Step 1:

Courses:

Introduction to social inequality and difference

Key concepts

* We have a tendency to develop
  + Ethnocentrism: judging people from other cultures by the standard of own culture
  + Cultural relativism: the idea that a person’s beliefs and practices should be understood based on that person’s own culture

Core concepts

* Human variability: refers to the fact that there is a range of possible values for each of the numerous physical, and mental characteristics of human beings
* Social differentiation
  + Division of function is common to all species of life
  + Human societies divide individuals into categories or groups that become endowed with or believed to have different characteristics
  + Human societies divide the various functions that constitute and maintain social life among its various members, categories and groups
* Race
  + Refers to categories that humans are divided into based on physical traits regarded (deemed to be socially significant) as common among a set of people
* Ethnicity
  + A concept referring to a shared culture and a way of life. This can be reflected in language, religion, material culture sch as clothing and cuisine, and cultural products such as music and art
* Gender
  + Refers to categories based on societies expectations for a person’s behavior, thoughts, goals, dress, etc
* Sex
  + Refers to categories based on physical or biological distinctions usually rooted in primary and secondary sex characteristics and chromosomes

One dimension of social structure

* Social life is not chaotic and formless but is in fact differentiated into certain categories/ groups, positions, and institutions that are interdependent or functionally interrelated
* Here social structure is the organization of social categories (and patterned social arrangements) that are both emergent

Essentialism: is the view that for any specific entity there is a set of attributes which are necessary to its identity and function

Social reality: each member of society share their experiences together

It is a kind of collective experiences among the members of the society

Social constructionist perspective: what we see as “real” is the result of human interaction and communications

* Through interaction we create aspects of our culture, objectify them, internalize them, then take them for granted
* Society is “habit”—not only do we construct our own society but we also accept it as it is because others have created it before us

Habitualization

* Describes how any action that is repeated frequently becomes cast into a pattern, which can then be performed again in the future in the same manner and with the same economical effort

Social reproduction

* A lens through which to analyze the persistence of society over time; its continuity over time as recognizably the same entity
* Understood as the maintenance and continuation of existing social relations including inequalities

Social reproduction of inequality: the idea that inequality is continually socially reproduced

Social identity theory:

3 key processes

* Social categorization- the process by which we organize individuals into social categories in order to make the social world “make sense”
* Social identification- the process of coming to see ourselves as a group member
* Social comparison- the process by which people compare their group with other groups in terms of prestige and social standing

Weberian social stratification (us social class model)

* Wealth/income
* Prestige/ status
* Power

Stratification position:

* A social stratum is a set of people who occupy a similar social position in the society

A social position is determined by

* What people know
* What people do
* What people have

Faces of oppression

* Exploitation: the action or fact of treating someone unfairly in order to benefit from their work
* Marginalization: treatment of a person, group, or concept as insignificant or peripheral
* Powerlessness: lack of ability, influence or power
* Cultural imperialism: the imposition of a foreign viewpoint or civilization on a people

Gender and society

* Key concepts

Social differentiation

* + Human differentiation or human variability refers to the fact that there is a range of possible values for each of the numerous physical, mental characteristics of human beings.
  + Refers to the general process of distinguishing among people according to their personal attributes (qualities) and their social roles (and tasks).
    - Attributes: sex, body size, physical strength, etc
    - Social roles: family roles, occupations, etc
* Gender refers to the socially constructed behaviors, beliefs, and attributes that a given society considers appropriate for men and women (or in some cases other categories)
* Gender assignment: labeling a child a boy or a girl based on their presumed sex
* Sex refers to categories based on physical or biological distinctions usually rooted in. primary and secondary sex characteristics and chromosomes
* Sex category is the assumed biological category regardless of the individuals gender identification
* Sex assignment is the determination of an infant’s presumed sex at birth. In the majority of births, a relative, midwife, nurse, or physician inspects the genitalia when the baby is delivered, and sex is assigned
* Social location is defined as the social position an individual holds within their society and is based upon social characteristics deemed to be important by any given society
* Standpoint- your location in history and society and how it shapes the way you view the world
* Enculturation- immersion in your own culture to the point where we assume our way of life is “natural” or “ normal”

