Lecture 9

Social Structural Theories: Anomie (and Individual Strain)

Nice job!

• Business
  – Exams and Evals
  – Papers!
• Social Structural Theories
  – Social Disorganization
  – Anomie and “Strain”
  – Critical and Feminist
• Careers in JJS

Approximate Letter Grades [90/80/70/60]

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<th>Percentage</th>
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10/30/2021 Chris Uggen – Soc 4141

11/2/2021
On to the Course Papers!

• Options: Syllabus pages 10-11
  – (1) Uggen's 8-10-page paper assignment or
  – (2) a shorter paper based on service learning experiences, (research helps here too, though)
  – (3) an article-length research paper or grant proposal on a topic negotiated with Uggen and teaching assistant

• 11/18 – paper draft due
  – Even notes are ok – something to exchange
  – Clarity, specificity, appropriateness criteria
  – 5 academic sources; ASA citation style preferred

• 11/30 – papers due, upload to canvas, save a copy on your own computer or drive

Poverty & MSP Reentry
(N. Side of Minneapolis; Frogtown in St. Paul)

• Corrections (Adult Prison, Work House, Juvenile Corrections)
• Social Services (Foster Care, Chemical Dependency, Mental Health)
• National Guard

evals

• More
• Less
• Change
• Annoying
B. Merton’s Social Structure & Anomie

- Background: Durkheim and Anomie (1938)
  - focus groups & concepts like “role model,” “unintended consequence,” “self-fulfilling prophecy,” “reference group”
- Assumptions
  - The disadvantaged are motivated to commit crime
  - This motivation stems from a poor balance between social structure and cultural definitions of success
- Conceptual tools
  - Anomie (vs. Strain)
  - Common success goals but not opportunity (why?)
  - Reference groups and relative deprivation
  - Typology of balanced, ritualistic, anomic societies
  - Typology of individual adaptations to strain

<table>
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<th>individual adaptations</th>
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<tr>
<td><strong>Success</strong></td>
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<tr>
<td>Conformist</td>
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<tr>
<td>Innovation</td>
</tr>
<tr>
<td>Ritualism</td>
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<tr>
<td>Retreatism</td>
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<td>Rebellion</td>
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critique of anomie

1. No social-psychological theory
   - which adaptation?
   - substance use?
2. Universality assumption
   - subcultures?
3. Empirical support weak (self-report data?)
   - high aspirations/low delinquency
4. Overemphasizes economic goals
5. Class bias (street crime)
   - Not radical enough
6. Reach high with low blows?
   - money can’t override honesty in dominant culture

extension I: Cloward and Ohlin’s Differential Opportunity Theory (1960)

- Variation in illegitimate opportunity
- Typology of Delinquent “Gangs”
  - Criminal/Theft: Stable and integrated conventional and criminal system
  - Conflict: Instability, lack of integration
  - Retreatist: “Double failures” in any system

- Policy: Mobilization for Youth

Extension II: Cohen’s Status Frustration Theory

- Reaction formation
- Middle class measuring rod
  - Ambition, individual responsibility, skills & achievement, postponing gratification, rationality & planning, manners & courtesy, control of violence, constructive recreation, respect for property
- “Malicious, negativistic, nonutilitarian delinquency”
Messner & Rosenfeld's Institutional Anomie Theory

- **Cultural imbalance of American Dream**
  - Value system of achievement, universalism, individualism, and “pecuniary materialism”
- **US institutions:**
  - dominance of economy & market logic (over schools, family, and polity)
  - Anomie -> weak internal controls
- **Some support comparing nations (WVS) and states;**
  - Americans exceptional in valuing competition; private business

Agnew's General Strain Theory [individual level, social-psychological]

- **crime due to strain & stress**
  - Expands Merton to include many strains
  - parental rejection; abuse; unemployment; bad jobs; victimization; homelessness; discrimination
  - Strain-> negative emotions (e.g., anger, fear) -> crime
  - Strain also affects controls & peers
  - GST also applies to rates, life course, gender differences, situations, climate...
  - Policy: reduce strains (e.g., poverty) and enhance coping (e.g., anger management)

Policy Implications of Anomie & Opportunity: Mobilization for Youth (NYC)

- “War on Poverty” & “Great Society” era (2020s future?)
- NYC: reduce delinquency by
  - Improve education (teacher training, preschool)
  - Create work opportunity (vocational training, jobs center)
  - Organize lower-class communities (neighborhood councils)
  - Adolescent services (gang workers, hangouts)
  - Neighborhood service centers (counseling and aid to families)
- Results unimpressive
  - Bad press, Gang workers, Conflicting goals
  - Life course problem? [Uggen 2000]
[Uggen 2000: do jobs reduce crime?]

**time to new arrest: controls**

![Graph showing cumulative proportion without arrest over duration in months for controls.]

**time to new arrest: treatment**

![Graph showing cumulative proportion without arrest over duration in months for treatment.]
The Strain of COVID-19

- Racine, Cooke, Eirich, Korczak, McArthur & Madigan. 2020
  - Increase in depressive and anxiety symptoms in children & adolescents
- BREAKOUT: COVID effects on JD
  - Theory & Mechanisms (e.g., school & family controls; associations; labels)
  - Which crimes up, which crimes down? For whom?
  - High school versus college crime

Rios & Panopticon - Ch. 3-4

- Inverting Foucault’s panopticon (89)
  - Boy at center, surrounded by social control
  - No discipline; informal social or self-control
- Tyrell: Violence as collection agent
  - Electronic monitoring (p. 65)
- Jose: Gang-based attack on Puppet (p. 67)
  - 2 wks detention -> 6m group home -> Camp Sweeney for gun & culture of street justice
  - PO advice (p. 69) and police advice (p. 72)
- Schools, police, POs reinforced code
  - Probation “magnifying glass” (p. 87)
Rios 4: “zookeepers”

- Well-intentioned adults participated in criminalization of the boys
  - Victims: Spider stabbed at 15, erroneously registered as a gang member (p. 77-8)
- Teachers & “continuation school”
  - Criminalize via threats; drugs (exaggerated); narcs
- Parents & “courtesy stigma”
  - Parenting lessons from institutions
- Probation, CJ in community centers
  - Parents, teachers, POs, police
  - High expectations; little support p. 84;
  - magnifying glass effect -> minor arrests
  - Anger management; life skills courses taught by POs (snitching); no funding for youth workers

Rios Ch. 5 “Dummy Smart”

- Low social & cultural capital -> “misrecognition”
  - “organic capital” didn’t help with jobs (Ronnie p.100 @ steakhouse; handshake w/ white woman), but OK for selling pirate DVDs
- Crimes of resistance (Quinney)
  - “irrational” - breaking small rules
  - respect: Flaco’s chips (p.106), police (p. 111), chess
  - resistance -> crisis of control (success!)
- Dummy smart (Darius p.113), code-switching
  - Infrapolitics-> empowerment; “deviant politics” of “hyphy” (hyperactive, dumb, crazy), yellow bus
  - Oppositional consciousness -> activism (9 of 40)

Next: Critical Marxian and Feminist Theories

Social Structural Theories: Marxian and Conflict Theories