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”
      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, interdepency, 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. Costello’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)

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. In “The Devil Made me Do It,” Cromwell and Thurman add which of the following categories of neutralizations to Sykes and Matza's 5 original “Techniques of Neutralization”?
   a. Self-defense
   b. Right to remain silent
   c. Justification by comparison
   d. Appeal to higher loyalties
   e. Denial of injury

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 underage drinking on campus, 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 drug use and illegal earnings 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 perspective. Which perspective best explains recent debates in Minnesota about voter identification and vote fraud? (2-3 paragraphs)

6. Based on lecture and Erikson’s notion of boundary maintenance, provide a functionalist interpretation of the debates over restrictive immigration policies and deportation. 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 gangs in Minneapolis?
   b. How many repeat drunk drivers are there in the U.S.?
   c. Are there subcultural norms supporting violence against women among male athletes?
   d. Are sociology professors more likely to be atheists than other professors?
   e. Have homicide 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 working as an escort 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.