Conformity and Deviance
Study Guide and RAFT

I. Deviance and Social Control
   a. Define conformity
   b. Define deviance
   c. Distinguish positive and negative deviance (examples likely on test)
   d. Apply internal social control
   e. Apply external social control
   f. Distinguish formal and informal external social control

II. Functionalism and Deviance
   a. Weigh the costs and benefits of deviance personally and to society
   b. Apply strain theory
      i. List and provide examples of the 4 reactions to strain theory
   c. Apply control theory
   d. Apply labeling theory
      i. Distinguish Primary and Secondary deviants according to the labeling theory
      ii. Define stigma
   e. Apply deviant subculture theory

III. The Social Conflict Theory
   a. Apply the social conflict theory to American society; other societies around the world
   b. Apply “victim discounting” to examples
   c. Define “white collar crime”
      i. Apply the social conflict theory to “white collar crime”

IV. Crime and Punishment
   a. How are crime statistics collected
   b. Understand trends in juvenile crime
      i. Why has this occurred?
   c. Define deterrence and understand how it is used in the American criminal justice system
      i. Understand and evaluate American views on capital punishment/death penalty
   d. Define retribution and understand how it is used in the American criminal justice system
   e. Define incarceration and understand how it is used in the American criminal justice system
   f. Define rehabilitation and understand how it is used in the American criminal justice system
   g. Define recidivism and understand how it is used in the American criminal justice system
   h. Know the alternatives to prision and evaluate there effectiveness

RAFT

<table>
<thead>
<tr>
<th>Role</th>
<th>A sociology student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Dr. Phil Zimbardo</td>
</tr>
<tr>
<td>Format</td>
<td>Fan (or hate) mail</td>
</tr>
<tr>
<td>Topic</td>
<td>The Lucifer Effect (Zimbardo’s Book and the concepts he discussed on the video shown in class)</td>
</tr>
<tr>
<td>Directions</td>
<td>You either loved or hated Dr. Zimbardo’s ideas regarding the Lucifer Effect. You want to write to him about as a fan or critic of his work in this area of social psychology.</td>
</tr>
<tr>
<td></td>
<td>a. Discuss your evaluation of his views,</td>
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<td>b. Your own views on the subjects the presented (such as Abu Graib, the military officer who robbed the bank under his commanding officer’s orders, the man who saved another man as a subway ran them over, etc),</td>
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<tr>
<td></td>
<td>c. And how the concept of “A Hero in Waiting” might affect others.</td>
</tr>
</tbody>
</table>

Grading Criteria:
1. Correct usage of 5 unit vocabulary words: _____/5 points
2. Demonstration of correct understanding of sociology concepts:
   a. Discuss your evaluation of his views: _____/3 points
   b. Your own views on the subjects the presented (such as Abu Graib, the military officer who robbed the bank under his commanding officer’s orders, the man who saved another man as a subway ran them over, etc): _____/3 points
   c. And how the concept of “A Hero in Waiting” might affect others: _____/4 points
3. Response is written in correct voice and format: _____/3 points
4. Response shows demonstration of creativity and effort: _____2/ points

Total Points: _____/20
3.1 Conformity and Deviance WS

1. For each of the following, identify whether it is an example of conformity or deviance.
   a. ___ wearing blue jeans
   b. ___ eating squid
   c. ___ committing murder
   d. ___ attending high school
   e. ___ maintaining perfect attendance k-12

2. For each of the following, identify whether it is an example of positive or negative deviance.
   a. ___ Sam boils puppies in hot oil for fun.
   b. ___ Susie is so obsessed with being skinny that she refuses to eat, EVER!
   c. ___ Joe murdered his neighbor.
   d. ___ Mary eats McDonald’s 3 meals per day, 7 days per week.
   e. ___ Harry makes millions of dollars each year, but lives in his car because he gives nearly all of his money to charity.
   f. ___ Sally never bathes.

