

Social Control -- Spring 2012

Last update: 11/21/2015 10:30:34

Instructor : Dan Ryan

Lectures: Tu-Th 9:30-10:45am

[Office Hours by Appointment](#)

"One of the classic puzzles - perhaps *the* classic puzzle - of social theory is how society induces us to behave in ways that serve not our own interest, but the common interest of society." [Jencks](#), "The Social Basis of Unselfishness".¹

"The stuff of a civilization consists largely of its substantive norms." [Ellickson](#), [Order Without Law: How Neighbors Settle Disputes](#)²

Thurs 19 Jan

Course Introduction – Humans, Selfishness, and Cooperation

No reading. Exercise.

1. Requirements: Two along the way exams + final exam (~50%); research essay (~25%); assignments (~25%)
2. Fill out our first day [index card](#)
3. Take our [Media Survey](#)

Tues 24 Jan

How about us? What makes us "pro-social"?

1. [Public Goods Game](#)

Homework (1) Public goods commentary; (2) Thoughts on papers, assignments, etc.

Thurs 26 Jan

What is there to Control? Models of Individual and Society

Sociological and non-sociological humans

Good, bad, or both?

The initial journalistic "readings" are not sociology or even social science per se though they draw on social science and involve interviews with scientists. They are intended to provoke — not so much for immediate discussion as for opening up some intellectual space for the rest of the course. Be forewarned that some of the stories or the "takes" of the journalists might be offensive — certainly many parts are disturbing. If, based on descriptions of any of the pieces (or, in a few places the journalist actually saying "some of the following..."), you think you'd rather not listen, that's fine. Also, note that most of the producers actively solicit feedback on the program website.

1. Radiolab [The Good Show](#) on altruism and such. (~1 hour)
2. TTBOOK [Steven Pinker on "The Better Angels of Our Nature"](#) (10:29)
3. Radiolab [The Bad Show](#) on the question of evil in everyone. (~1 hour)

The next readings provide a rather selective tour of classic writings on self/society. There's a "glass half full" way to see these: either they are about good humans having a selfish side or bad humans having an altruistic side. Wuthnow's essay asks directly: what is the place of altruism as a concept in sociological theory? Keep an eye on a subtle meta-theme that shows up in several of these pieces: the way in which the the historical experience of evil motivates questions social science asks.

1. [Katha Upanishad section 3](#) (tr. S Beck). See also [Wikipedia](#) (1)
2. Plato [Phaedrus \(246a - 254e\)](#). See also [Wikipedia](#) (1)
3. Aristotle ([Ethics](#)) (1)
4. Hobbes, T. (1588–1679) "[Chapter XIII Of the Natural Condition of Mankind as Concerning Their Felicity and Misery](#)" (2)
5. Durkheim, E. 1912. "[The Origin of Beliefs](#)," from *The Elementary Forms of the Religious Life*. (4)
6. Freud, S. "[The Psychological Apparatus](#)," from *An Outline of Psycho-Analysis, Standard ed., Vol. 23* (4)
7. Wuthnow, Robert. 1993. "[Altruism and Sociological Theory](#)." *Social Service Review* Vol. 67, No. 3, Altruism, pp. 344-357 (JSTOR) (13)

Modern Sources

These pieces are research reported just last year on evidence for pre-socialized infants having some sense what we might call "the social."

1. [Infants prefer a nasty moose if it punishes an unhelpful elephant](#)
2. Hamlin, Wynn, Bloom & Mahajan. 2011. How infants and toddlers react to antisocial others. PNAS <http://dx.doi.org/10.1073/pnas.1110306108>
3. Hamlin, J. Kiley, Karen Wynn & Paul Bloom [Social evaluation by preverbal infants](#) *Nature* 450, 557-559 (22 November 2007) | doi:10.1038/nature06288 SEE ALSO HARPERS FEB

[\[-\] Hide Supplementary Sources](#)

The first two articles here relate to the Milgram story told in the first piece in the "Bad Show" episode of RadioLab. The Wuthnow book is a report on his research on volunteerism and altruism which informed the article we read. The TTBOOK piece on mirror neurons introduces some contemporary neurological results contribute to our understanding of how humans "take the perspective of the other."