Marriage and family

Key concepts

* Big idea
  + Evidence demonstrates that “family” is not what people are – “family” is what people do
  + Sharing genes does not define family
  + … but blood connections and sharing genes is still important component for people in defining family for social and health reasons
  + Technological advances are reshaping how people define family and form family relationships
* Outline differences in qualitative and quantitative research
  + Research methods are standard rules that social scientists follow when trying to establish a causal relationship between social elements
    - Quantitative
      * Seek to obtain information about the social world that is in or can be converted to numeric form
    - Qualitative
      * Attempt to collect information about the social world that cannot be readily converted to numeric form
* Components of sociological research
  + Comparative research
  + Content analysis
  + Historical methods
  + Survey research
  + Participant observation
  + Experimentation
  + Interviews

What is needed to establish causality:

* Many sociologists conduct research to try and prove causation
* To show causation you must
  + Demonstrate correlation
  + Establish time order
  + Rule out alternative explanations
* Need to demonstrate that:
  + Marital satisfaction and communication are statistically associated
  + That communication comes BEFORE the satisfaction in marriage
  + Rule out other potential explanations for marital satisfaction
* List some ethics of social research
  + Researchers must:
    - Meet codified standards set by professional associations, academic institutions, or research centers, when conducting studies
    - Guard against causing physical, emotional, or psychological harm to their participants
    - Give informed consent
    - Stress that participation is voluntary and can end early if participant wishes

Family violence

* Violent or abusive behavior towards or between family members and intimate partners
* “Family violence covers a broad range of acts that can include emotional, financial, physical and sexual abuse” (US Dept of Justice)
* Not a single thing; diverse manifestations
* Understanding relationships between victim and perpetuator is key
* Intimate partners: spouses, cohabiting partners, romantic or sexual partners
* Children: biological children, stepchildren, foster children, or adopted children
* Elders: older family members, parents, in-laws
* 2 common elements typically associated between victim and perpetuator of violence
  + Intimacy: a type of relationship in which people love or at least know each other very well and interact in private
  + Care relationship: a relationship in which one person is responsible for another’s care
* Intimate partner violence
  + - Violence between partners who are or were involved in a sexual or romantic relationship
    - Context in which this violence occurs is important
      * Helps us to see social meaning, behaviors, and consequences of this kind of behavior
      * Understands how violence fits into larger patterns of relationship between victim and perpetuator
* Situational couple violence
  + Violence arising from a specific situation in which one of both partners act aggressively in ager
  + No escalating pattern of behavior
  + Most common form
* Intimate terrorism
  + A pattern in which someone seeks to control the behavior of their pattern through repeated, serious violent acts
  + Is escalating patterns of behavior
  + Less common
  + Perp—most likely men
  + Victim—most likely women
* Violent resistance
  + When a victim of patterned, violent abuse, responds w/ violence
  + Victim is responding to, not initiating violence
  + A defense strategy, possibly marking beginning stages of exiting the relationship
* Child abuse
  + Serious physical harm (trauma, sexual abuse with injury or willful malnutrition) of a child by an adult with intent to injure
  + Systematic feature of American families; not just an individual experience
  + Challenges our expectations and perceptions of what is commonly experienced in the home
  + Most tolerated form of family violence
    - Goes back to puritans
    - Good parents had moral duty to “break child’s wall”

Elder abuse

* Physical abuse of an elderly person by a caregiver

Why are Americans so queasy about sex and sexuality

1. National policy that underfunds or ignores comprehensive sex education and supports abstinence education
2. Laws which specifically outlaw sexual pleasure
3. Attitudes about homosexuality and continued insistence on a dichotomous view of sexuality