3. For each of the following, identify whether it is an example of internal social control, formal external social control, or informal external social control. (use I, FE, or IE)
   a. ___ Julie doesn’t like to wear make up, but she does anyway because she’s worried her friends will call her a baby if she doesn’t.
   b. ___ Casey likes to drink alcohol at parties, but he never drives because he doesn’t want to get a DWI.
   c. ___ Missy likes to drink alcohol at parties, but she never drives because she would be devastated if she ever hurt someone as a result of drinking and driving.
   d. ___ Larry secretly loves to ballroom dance, but he doesn’t tell anyone because he is afraid his friends will call him a “sissy.”
   e. ___ Heather never gossips because she wouldn’t want to hurt anyone’s feelings.
   f. ___ Mack wrestles so his Dad will approve of him.
   g. ___ Joy really wants to steal fancy clothes, but she doesn’t because she’s afraid she’ll get caught and go to jail.
3.2 Functionalism and Deviance Worksheet

1. Describe one instance conformity was positive for you personally.

2. Describe one instance conformity was negative for you personally.

3. Describe one instance deviance was positive for you personally.

4. Describe one instance deviance was negative for you personally.

5. Determine which theory of deviance best applies to each situation.
   a. Joey’s kindergarten teacher decided he was “trouble.” She warned the 1st grade teacher, who warned the 2nd grade teacher, etc... Now, Joey misbehaves because he believes he is “trouble,” too.
   b. Linda has no sense of belonging to her community. As a result, she deliberately deviates from community norms.
   c. Molly’s parents yell at her no matter how perfect she behaves. She decides to go wild, since she can’t seem to please them anyway.
   d. Ted is from a bad neighborhood. His dad is a drug dealer, his mom is in jail and all of his friends are gang members. Naturally, he also joins the gang, sells drugs and has done time in “the slammer.”
   e. Studies show that the more involved a teen is in clubs and sports, the more successful they are in school. Conversely, the less involved in extra-curriculars, the less successful they are in school.

6. A person who keeps their deviance a secret is considered a ____________ deviant, according to the labeling theory of deviance.

7. A person who flaunts their deviance is considered a ____________ deviant, according to the labeling theory of deviance.

8. Maria had a speech impediment as a child. She had a hard time saying her own name, so now, even as an adult her former classmates refer to her as Ma-wee-a. The term from this unit that is most applicable to this situation is ____________.

9. Determine which response to strain theory is most applicable to each situation
   a. ____________ Charlie can’t deal with the demands of his life, so he does cocaine.
   b. ____________ Bob’s parents demand that he gets straight A’s, so he bribes his teachers to get them.
   c. ____________ Rick goes into work every day, but he only works hard enough not to get fired.
   d. ____________ Erin hates everything about America, so she buys an island and establishes her own government.
   e. ____________ Crystal needs money to impress her family, so she embezzles it from her company.
Individual Case Study
“Stalker Project”

For this project, you will be doing your own personal case study of deviance at WHS. Case studies are an incredibly important methodology practiced by sociologists.

The Rules:
1. Your subject cannot know you are studying them.
2. You cannot tell any other person who your subject is (yes, that includes me)
3. You must give your subject a pseudonym that does not in any way give away their true identity.
4. You can in no way disrupt your subject’s daily life or routine. Again, they should have no idea you are studying them!

The Assignment:
You will choose a subject from WHS that you believe is in some way deviant. It will be easiest to choose someone you have class/lunch with to make observations possible. You need to log at LEAST 3 hours of observation on your subject!!! You will write
1) What previously sighted behaviors made you choose them in the first place
2) What deviant behaviors you observe while studying them. This should be in “log” format. EX: Monday, March 02, 2009 9:02AM- subject refuses to participate in group project.
3) An evaluation of what may have caused this deviance to occur, based on class notes/lecture

Your Grade:
This will be entered as a summative!
____/10 a paragraph detailing what previously sighted behaviors made you choose them in the first place
____/10 a log journal for a min of 2 days detailing the deviant behaviors you observe while studying them
____/10 a paragraph evaluating what may have caused this deviance to occur, based on class notes/lecture (be sure to cite the theory their behavior is linked to)

Total ____/30pts

This project is DUE __________________
Racial Disparity: Crack, Cocaine and Race

**Directions:** Before you read the article, assess whether you believe each statement to be true or false. Next, actively read the article to determine the truth of each statement. Record evidence from the article to support your final decision on the truth of each statement.