1. Russell, Nestar John Charles. "[Milgram's obedience to authority experiments: Origins and early evolution.](#)" *British Journal of Social Psychology*, Mar2011, Vol. 50 Issue 1, p140-162. (23p)
2. Reicher, S., Haslam, S.A. (2011). "[After shock? Towards a social identity explanation of the Milgram 'obedience' studies.](#)" *Br J Soc Psychol*, 50(Pt 1), 163-169.
3. Wuthnow [Acts of compassion : caring for others and helping ourselves](#)
4. TTBOOK [Mirror Neurons](#) for bio unit? (9:48)

Tues 31 Jan

The Search for the Born Criminal...

C. Lombroso is called the father of modern criminology. The ideas for which he is most well known are dismissed today, but the underlying logic of the trying to use physical indicators to predict rule breaking continues to this day. Rather than reading separate articles, we'll take advantage of a summary webpage and read a short piece on the concept of "atavism."

1. Rice, Keith E. : n.d. [Biological Theories of Crime](#) (web page)
2. Katie Lambert [How Atavisms Work](#)

...continues

1. Healy, K. [Sampling on the Dependent Variable](#), an issue here....
2. Cohen, Patricia 2011. "[Genetic Basis for Crime: A New Look.](#)" *New York Times*, June 19, 2011. (There is no "crime gene," but researchers at the National Institute of Justice conference will consider looking for inherited traits that are linked to aggression and antisocial behaviors, which may lead to violent crime.)
3. Goleman, Daniel. 1992. "[Storm Brews On Whether Crime Has Roots in Genes.](#)" *New York Times*, September 15, 1992
4. Yong, Ed. : 2010. "[Dangerous DNA: The truth about the 'warrior gene'](#)" *New Scientist*, April 10, 2010. (See also, [Discover Magazine blog](#) piece.)
5. Friedland, Steven I. : n.d. "[A Vision of the Future](#)"

[\[-\] Hide Supplementary Sources](#)

1. Ferguson, Christopher J. and Kevin M. Beaver "[Natural born killers: The genetic origins of extreme violence.](#)" *Aggression and Violent Behavior* 14

- (2009) 286–294
2. Friedland, Steven I. : n.d. "[A Vision of the Future](#)," excerpt from law review article (available in [Lexis-Nexis here](#))
 3. Jones, Matthew. : 2003. "[Overcoming the Myth of Free Will in Criminal Law: The True Impact of the Genetic Revolution](#)." *Duke Law Journal Vol. 52*:1031-1053.
 4. ALIX SPIEGEL [Can A Test Really Tell Who's A Psychopath?](#) (NPR 13:00)

Homework: [| Q45: Diagram/essay describing YOUR model of individual/society](#). Submit to Dropbox before end of week (5pm Friday)

How Sociology Thinks about Social Control and Deviance

Thurs Feb 2

1. Crime is normal and deviance is relative ([notes](#), [cards](#)).

1. Erikson, K. T. "[Notes on the Sociology of Deviance](#)" (DRL 12)
2. Collins, R. 1982. "[The Normalcy of Crime](#)" in *Sociological Insight: An Introduction to Nonobvious Sociology*. (DRL 33)
3. Wikipedia [Forms of Relativism](#)

Homework: Problem [43](#)

Tues 7 Feb

2. Social environments create crime, deviance, and delinquency ([notes](#), [cards](#)).

1. Agnew, R [A Revised Strain Theory of Delinquency](#) *Social Forces* (1985) 64 (1): 151-167. doi: 10.1093/sf/64.1.151 ([JSTOR](#) Read 151-6, 161-4 (9pp))
2. Matsueda, R L. "[Differential Association Theory](#)" (WWW 5pp) (See also [Wikipedia](#) (~2))
3. Travis Hirschi "[Control Theory](#)" (WWW ~2pp), see also [Wikipedia](#) (~2pp)
4. Cohen, A. (See [wikipedia](#) (~2pp))
5. Gresham M. Sykes and David Matza "[Techniques of Neutralization: A Theory of Delinquency](#)." *American Sociological Review Vol. 22*, No. 6 (Dec., 1957), pp. 664-670. ([JSTOR](#) 7pp) (see also [Wikipedia](#))

[\[-\] Hide Supplementary Sources](#)