Abstinence education

* Doesn’t provide information about contraception, sexual decision-making once people are sexually active, consequences of engaging in sex, and encourage a no-sex before marriage stance
* Congress supports such programs despite a lack of research which demonstrates their lack of efficacy and failure to prevent people from engaging in premarital sex
* Bearman and Bruckner (2001)
  + N= 20,000
  + 12% remained abstinent
  + Those who were abstinent or had abstinent education just as likely to get STD as those who did not

Laws outlawing sexual pleasure

Attitudes toward homosexuality

* While homosexuality and acceptance of homosexuals at all-time highs, acrimonious debate about legality of gay marriage and gay parenting
* Stereotypes about homosexuality and dichotomization of sexuality influence how American public views sexuality
* Alfred Kinsey (1940)
  + Kinsey scale; 0-6 scale of sexual orientation; 0= no experience with homosexual relations to 6= no experience with heterosexual relations
  + About a third of males had some genital experience with another man
  + About a fifth of women had some same-sex contact with another woman
  + Demonstrates sexuality

**Where do the fears about sexuality and sexual identity stem from?**

1. Religious indoctrination/ tradition
   1. Sex outside of marriage is condemned and a sin in many major religions
   2. Masturbation not mentioned, if so viewed as deviant act
   3. Some interpretations of major religious texts
      1. Contentious issue about these claims even amongst followers of same religion
   4. Cite religion as means through which to deny services, opportunities, and resources to queer people/ couples
2. Double standard and patriarchal norms
   1. Culture embraces sexuality and celebrates sexual conquests for men, but not women
   2. Women pursuing same sexual desires and freedoms as men often shamed and derided—by men and other women
   3. In some countries women could be killed for premarital sex—called honor killings
3. Sexual transmission of disease
   1. People engaging in sex and sexual activities without taking preventative measures spread sexual diseases
   2. Relates to how young people are or are not taught about sex, sexual health, contraceptives, etc
   3. Fear and misinformation about STDs create misinformed public; blames people unduly and unfailr
      1. Ex: HIV panic of 80s-90s
4. Fear about sexual acceptability and competence
   1. Lack of sexual education program, living up to cultural expectations of being “desirable” , “attractive” creates insecurity
   2. Coupled w/ double standards and patriarchal norms, many enter sexual relationships/ experiences ill- prepared
   3. Because most people learn how to be “a good lover” by trial and error, many feel they’re not competent in f
5. Fears about sexuality
   1. People fear what others might think about their sexuality
   2. Categorizing sexuality as “either/ or” creates hostility for those who sexual attraction towards others can’t be defined as “homo” or “hetero” sexual
   3. Particularly damaging and potentially dangerous for young people identifying under broad umbrella as queer

3 theories/ perspectives

* Marriage as a greedy institution
  + “Dyadic withdrawal”
* As relationship progresses, more time spend together, less time spent w/ others
* Cultural expectations of marriage place individuals in conundrum
  + Expected to spend majority of time w/ spouse—shows devotion, level of happiness/ satisfaction
  + Also expected to be just as involved w/ social relationships, orgs, activities, etc—runs risk of alienating spouse; creating feeling of neglect, jealousy

If couple has children, forget about it

Annulment

* A legal or religious determination that the marriage was never valid
* Voids a marriage; marriage treated as if it never occurred at all
* Very difficult to obtain; very uncommon; still legally granted today in rare circumstances
* Remains important for some Catholics especially those w/ very negative view of divorce
* Important part of history of divorce; highlights the influence of religious institutions and the church on the institution of marriage
* Today—church has less authority than in the past; vestiges of authority and social influence still exist
* Today—the state has more power and authority over the institution of marriage than religious institutions
* Shift from religious to state authority corresponds to shift from marriage as a social arrangement to individual expression and individualism

Separation

* The formal or informal separation of marries spouses into different households
* In some cases, a legal process, in other cases, it may be informal
* Some states require a legal separation before a divorce can be granted

