

Week 5


Finish learning theories (econ/psych); Begin social control and self control

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Heller et al. (2017) [econ, learning, cbt] Thinking Fast & Slow/BAM

- **RCT to change “decision making”**
 - Black/Latino low-income 7th-10th grade boys
 - 27 1-hr weekly sessions (30 sec “the fist”)
- **Reduce arrests 28-35% (violent 45%)**
 - Reduce juv. readmits by 21%; grad rate+
 - <\$2k/person; “fight only when need to”
- **Why? “give back 10 minutes” of life**
 - *Not* self-control, EQ, skills, social capital
 - “Automaticity” hypothesis – reexamine automatic assumptions on street
- **Soc skeptical of CBT; critique?**

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Thomas Hobbes

- **17th Century English Philosopher**
 - (Non-sociological) conception of life as “solitary, poor, nasty, brutish and short” and a “war of all against all”
 - “Leviathan” as Hobbes’ solution
- **“Hobbesian problem of order”**
 - How can we create a society in which self-interested people don’t use force and fraud to satisfy their (criminal, sexual, substance-abusing ...) wants?
 - [Pandemic?]

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Q: why isn't there more deviance?

- **A: Social Controls**
 - *We would if we dared...*
- **3 “solutions” to Hobbesian dilemma**
 1. **Normative** – socialization and internalization of shared norms and values (Durkheim, Merton, Parsons: coordination between means and ends)
 2. **Exchange** – desire to maintain mutually beneficial relationships in interdependent society (rational choice: amoral)
 3. **Conflict** – coercive power of legitimate social control agents (Hobbes)

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three solutions as lenses

- **Appeal to morality, reason, or fear using social controls (coach/boss/prof)**
- **Social Control**
 - Learn self-control through socialization
 - **Informal social controls** – unofficial, private, often face-to-face sanctions
 - **Formal social controls** – official sanctions, especially law (e.g., Leviathan)
 - institutions (U of M), agents (Prof), deviance (cheat), and sanction (expulsion)
 - Do we “legislate morality”? Should we?
 - Law based on harm, morality, and enforceability

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social control or “bond” theory (Travis Hirschi 1969)

- **Background**
 - Intellectual: Hobbes, Durkheim (not Sutherland)
 - “We are moral beings to the extent that we are social beings”
 - Ruth Kornhauser, Irv Piliavin at Berkeley
 - Social: 1950s-1960s emphasis on school and family
- **Assumptions**
 - Tendency to commit crime is “natural”
 - **Normative consensus** around cultural universals
 - a “central value system”
 - **Absence of controls** causes delinquency
 - “given that man is an animal...” (p. 31 Hirschi)
 - little variation in motivation

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conceptual tool: social bond

- **Four elements of bond to society**
 - Attachment [to others]
 - Commitment [to conventional activities]
 - Involvement [in conventional activities]
 - Belief [in the moral order]
- **Evaluation (CWB- Michael Gottfredson)**
 - Parents create self-control through "reciprocal bond" (p. 88)
 - Peers (birds of a feather/selection versus learning & imitation in DA/SL theory)
 - Best support from surveys like our class survey (adolescent hell-raising; not "hardcore")

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critique & extensions

- **Critique**
 - Role of delinquent friends
 - Causal order and endogeneity
 - Portrayal of delinquent as "detached drifter"
 - Cracks in consensus assumption
- **Extensions (all 1990s)**
 - Sampson & Laub: Adult social bonds
 - Integrated theories (and critique)

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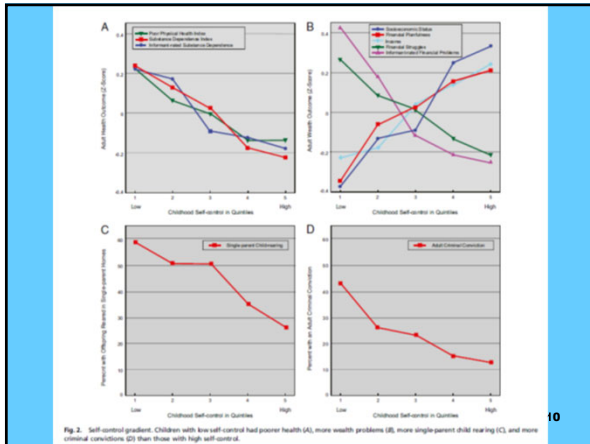
Gottfredson & Hirschi (1990): "general theory" of low self-control



- self-control consistent with psychological research on externalizing, personality, and antisocial behavior
- Moffitt et al. 2011: Self-Control predicts physical health, substance problems, income, and criminal conviction (next slide)

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matza's drift theory

- “tweener” theory
- conceptual tools:
 - Drift (p. 28, committed to neither delinquent nor conventional enterprise)
 - Neutralization (p. 60, norms may be violated without surrendering allegiance to them)
 - Sounding & status anxiety (p. 54), each thinks the others are committed to delinquency

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differential association vs social control

- Role of culture and subculture
 - (normative consensus vs. conflict)
- Attachment to friends (and family)
- Nature of “beliefs”
- Delinquency is natural vs. learned
- Nature of causality

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video (if time):
The Telltale Head

- **Breakout groups of 3-5**
- **Discussion questions on sheet (about 10 minutes)**
- **turn in one sheet with names of all group members**
- **Two visions**
 - **Socialized to nothing (SC) or socialized to delinquency (DA)**

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Next: Week 6 – 10/13 & 10/15:
Labeling and Symbolic Interaction

- **Labeling Theories and the Life Course**
 - Rios, Chapter 3. "Labeling Hype: Coming of Age in Era of Mass Incarceration." Pp. 43-73.
 - Mears, D. P., Kuch, J. J., Lindsey, A. M., Siennick, S. E., Posta, G. B., Greenwald, M. A. and Blomberg, T. G. 2016. "Juvenile Court and Contemporary Diversion: Helpful, Harmful, or Both?" *Criminology & Public Policy*, 15: 953-981.
- **B. Summary and Review of Social-Psychological Theories & Data**
 - Local. Michael Massoglia and Christopher Uggen. 2010. "Settling Down and Aging Out: Toward an Interactionist Theory of Desistance and the Transition to Adulthood." *American Journal of Sociology* 116:543-82.
 - (required for Honors), Elliott, Sinikka, and Megan Reid. 2019. "Low-Income Black Mothers Parenting Adolescents in the Mass Incarceration Era: The Long Reach of Criminalization." *American Sociological Review*, 84: 197-219.

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