1. "Differential Association," Edwin Sutherland and Donald Cressey
2. Miller, W. 19xx. "[Lower Class Culture as a Deviance Generating Milieu](#)." *Social Issues* 14:5-19.
3. Cloward, R. and L. Ohlin
4. Mills' "Professional Ideology of Social Pathologists" ([JSTOR](#))

5. C. Wright Mills. "[Situated Actions and Vocabularies of Motive.](#)" *American Sociological Review* Vol. 5, No. 6 (Dec., 1940), pp. 904-913 ([JSTOR](#))

Thurs 9 Feb

Respect ([cards](#))

1. Katz, J.
 - o "[Righteous Slaughter](#)," from *Seductions of Crime*. ([DRL](#) 40pp)
 - o OR
 - o "[Ways of the Badass](#)," from *Seductions of Crime*. ([DRL](#) 32pp)
2. Anderson, E. 1994. "[The Code of the Streets](#), *The Atlantic*

[\[-\] Hide Supplementary Sources](#)

1. Anderson, E. 1999. [Interview with Elijah Anderson](#)
2. Wacquant, L. 2002. "[Scrutinizing the Street: Poverty, Morality, and the Pitfalls of Urban Ethnography.](#)" *AJS Volume 107* Number 6 (May 2002): 1468–1532. Read 1486-1501.

[Exam 1](#) Thursday 16 February

Tues 21 Feb

3. Social control can act as a deviance amplification system (W5) ([notes](#), [cards](#)).

- Labeling. Secondary deviance. Law as amplifier. Stigma. Deviant careers.
1. Becker, H. S. 1963. "[Outsiders](#)" from *Outsiders: Studies in the Sociology of Deviance*. (DRL 18)
 2. READING TBA

Thurs 23 Feb

4. Deviation from rules serves important functions for society ([cards](#))

1. Coser, Lewis A. "Some Functions of Deviant Behavior and Normative Flexibility." *American Journal of Sociology*, Vol. 68, No. 2. (Sep., 1962), pp. 172-181. ([JSTOR](#) 10)
2. Robert K. Merton. 1938. "[Social Structure and Anomie.](#)" *American Sociological Review*

- Vol. 3, No. 5 (Oct., 1938), pp. 672-682 (JSTOR 11)
3. Kingsley Davis. 1975. "[The Sociology of Prostitution](#)." *American Sociological Review* Vol. 2, No. 5 (Oct., 1937), pp. 744-755 (JSTOR 11)
 4. Newman, D. M. [Sociology: Exploring the Architecture of Everyday Life](#) Page 18 (1)
 5. Critique of functionalism TBA

[\[-\] Hide Supplementary Sources](#)

- Alex Thio. 1975. "[Critical Look at Merton's Anomie Theory](#)." *The Pacific Sociological Review* Vol. 18, No. 2 (Apr., 1975), pp. 139-158. (JSTOR)
- Wilbert E. Moore and Melvin M. Tumin. 1949. "[Some Social Functions of Ignorance](#)." *American Sociological Review* Vol. 14, No. 6 (Dec., 1949), pp. 787-795 (JSTOR)
- Ira L. Reiss. 1970. "[Premarital Sex as Deviant Behavior: An Application of Current Approaches to Deviance](#)." *American Sociological Review* Vol. 35, No. 1 (Feb., 1970), pp. 78-87 (JSTOR)

Tues 28 Feb

5. ["Deviance" can be a form of conflict resolution and rebellion \(cards\)](#)

1. Coser, Lewis A. "Some Functions of Deviant Behavior and Normative Flexibility." *American Journal of Sociology*, Vol. 68, No. 2. (Sep., 1962), pp. 172-181. ([JSTOR](#) 10)
2. Robert K. Merton. 1938. "[Social Structure and Anomie](#)." *American Sociological Review* Vol. 3, No. 5 (Oct., 1938), pp. 672-682 (JSTOR 11)
3. Katz, J. 1988. "[Ways of the Badass](#)," from *Seductions of Crime*. ([DRL](#) 32pp)
4. Paul Willis [Interview](#)
5. Willis, P. 1981. Excerpt from [Learning to Labor](#). ([annotation](#))
6. Lafer, Gordon. 2011. "[Why Occupy Wall Street Has Left Washington Behind](#)." *The Nation*, November 14, 2011
7. John I. Kitsuse. 1980. "[Coming Out All Over: Deviants and the Politics of Social Problems](#)." *Social Problems* Vol. 28, No. 1 (Oct., 1980), pp. 1-13 (DRL) ([annotation](#))

[\[-\] Hide](#)

1. C. Wright Mills "The Professional Ideology of Social Pathologists," *American Journal of Sociology*, Volume 49, Issue 2 (Sep., 1943), 165-180.
2. Bruce, L. 1963. "[So Who's Deviant?](#)" from *How to Talk Dirty and Influence People*. Chicago: Playboy.