<table>
<thead>
<tr>
<th>Before</th>
<th>Issue/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>True</strong></td>
<td>1. The percentage of African American drug users is approximately equal to the percentage of African Americans incarcerated for drug-related offences.</td>
</tr>
<tr>
<td><strong>False</strong></td>
<td></td>
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<tr>
<td><strong>Evidence</strong></td>
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<th>Before</th>
<th>Issue/Evidence</th>
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<tbody>
<tr>
<td><strong>True</strong></td>
<td>2. Crack is more expensive than Cocaine.</td>
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<td><strong>False</strong></td>
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<tr>
<td><strong>Evidence</strong></td>
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<th>Issue/Evidence</th>
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<tr>
<td><strong>True</strong></td>
<td>3. Cocaine is most likely to be found in inner cities.</td>
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<tr>
<td><strong>False</strong></td>
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<tr>
<td><strong>Evidence</strong></td>
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<th>Before</th>
<th>Issue/Evidence</th>
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<tr>
<td><strong>True</strong></td>
<td>4. Legally, carrying 1 gram of Crack will result in a sentence comparable to carrying 100 grams of Cocaine.</td>
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<tr>
<td><strong>False</strong></td>
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<tr>
<td><strong>Evidence</strong></td>
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<td><strong>True</strong></td>
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<tr>
<td><strong>False</strong></td>
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</table>
5. 1st time offenders for crack will likely receive probation and drug treatment.

   Evidence

6. While crack and cocaine are just different forms of the same drug, African Americans serve longer sentences than white cocaine traffickers.

   Evidence

7. The Supreme Court holds that differences in sentencing for crack and cocaine does not violate the equal protection clause or due process.

   Evidence

8. Today, sentences for crack still carry heavier sentences and mandatory minimum sentences for 1st time offenders, than cocaine convictions.

   Evidence
Racial Disparity: Crack, Cocaine, and Racism

In the war on drugs in the United States, race is a critical issue. Although statistics indicate that African Americans account for only 12 percent of all illegal drug use, they make up 44 percent of all drug arrests. This racial disparity has drawn the attention of policy makers, politicians, and the courts. Many observers attribute much of it to the severe penalties imposed for offenses involving crack cocaine, which lead to the arrest and conviction of primarily black defendants. Smokable cocaine, or crack, originated in the 1980s in U.S. inner cities. Because crack costs much less than powder cocaine, it quickly became the choice of poor drug users. In response to the resulting increased use of crack, Congress passed the Anti-Drug Abuse Act of 1986 (Pub. L. No. 99-570, 100 Stat. 3207 [codified as amended in scattered sections of 21 U.S.C.A. §§ 801–970]).

The 1986 law regards one gram of crack as equivalent to one hundred grams of powder cocaine. The U.S. SENTENCING COMMISSION adopted this ratio when it revised the Sentencing Guidelines that same year. In 1988 the Anti-Drug Abuse Act was amended to establish new mandatory minimum sentences. The amendment's sponsor, Representative E. Clay Shaw, Jr. (R-FL), said of the tougher sentences: "Crack is an extraordinarily dangerous drug so we must take extraordinary steps to combat it."

Under federal law the offense of selling five grams of crack, for example, is punishable by a mandatory minimum sentence of five years. To receive the same sentence for trafficking in powder cocaine, an offender would have to sell five hundred grams. Thus, small-time crack dealers can receive longer prison terms than cocaine wholesalers. In addition, mandatory minimum sentences for crack offenses mean that PLEA BARGAINING for a reduced sentence is not available. First-time offenses involving crack or powder cocaine are also differentiated. First-time offenders convicted in powder cocaine cases often receive PAROLE and drug treatment; most first-time offenders in crack cases receive jail sentences.
By the early 1990s, the effect of these harsher laws on African Americans was evident. In a survey of 1992 sentencing data, the U.S. Sentencing Commission found that 92.6 percent of offenders sentenced for crack offenses were black, whereas 4.7 percent were white. With regard to cocaine offenses in general, 78 percent of offenders were black, and 6 percent were white.