Divorce

* The legal dissolution of marriage according to the laws of the state
* Marriage and divorce administered by state governments in the US—how to get divorce varies

The crude divorce rate

* The number of divorces that have occurred in one year in the entire population
* Used to tell how common divorce is in the entire country
* Useful as a rough comparison to determine long term historical trends
* Consistent increase in the crude divorce rate from 1860 to 1981

The refined divorce rate

* How many divorces there are for every 1,000 married couples in the country
* Indication of how common divorce is among married couples specifically, not just in the entire population

Assess the amount of time women and men spend in housework and childcare—big idea

1. Measure gender inequality within the home
2. Provides insight into a common, social phenomenon that happens within ALL kinds of family structures
3. The rationales and justifications people provide for dividing housework and childcare duties tell us something about
   1. How gender is socially constructed within the family
   2. How family patterns are deeply connected to the workplace and social policies

Compare and contrast the effects of being a working mother and father on income

* Generally, 5 explanations for the correction between motherhood and low wages
  + Women lose job experience when they have a child
  + May find “mother-friendly” occupations which are lower-paying
  + The toll of parenthood makes them less productive
  + Employers discriminate against mothers—seen as family and not career focused
  + May actually be a spurious association which accounts for lower pay among mothers
* How’d they do it?
  + Use a statistical technique called regression analysis( more specifically, fixed effects regression) to statistically predict if being a mother has an impact

Deviance

Key concepts

* Deviance describes an action or behavior that violates social norms
  + Activity or behavior that is not “normal” or acceptable according to society
  + “normal” formal/ informal
* Deviance differs from crime, but how?
  + Crime always involves breaking a law, but deviance may not
  + There are a far greater number and variety of deviant acts than there are criminal acts
  + Some crimes are not (considered) deviant due to their acceptance throughout society
    - Examples of deviance that are not criminal:
      * Going to class late
      * Disrespect
    - Examples of deviance that are criminal
      * Murder
      * Stealing
      * Any felony offense
    - Examples that is a crime but not deviant
      * Speeding
      * Underage drinking
* Norms
  + Norms define how to behave in accordance with what a society has defined as good, right, and important, and most members of the society adhere to them
* Formal norms
  + Norms that are codified or written down. The most specific and clearly stated of the two types of norms, and they are the most strictly enforced. These norms are typically punishable when broken
  + Strictly enforced punishable by government/ authority
  + Examples of formal norms
    - Laws
    - Employee manuals
    - College entrance exam requirements
    - “no running” signs
* Informal norms
  + Dictate appropriate behaviors without the need of written rules
  + A casual behavior to which a person generally conforms
  + Examples:
    - Facing toward the door in an elevator
    - Shake hands when you meet someone
    - Direct contact when speaking to someone
    - Say hello and goodbye
    - Dressing appropriate
    - Chewing with mouth closed
* Cultural influences
  + Norms, informal and formal, vary from culture to culture and society to society. It is important to analyze behavior from the correct cultural perspective and not your own
* Three sociological ideas about deviance
  + 1. Deviance varies according to cultural and society norms
  + 2. Anything can be “deviant” if it is labeled as “deviant” by someone/ society
  + 3. Defining social norms involves social power
* Two soc perspectives on deviance
  + Positivist perspective
  + Constructionist perspective
    - Positivist perspective
      * Deviance is real, observable and is caused by outside forces
      * Cause + effect
      * Positive assumptions
        + Deviance is absolute

Deviance is absolutely real

Deviance possess some qualities that make it different from conformity

Study deviant behavior and deviant people

Opposes the constructionist idea that deviance is a label

* + - * + Deviance is objective

Deviance is observable object, has objective nature that can be studied

Study human behavior like natural scientists

* + - * + Deviance is determined

Deviance is caused by environment

Humans are influenced by social environmental features and deviance is, sometimes, a result

* + - Constructionist perspective
      * Opposite of positivist
        + Deviance is a label, only exists because someone says so, and is not an object that can be studied by outsiders
        + Assumptions

