your) specific area of deviance
- Turn in one sheet signed by all

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Next

- Working papers due 4/9, drafts 4/2
- Occupational Deviance
- Sex, gender, and deviance

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