The Bureau of Justice Statistics in the Justice Department concluded in 1993 that blacks are jailed longer than whites for drug offenses. The bureau explained that "the main reasons that African Americans' sentences are longer than whites' ... was that 83 percent of all federal offenders convicted of trafficking in crack cocaine in guideline cases were black, and the average sentence imposed for crack trafficking was twice as long as for trafficking in powdered cocaine."

Some critics believe that the racial disparities in sentencing are a result of intentional discrimination. They argue that race has long been an issue in drug enforcement laws, from concerns about Chinese laborers and opium at the turn of the twentieth century to fears about blacks and cocaine in the early 1900s that produced headlines such as "Negro Cocaine 'Fiends' Are a New Southern Menace." Other critics take the suggestion of conspiracy further, arguing that the comparatively heavy drug use (as well as violence) in the black community is a result of deliberate attempts by whites to foster black self-destruction.

Not all critics believe that the racial disparities created by the war on drugs are intentional. As of 2003, at least one state court had struck down enhanced penalties for crack offenses as a violation of Equal Protection under the state constitution (State v. Russell, 477 N.W.2d 886 [Minn. 1991]). In that case the court said that state law treated black crack offenders and white powder cocaine offenders unfairly, although that result may have been unintentional.

On the federal level, several convicted crack offenders have argued that the discrepancy between sentences for crack and powder cocaine violates equal protection or Due Process, but nearly every appellate court has rejected this argument. In May 1996 the U.S. Supreme Court held that statistics showing that most crack defendants are black do not in themselves support the claim of Selective Prosecution. Instead, the Court ruled, the burden is on defendants to prove that "similarly situated defendants of other races could have been
prosecuted, but were not" (*United States v. Armstrong*, 517 U.S. 456, 116 S. Ct. 1480, 134 L. Ed. 2d 687).

Lawmakers have also rejected the assertion that racial discrepancies are unjust. In April 1995 the U.S. Sentencing Commission proposed abandoning the guidelines. Determining that the penalties were too harsh, the seven-member commission voted 4 to 3 to equalize penalties for crack and powder cocaine. Although most black members of Congress supported changing the sentencing guidelines, conservatives argued that crack sentencing had nothing to do with race and that revising the guidelines would allow serious offenders to serve little or no time. The penalties remained intact.

Many liberal organizations, including the AMERICAN CIVIL LIBERTIES UNION, have decried the war on drugs due to the disproportionate impact on racial minorities. The Drug Policy Alliance, which claims to be the leading organization promoting alternatives to the war, has held a number of national conferences on this issue. In 2001, a group of politicians, celebrities, religious leaders, and advocates for drug policy reform submitted a letter to the secretary general of the UNITED NATIONS calling the war on drugs a "de facto form of racism."

As long as the war on drugs remains a priority for domestic policy, prosecution and incarceration for drug crimes will continue on a large scale. The challenge facing legislators, attorneys, and the courts is how to make a system that reduces the effects of drug use on U.S. society, while avoiding excessive punishment of particular societal groups.
UCR WebQUEST

*Go to [http://www.fbi.gov/ucr/ucr.htm](http://www.fbi.gov/ucr/ucr.htm)

1. What is the UCR?

2. The FBI has been collecting and publishing crime data since ________.

3. According to the UCR homepage, what is a "hate-crime?"

*From the home-page, go to the section entitled "Crime in the United States." Click on the most recent year ([http://www.fbi.gov/ucr/cius2008/index.html](http://www.fbi.gov/ucr/cius2008/index.html))

4. According to the FBI, why are we cautioned before proceeding to learn about crime rankings?

*Click on tab "Offenses Known to Law Enforcement"