Relative

Subjective

Voluntary

Understand how society is socially constructed

* Deviance is relative
  + Deviance doesn’t exist on its own, deviance comes from peoples minds
  + Deviance is not real, just a perception or label of someone or something
* Deviance is subjective
  + Deviance is subjective to one’s own perspective
  + The subjective interpretation and understanding of deviance should be studied
  + To understand the life of a deviant we need to
* Deviance is voluntary
  + Humans determine their own behavior
  + Deviance is a choice
  + Studying how agencies of social control effect behavior more so than studying the behavior itself

Which perspective is the best?

* Both valuable
* Cannot exist without one another

Strain:

Social factors, social pressures, aspirations, and other social conditions cause individuals to experience strain which may lead to deviant acts

Strain theories:

Strain—deviance

First theory

* The goal- means gap
  + Robert k Merton
* Merton extended Durkheim’s idea of anomie
  + - Anomie= the absence of norms
  + Durkheim: when there is a lack of social norms and expectations then deviance will occur
  + Merton: when there are too many or “unfair” social norms and expectations deviance will occur
* Premise= when there are too many norms deviance will occur
* Merton believes society encourages the individual to engage in deviant activities
  + How?
    - The cultural value of success is so pervasive that people of all classes are expected to be ambitious, to entertain high aspirations, but not everyone gets the same opportunities to reach that success
* Legitimate means of success are not freely available to all classes
  + Lower classes are often trapped into resorting to illegitimate means to achieve success
    - By encouraging high aspirations and denying avenues of success society inadvertently creates deviance
* Merton outlines 5 responses to the goal means gap
  + Conformity (most common)
  + Innovation (central to Merton’s strain theory)
  + Ritualism
  + Retreatism
  + Rebellion (most dangerous)
* Merton talks the most about innovation
* Conformity = accept the goals and accept the means
* Innovation =accept the goals but reject the means
  + Example—drug dealing
* Ritualism= give up or reject the goals but still accept the means
* Retreatism= they reject both the goals and the means
  + fNot necessarily dangerous
* Rebellion= reject both the goals and the means but they also try to replace with society’s unapproved
  + Example—cults
* The gap causes strain and strain causes deviance

Second Theory

* Status frustration
  + Cohen
    - Cohen’s theory operates on the same idea as Merton’s but extends the theory to include non- economic deviance
      * U.S society encourages all classes of people to succeed but makes it difficult for lower class people to achieve it (specifically lower-class boys)
* Cohen’s question
  + Why do some lower-class boys engage in behavior, such as fighting and vandalism, that doesn’t help them economically?
    - Lower class boys, like their middle-class peers, wants to have status
    - An important place to achieve status is school
      * Lower class boys feel the need to compete with the middle-class boys but the school is a middle class system and favors middle class virtues, values and traits
    - Thus status frustration occurs in the lower class boys because they cannot attain status in their school
  + Status frustration leads to a delinquent subculture
    - How?
      * The lower-class boys return to their lower-class neighborhood and set up their own competitive system. This is referred to as delinquent subculture
  + In this delinquent subculture they compete for high status
    - The competition is more fair because everyone competing is from the same class
  + High status in these subcultures is not measured by the same standards as middle-class institutions like schools
    - Examples of activities that gain someone status are: stealing, fighting, terrorizing the “good” children, destroying property, defying any rules/ expectations from society

Third Theory

* Differential illegitimate opportunity
  + Cloward and Ohlin
    - Extended Merton’s theory by focusing on differential illegitimate opportunities
      * While individuals of the lower class have less access to legitimate opportunities for success they also have easier access to illegitimate opportunities for success
    - 3 types of illegitimate opportunities that are provided by deviant subcultures:
      * Criminal subculture—crime
      * Conflict subculture – fighting
      * Retreatist subculture – drugs
    - Criminal subculture
      * Members of this subculture are able to achieve success by stealing, robbing, engaging in crime
        + It is not easy to become a member of the criminal subculture
    - Conflict subculture
      * Some neighborhoods don’t have established criminal subcultures and instead have conflict subcultures
        + Youngsters have the
    - Retreatist subculture
      * If someone doesn’t have status in the criminal or conflict subcultures, they may fall into the retreatist subculture
        + Easier to get into and achieve status – use and enjoy drugs