Thurs 1 Mar - Thurs 8 March

6. [Every rule is somebody's rule: moral panics, moral crusades, and status politics \(cards\)](#)

1. H Becker "[Moral Entrepreneurs](#)," pp. 147-164 in *Outsiders* (DRL or [GoogleBooks](#)).
 - See also [this Becker webpage](#) and Moral entrepreneur in [Wikipedia](#)
2. Mary deYoung [The devil goes to day care: McMartin and the making of a moral panic.](#) *Journal of American Culture* Spring 1997; 20, 1 (Proquestor [DRL](#))
3. Roberto Hugh Potter and Lyndy A. Potter. 2001. "[The internet, cyberporn, and sexual exploitation of children: Media moral panics and urban myths for middle-class parents?](#)." *Sexuality and Culture* 5, Number 3, 31-48, DOI: 10.1007/s12119-001-1029-9 ([ebscohost](#)) ([alternative path](#))
4. Craig Reinerman "[The Social Construction of Drug Scares](#)" (DRL)
5. Gusfield, J. 1986. (1963) "[Introduction](#)" pp. 1-12 in *Symbolic Crusade*. Urbana: Univ Illinois Press. (DRL)
6. Best, J. 1997. "[Rhetoric in Claims-Making: Constructing the Missing Children Problem.](#)" *Social Problems* 34,2:101-21 (JSTOR) ([annotation](#))

Homework [44](#)

Tues 13 March SPARE

[Exam 2](#) Thurs 15 March

SPRING BREAK

Tues 27 March

7. Social control varies in predictable ways : Social control as a variable.

1. R Ellickson, "[The System of Social Control](#)," pp 123-36 in *Order Without Law* (DRL, also [here \(larger file\)](#))
2. D Black "[Social Control as a Dependent Variable](#)," pp. 1-26 (be sure to read the footnotes which contain lots of good examples) (DRL)
3. Andenaes, J 1974. "[General Prevention - Illusion or Reality?](#)" from *Punishment and Deterrence*.
4. [Deterrence \(legal\)](#) in Wikipedia
5. Sherman, L and R Berk. 1984. "[The Specific Deterrent Effects of Arrest for Domestic Assault](#) ASR :261-271 (JSTOR)
6. Donohue, John and Justin Wolfers. 2006. [The Death Penalty: No Evidence for Deterrence](#)," *The Economists' Voice*, April 2006

- Supplementary Sources

- Fagan, Jeffrey A. 2006 "[Capital Punishment: Deterrent Effects & Capital Costs.](#)" (or see

the full law review article on which this is based: [Death and Deterrence Redux: Science, Law and Causal Reasoning on Capital Punishment](#), 4 *Ohio State Journal of Criminal Law* 255 (2006))

- Maxwell, Christopher D., Joel H. Garner, and Jeffrey A. Fagan. 2001. "[The Effects of Arrest on Intimate Partner Violence: New Evidence From the Spouse Assault Replication Program](#)." National Institute of Justice Research in Brief July 2001.
- Piquero, Alex R.; Brame, Robert; Fagan, Jeffrey; Moffitt, Terrie E. 2005. [DATA](#) from SARP (data, programs, instructions).
- Weisz, Arlene. 20???. [Spouse Assault Replication Program: Studies of Effects of Arrest on Domestic Violence](#) (http://new.vawnet.org/Assoc_Files_VAWnet/AR_arrest.pdf PDF)

Homework [61](#), [62](#)

Tues 3 April - doing background research on corporate personhood

Thurs 5 April

Tues 10 April

Thurs 12 April

[CITIZENS UNITED V. FEDERAL ELECTION COMMISSION \(DOCKET NO. 08-205\)](#) Summary by Cornell University Law School