  *Under "Data Tables" click on table 5

5. Show how Missouri compares to the following

<table>
<thead>
<tr>
<th>State or Territory</th>
<th>Total Violent Crimes</th>
<th>Rate per 100,000 Violent Crimes</th>
<th>Total Murder</th>
<th>Rate per 100,000 Murders</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Columbia</td>
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<tr>
<td>Missouri</td>
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<tr>
<td>Puerto Rico</td>
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<tr>
<td>North Dakota</td>
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</tbody>
</table>

6. Why is it important to look at the "rate per 100,000" columns when comparing data (as opposed to simple totals)?
*Click the back button. Now go to table 6.
7. Show how St. Louis compare to the following

<table>
<thead>
<tr>
<th>City</th>
<th>Total Violent Crimes</th>
<th>Rate per 100,000 Violent Crimes</th>
<th>Total Murder</th>
<th>Rate per 100,000 Murders</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Louis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anchorage</td>
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</tr>
</tbody>
</table>

8. How does St. Louis compare to Missouri as a whole state? Why do you think this is?

____________________________________________________________________________________

*Click the back button. Now go to table 7.
9. Summarize the 5 year trends in:
   a. Murder ____________________________
   b. Forcible Rape ______________________
   c. Robbery ____________________________
   d. Burglary ____________________________
   e. Larceny/Theft _______________________
   f. Motor Vehicle Theft __________________


____________________________________________________________________________________

*Click the back button. Now go to table 9. Click on Missouri.
*Note to find % of population affected by each crime take the number of crimes committed and divide this by the school’s population, then move the decimal point over 2 spaces to the right!*
11. Which school is most dangerous? ____________________________ Least? ____________________________ Would this information effect your decision on where you may attend college? Explain

____________________________________________________________________________________

12. Why do you think the community colleges would have so few crimes?

____________________________________________________________________________________

*You must spend the rest of the class period looking at any other table(s) of data you find interesting. You may not go to any other website (this will be an automatic 0 and an office referral).
Inmate Rehabilitation Returns as Prison Goal

By FOX BUTTERFIELD
Published: Sunday, May 20, 2001

Todd Ragsdale is serving a 10-year sentence for assault in the Oregon State Correctional Institution in Salem, but he still considers himself lucky.

Mr. Ragsdale is in an advanced computer class, building customized computers for state agencies, and says he expects eventually "to walk out into the world with a real job," making more than $50,000 a year. It is something Mr. Ragsdale could not have dreamed of before he was sent to prison.

Mr. Ragsdale is part of an Oregon program to deal with a serious problem confronting the criminal justice system -- the high and growing rates at which released inmates end up back in prison. Oregon and Missouri, followed more tentatively by several other states, have each begun a comprehensive effort to remold offenders, requiring them to work, study or undergo drug and other treatment sessions full time.

"The bottom line is, we want inmates practicing on the inside what works on the outside," said Steven J. Ickes, an assistant director of the Oregon Department of Corrections, "to try to undo all the bad crime-inducing habits they learned in the years before they got here."

In a sense, these new programs represent a major shift in thinking about how to run prisons -- a return to the old notion of rehabilitating prisoners, the idea behind the very term "corrections" that lay at the creation of American prisons in the 19th century.

Rehabilitation was discredited and largely abandoned decades ago in most state prison systems, said Todd Clear, a professor at John Jay College of Criminal Justice in Manhattan.

"With the huge expansion of prisons starting in the 1980's, most prison systems gave up believing they had any responsibility for changing offenders or what happened after offenders were released," Professor Clear said, adding that some academic research contributed to this by concluding that nothing could be done to reduce recidivism.

"The objective became that prisons should be just for punishment," he said, "and politicians competed to see who could make prisons more unpleasant, by taking away things like television and recreation and education classes."

But the pendulum may be swinging back again, in what prison officials like to call re-entry or transition to the community. And states like Oregon give the process a modern twist. For it was an Oregon voter referendum in 1994 mandating that prisoners work as
The 1994 measure specified that the work by inmates reduce the cost of prisons to the state government. So, for example, 16 inmates sitting like telemarketers in office cubicles are answering callers' questions to the Department of Motor Vehicles or the secretary of state's office, saving the cost of state employees.