Society causes strain and that leads to deviance

Constructionist theories: opposite of positivist

* Assumptions:
  + Relative
  + Subjective
  + Voluntary
* Constructionists
  + Seek to understand now deviance is
    - Created
    - Defined
  + What is important about deviance are the dynamics and consequences of its social construction
  + Constructionists don’t seek to understand the causes of deviance as much as they want to understand why deviance exists, how it exists and what the social consequences are
* Labeling theory
  + Deviance like any other kind of human activity is a collective action, involving more than one person’s act
    - The label that people attach to an act is more important than the act itself
    - A version of symbolic interactionalism
    - Theory can be used to explain the how labeling causes secondary deviance
* Symbolic interactionism
  + Symbolic interactionism is a micro-level theory that focuses on the relationships among individuals within a society
  + People make sense of their social worlds through communication. This communication can lead to the creation of concepts and ideas
* Labeling theorists ask questions like:
  + Who labels whom?
  + What consequences do these labels have?
    - Labelers tend to represent many things:
      * People awarded with high levels of social control (parents, police, judges, prison officials, psychiatrists, etc)
      * Powerful, rich, high social class (generally are rich and white)
      * Those who have the ability to avoid negative labels, despite engaging in deviant behavior
    - Consequences
      * Deviant labels produce negative consequences for those receiving label
        + Being labeled = individuals begin to identify themselves as deviant, which leads to continued deviant behavior
    - Tannenbaum
      * How does one become a criminal?
        + He implied that there are two types of deviant acts
        + One is the first act, which the child considers innocent but which adults define as delinquent

The second is the final behavior, which both the child and adults define as delinquent (adopts the label of delinquent)

* + - Edwin Lemert
      * Explained the distinction between Tannenbaum’s two forms of behavior
        + Primary deviance: the initial act of deviance that occurred before the deviant label was applied
        + Secondary deviance: the continued deviance that results from deviant labels being applied and internalized by the social actor
    - Erikson
      * Positive consequences for the labeler:
        + Deviant labels create positive consequences for the community, group, or individuals that apply the label

The most important being the strengthening of social cohesion and social order

If some people are periodically singled out as deviants, or convicted and punished as criminals, conventional members of society will better understand the distinction between acceptable and not acceptable behavior

Why do people kill?