9. Organizations present special problems.

Readings

1. Nace, Ted. 2003. [Gangs of America](#). San Francisco: Berrett-Koehler Publishers (1-57675-260-7)
2. [Stone, Christopher](#). Selection from *Where the Law Ends*. ([DRL](#), [Annotation](#))
3. [Vaughn, Diane](#). "[Introduction](#)" (DRL) to /Controlling Unlawful Organizational Behavior, // other selections to be determined.
4. Charles Ferguson 2011. "[Inside Job](#)" (outside of class viewings to be arranged) Sony Pictures Classics produced by Audrey Marrs; produced, written & directed by Charles Ferguson; co-written by Chad Beck & Adam Bolt. ([Mills](#))

[- Secondary sources](#)

Steven R. Hirschtick, [Review of Stone](#): *Where the Law Ends: The Social Control of Corporate Behavior*, 9 *Loy. L.A. L. Rev.* 976 (1976).

Tuesday 17 April: Subgroups work on collaboration

Thursday 19 April: Guest speaker — Workshop on Citizen's United.

Homework [00](#)

Tues 20 April April

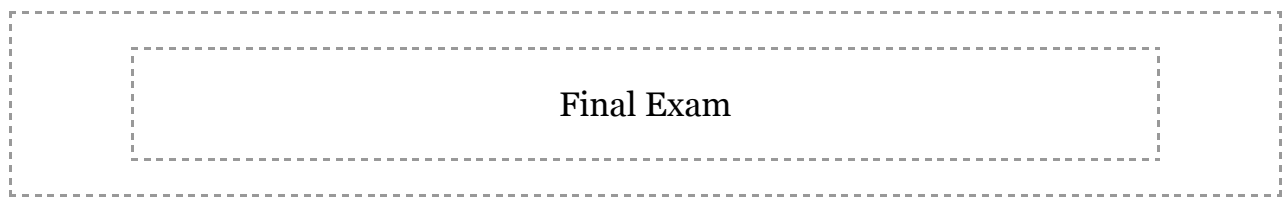
10. The Precariousness of Social Control

1. Milgram
2. Zimbardo

Tues-Thurs 24/26 April

Contemporary Theory and Research : Norms, Neurons, and Social Science

- Interdisciplinary Approaches: Law and society, Law and Economics, Neuroeconomics; Primates and Neurons; Norms and Contemporary Social Science; Nudge and Design and Crowdsourcing



What Will We Learn?

I hope that you will learn many things, improve skills you already have, make connections between material encountered here and material you have encountered in other parts of your education or life in general, and lay down some placeholders and latent connections that you will come to appreciate later in your sociological training. The goal is multiple learning opportunities, some of which will work for some participants, others for others. Basic big ideas of the course:

1. Deviance is relative;
2. crime is normal;
3. conflict is a form of sociation;
4. social control is a dependent variable, or, there are many ways to resolve disputes and coordinate behavior;
5. rules and social control are political;
6. norms matter;
7. group boundaries, rules, and identity are all the same thing;
8. control is a central human concern and has been for a long.

That said, the College and its Accreditation Agency believe education happens best when what you will learn in a course like this can be matched up to a set of overarching learning goals. And so, here is what you are promised, if you work hard and successfully complete this course.

College Learning Goal	How this will be evidenced in this course
Think critically.	Assess evidence and employ logic to answer questions.
	Use a mix of the analytical approaches of

Push the traditional boundaries of their disciplines	economics (individualist) and sociology (collective) to describe the world
Consider ways to effect thoughtful changes in a global, multicultural society.	Talk/write about real world problems in a manner that is neither dogmatic nor ideological, but that is, instead, informed by analytical and realist pragmatism

Departmental Learning Goal

How this will be evidenced in this course

Understand what it means to be a human being in different kinds of societies and cultures.	Provide examples of social rules being relative to places and times.
Understand and value diversity.	
The Sociological mindset: appreciation of socio-cultural relativism, experience in and/or knowledge of contexts other than one's own, recognition of the social and the cultural as real.	
The fields: History and shape of the field, its conceptual vocabulary and mental tools, race, class and gender as dimensions of inequality.	Demonstrate progressively increasing level of sophistication in utilization of sociological concepts, terms, etc.
What we know about the world: substantive knowledge about world, core institutions, and social scientific findings.	Describe specific social control institutions
Attitudes and skills of empirical research: empiricism as a value, methods of empirical research, and capacity to find what is already known. Distinguish questions that are open to empirical investigation from those which are theoretical and these from those that are ethical/moral.	Demonstrate intellectual reflex of "how to find out" or "model it"
Communication: attitudes that value clear, coherent, stylistically correct writing and speaking, knowledge of scholarly communication conventions, and skill to speak and write well.	Write and speak clearly and correctly according to general academic and discipline specific standards.