"What makes this so phenomenal," said Mr. Ragsdale, the inmate, as he assembled a computer, "is that a few years ago a guy walking out of here had nowhere to go and no job skills, so they often ended up coming right back to prison.

"At least here they had everything they needed: food, clothes, a bed and their friends."

Now, he said, "There is a waiting list to get into the class, and when guys are accepted, they have to make a commitment to be on a team, or they are out, permanently, even for playing a computer game."

Signs already suggest that the Oregon program is working, state officials say. The percentage of inmates admitted to Oregon prisons in 2000 who were returning parolees was only 25 percent, down from 47 percent in 1995.

Inmate behavior in Oregon's 13 prisons has also improved, prison officials say. Because a disciplinary report can lead to automatic expulsion from the most coveted work assignments -- like the computer program -- there has been a 60 percent reduction since 1995 in major disciplinary reports, including for fighting or attempted escape.

Also, because admission to some of the best prison jobs and classes requires a high school diploma or its equivalent, Oregon's inmates are now completing G.E.D.'s after an average of only 1.5 starts, down from 8.5 starts before 1995. Over all, Oregon prisons have a higher rate of G.E.D. completion than the 17 community colleges in the state that offer the instruction, Mr. Ickes noted.

But Oregon has not yet found a way to gauge perhaps the most important measure of the success of its new program -- how quickly inmates find jobs and how long they hold them. It has been difficult getting money from the State Legislature to set up a tracking system, prison officials say, though they hope to have a system in place soon.

Finding ways to ease the return to society and reduce recidivism "is the hot topic in the criminal justice system, because of the huge costs and numbers involved," said Michael Jacobson, a professor of criminology at John Jay College of Criminal Justice and a former director of New York City's Department of Correction.

About 614,000 people will be released from state and federal prisons this year, said Allen J. Beck of the Bureau of Justice Statistics, the statistical arm of the Justice Department. Within three years, based on studies he has done, Mr. Beck said, 62 percent of them will be arrested again, and 41 percent will be sent back to prison.
hard -- 40 hours a week -- as the taxpayers who provide their upkeep that supplied the impetus for putting inmates to work. Given this mandate, prison officials called on Oregon business executives for advice about how to run prisons more productively.

And so Oregon turned from historical vocational training for low-paying jobs to comprehensive inmate training for jobs that companies have open, like telemarketing and using computers to map water and tax districts from aerial photographs. To ensure accountability, inmates are tracked by computer 24 hours a day, and are offered what amount to small monthly bonuses for good work or study. Many inmates now leave prison with a professionally printed résumé, including a record of classes passed, and letters of recommendation from prison officials.

"For guys whose lives have been way out of control, a résumé puts them back in control of their lives," Mr. Ickes said.

In Missouri, which has a similar program, Dora Schriro, director of the State Department of Corrections, sums up the new approach this way: "People ask, 'How much time is enough?' But they should ask, 'How do you want them when they come home?,' " because 97 percent of inmates are eventually released.

As the movement to revive rehabilitation has spread, Pennsylvania, Ohio and Washington State have also begun programs, though less comprehensive.

Texas, which has the country's second-largest prison system, with 150,000 inmates, has also made rehabilitation a central goal since 1995, said Glen Castlebury, a spokesman for the Texas Department of Criminal Justice, with a requirement that every inmate do a full day's work. Mandatory schooling is required for inmates with less than a seventh-grade education.

Many Texas inmates still work in old-style prison jobs, like stamping license plates, and the state's program does not emphasize inmates' success on the outside as much as Oregon's does. But, Mr. Castlebury said, "What we hope is that we are teaching the work ethic."

Inmates who refuse to work are not allowed to watch television or buy items in the canteen, he said.

The Oregon program, for men and women, begins upon an inmate's arrival with a battery of tests to identify the mental, social or educational barriers the inmate may face. A detailed plan is then worked out to help the inmate overcome these troubles through literacy programs, drug treatment or job training.