* External restraint theory (social bond/ control theory)
  + Tries to explain how the presence or absence of external restraint impact how one expresses frustration
  + Suicide is often a result of aggression directed inward against oneself (weak external restrain)
  + Homicide is of a result of aggression directed outward against another person (strong external restraint)
* Socialization (social learning/ control)
  + Gold extended ERT and theorized two types of socialization
    - Techniques of bringing up a child
    - Physical punishment by parents against the child -- leads to outward aggression
    - Psychological punishment by parents-- leads to aggression against themselves
  + Homicide and physical punishment
    - Physical punishment in childhood has been shown to predict likelihood of homicide in adulthood
  + Subculture of violence
    - Wolfgang attempts to understand the higher rates of homicide among the poor than the non- poor
      * This subculture of violence is the basic cause of high homicide rates in poor neighborhoods
      * Quick resort to violence is socially approved
      * These individuals associate and identify with the violent tendencies of their peers, parents and neighborhood and violence is reinforced
    - Violence is seen as necessary for survival in many cases
      * When paired with frustration of poverty and inequality, a subculture of violence encourages homicide even if there is not direct causality
  + Violent crime in US
    - Violent crime is composed of four offenses:
      * Homicide
      * Robbery
      * Aggravated assault
      * Rape
        + Violent crimes involve force or threat of force
        + Sometimes stalking is a part of these violent crimes
    - Stalking
      * Stalking: act of pursuing someone that creates the fear of being assaulted or killed
        + Most stalkers know their victims
        + A smaller number of stalkers (16-20%) target strangers
        + Most cases are men stalking women
        + No racial differences in rates or characteristics
    - Homicide
      * The US homicide rate rose 30% between 2019 and 2020
      * The largest single-year increase in more than a century
      * Data from the centers for disease control and prevention
        + Least common violent crime but has the most impact
        + 2020 murder rate itself remained well below the level of earlier decades
  + Patterns of killing
    - Socio- economic status
      * Murders in the middle and upper classes are more likely to be calculated or premeditated
      * Murder in the lower class is more often carried out in a burst of rage
      * We do see seasonal trends in lower class murders
      * No seasonal trends in higher class murders
    - Gender
      * Males are the most common victim and most common perpetrator
        + In 2017, 11,862 males who were victims of homicide vs 3,222 females
      * Media coverage is typically higher when a male kills a woman than when males kill other males
        + Women have killed males, most commonly as retaliation for abuse (BWS)
        + Incremental increase in crimes committed by women
        + In 2017, 12% of those arrested for murder were women
    - Method of killing
      * US has over 6,000 handgun homicides each year
        + Compared with less than 100 in other industrialized nations such as Canada, England, and Japan
        + Firearms were involved in 77% of murders for which data was available in 2020, a 5% increase from 2019
        + The 45,222 total gun deaths in 2020 were by far the most on record, representing a 14% increase from the year before, a 25% increase from
      * Characteristics of homicide
        + Homicide is not likely to involve strangers
        + Less than 20%
    - Victim precipitated homicide
      * In ¼ homicides the victim first attacks his subsequent slayer and ends up being killed
      * Sometimes results in “excusable homicide” by killer or “self-defense”
      * A causal connection must exist between provocation, the heat of passion and the homicidal act
    - Winning a trivial argument
      * In some low SES areas, murder is a quick and effective way for the low SES individuals to win an argument
        + Middle class people may have other resources to call o
  + Homicide followed by suicide
    - Homicide-suicide offenders first kill another person and then themselves
      * No more than 4% of murders are followed by suicide
      * Sociologists see suicide in this form as remorse
      * The greater the intimacy between killer and victim, the more likely the killer is to feel guilt or remorse, thus leading to an increased likelihood of suicide
    - Mass murder
      * Killing a number of people at about the same time and place
        + Who? Most often=

Disgruntled persons: want to get even

Heads of family – people who feel depressed, isolated, unable to meet expectations, so they kill their families or peers

* The FBI collects data on “active shooter incidents,” which it defines as “ one or more individuals actively engaged in killing or attempting to kill people in a populated area.”
* Using FBI’s definition, 38 people – excluding the shooters –died in such incidents in 2020

Serial murder

* Involves killing a number of people over a period of time
  + A murderer typically murders in the same city, plans what they do, stalk their victims, and lure them into traps
  + Most likely suffered abuse while they were children and cannot feel remorse for hurting others

The social profile of serial killers

* Usually seem like ordinary people
  + In a study of 107 serial killers, 16% attended college
  + 4% graduated college
  + Majority were blue collar workers
* Are usually white men in their late twenties or thirties
  + Can present a charming and skilled demeanor
  + For the most part, serial murders involved strangers with no visible relationship between the offender and the victim

Motivations

* Power/ thrill is a key motivation in which the offender feels empowered and/ or excited when he kills his victims
* Psychosis is a situation in which the offender is suffering from a severe mental illness and is killing because of that illness
  + This may include auditory and or visual hallucinations and paranoid, grandiose, or bizarre delusions

Sexually- based is a motivation driven by the sexual needs/ desire of the offender

Underprivileged deviance

* Deviance among the relatively poor and powerless
* This form of deviance is less profitable and more disreputable