Course Policies

[-hide details](#)

Attendance

As a graduate class, 100% attendance is expected. You are responsible for obtaining from classmates or other sources any materials missed because of absences. Do not contact the instructor with valid excuses. Attendance at lab, in particular, is expected to be 100%; missed labs may result in final grade attenuation at instructor's discretion.

[-hide details](#)

Class Preparation and Assignments

You are expected to read, work with, and learn from assigned readings BEFORE the class in which they will be discussed. Do not expect lectures and notes you might take during them to suffice for learning the material.

Written assignments are due when they are due without exception. Expect zero credit and zero feedback on any work not submitted by deadlines. Better incorrect and incomplete but on time.

Incorrect or incomplete work should still be presented in as professional a manner as possible.

Grading Policy

Your grade for this course will be based on 1) your ability to understand and analyze the various topics and perspectives presented in the readings and during class, and 2) to communicate in writing effectively and with sophistication. Failure to complete all course assignments ON TIME may result in a failing grade. In general, no late papers or make-up work will be permitted. If there is an emergency, an exception to the late policy may be made. In this case, late assignments may be accepted with a grade deduction per day they are late (extreme emergencies excepted).

How will my work be evaluated and graded?

The evaluated work for this course will consist of problem sets, mid-semester exams, and a final exam.

Labs/Problem Sets

There will be problem sets covering material from a section of the course and employing techniques introduced. Grading is based on the degree to which the artifact demonstrates skill competence and professional presentation.

A	Excellent	exceptionally good; extremely meritorious; superior; of the highest quality; very good of its kind ; eminently good
A-	Very Good	
B+	Good	Having the qualities that are desirable in a particular thing; better than average or satisfactory

B	Adequate	Satisfies the requirements of the task, acceptable
B-	Unsatisfactoryish	Falls distinctly short of adequate practice
C	Unsatisfactory	Not acceptable as demonstration of competence
D	Dastardly and Despicable	Strongly suggestive competence has not been acquired yet
F	Failure	Demonstrative of competence nonacquisition

Definitions

Please keep in mind that grades are not measures of effort, stress, time, or other personally variable factors. They represent an assessment of competence demonstrated in the artifact of problem solutions or answers on an exam.

Final course grades will be translations of semester achievement into the conventional scale:

A = Excellent. The work

1. consistently demonstrated competence in skills under consideration,
2. results essentially correct; the final product
3. communicated clearly what was done, how, and why, and is presented in a
4. professional manner.

B = Satisfactory. Fundamentally sound as far as demonstration of competence, but falls short on one or more of above criteria.

B- = Weak Satisfactory. Uneven performance or consistently middling performance with significant gaps.

C,D = Unsatisfactory. Unacceptably low achievement.

Keep in mind that the purpose of these exercises is two-fold. First, you are practicing a skill. Second, you are using the exercise as an opportunity to demonstrate your competence and skill.

With the latter in mind you should shift from thinking of it in terms of "what is required?" and "what does the teacher want?" to "what have I learned how to do and how can I demonstrate it?" Everything you submit should be complete and stand on its own as a document, and, as much as is possible at a given point in time, be something one could show around to say "look what I can do."

NEVER submit "naked" answers that presume that some evaluator knows what the question was. Never omit your reasoning. Never assume that the reader, knows something and doesn't need to read it again.

Accessibility

To request academic accommodations due to a disability, students should contact Services for

Students with Disabilities in the Cowell Building. If you have a letter indicating you have a disability which requires academic accommodations, please present the letter to me so that I will be able to provide the accommodations that you need in this class.

Footnotes

- [1](#). See also a condensed version of this article in the chapter "[Varieties of Altruism](#)" in Mansbridge's *Beyond Self Interest*.
- [2](#). See also: John Brigham's review of *Order without Law: How Neighbors Settle Disputes* in *Law & Society Review Vol. 27, No. 3* (1993), pp. 609-618 ([JSTOR](#))

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