"We try to be outcome-based, like a good business," Mr. Ickes said.
In California alone, Professor Jacobson said, about 70,000 people, 75 percent of the state's total number of parolees, are sent back to prison each year for parole violations, like failing drug tests, for periods averaging five and a half months. These inmates take up about 20 percent of all the state prison beds each year, he said, costing California $1 billion.

In the 1990's, when the economy was hot and tax revenue high, politicians could ignore these costs, Professor Jacobson said. But tax revenue is down, and voters want more money spent on education, he said.

"So there is a new environment for looking at how to save money on prisons," and one of the easiest ways, without having to soften popular tough sentencing laws, is to reduce recidivism, he said.

Since the prison boom began in 1980, quadrupling the number of inmates in jails and prisons to two million, the recycling of criminals through prisons has gotten worse. The percentage of inmates admitted to prison who had been there before rose to 36.4 percent in 1998, from 18 percent in 1980, Mr. Beck said.

Still, some prison guards view rehabilitation programs as taxpayer money wasted on criminals, and some labor leaders worry that inmates are taking union jobs.

But in Oregon, even some people in the tough-on-crime camp say they like the state's new approach. Steve Doell, the president of Crime Victims United of Oregon, whose 12-year-old daughter was killed walking home from a school bus stop, said:

"The thing people need to know is that most of these folks in prison are eventually going to come out again. So we think it's smart policy to try to change them while they're locked up, so that when they return to society there will be fewer victims on the street."
Inmate Rehabilitation Returns as Prison Goal

1. Define recidivism using context clues from the article.

2. This program was started to address what prison related problem(s)?

3. What requirements are MO and OR implementing in their rehabilitation programs?

4. Evaluate the effectiveness of prisons as punishment.

5. Cite evidence supporting the effectiveness of the program.

6. Summarize Allen J. Beck’s findings.

7. How are these programs saving the state money?

8. 97% of prisoners are eventually released. How do you feel about these programs? How might they benefit our society? How does this relate to the issues of controlled environments as discussed in class?
## Conformity and Deviance Tic-Tac-Toe

Choose 1 activity from each level in a tic-tac-toe pattern (up and down or diagonal). Use your pink Multiple Intelligence packets to help you decide which best fits your learning styles!

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Define:</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>values</td>
</tr>
<tr>
<td>2.</td>
<td>mores</td>
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<tr>
<td>3.</td>
<td>norms</td>
</tr>
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<td>4.</td>
<td>folkways</td>
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<td>5.</td>
<td>deviant</td>
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<td>6.</td>
<td>anomie</td>
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<tr>
<th>Level 1</th>
<th>Illustrate the meaning of:</th>
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<tr>
<th>Level 1</th>
<th>Compose a song or writing. Include each of the following words showing their correct meaning:</th>
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<td></td>
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<th>Level 2</th>
<th>Design a scrap book page from a 17 year old in the 50s. Then design a scrap book page from a 17 year old today.</th>
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<th>Level 2</th>
<th>Write a newspaper column expressing your views on the changing norms and values of our society.</th>
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<tr>
<th>Level 2</th>
<th>Parents decide that “kids today date too young.” From now on no one can date by law until their 18th birthday. Illustrate (in words or pictures) 3 possible outcomes that will result from this law.</th>
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<tr>
<th>Level 3</th>
<th>Write a letter to a lawmaker (governor, senator, school board, etc). Describe a situation in which you believe the lawmaker is “legislating morality.” Evaluate this law/rule. Explain why you believe this is good or bad for society. Predict deviant reactions that may result from this law or rule.</th>
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<th>Level 3</th>
<th>Draw at least 3 political cartoons regarding current issue of “legislated morality.” (You are welcome to use captions to further explain your cartoons)</th>
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<th>Level 3</th>
<th>Create a school rules pamphlet, in which you make at least 5 norms a rule. Explain why each of the norms is now a rule. Predict the reaction of students to your rules.</th>
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</table>
Phil Zimbardo NOTES

Directions: Take notes over DVD. Be sure to discuss the following topics:

- The Lucifer Effect

- Abu Graib

- Military officer who robbed the bank

- Hero in Waiting