Lecture 26: class discussion and review

today

• Announcements
• Evaluations
  – Publicly available
  – Volunteer to take to 9th-floor soc office?
• Monster
• Course goals – and Uggen's historical outline
• Review sheets

Conclusion

• Course Objectives
• Current situation
  – Public/media/political concern over violent Monsters
  – Disillusionment with rehabilitation & "superparent" role
  – Recognition of reentry/aftercare
• Philosophy: Just Deserts/Utilitarianism
  – Due Process: "do justice" don't nurture or rehab
  – Determinate sentencing
  – Deterrence: call for "consequences"
  – Decriminalize status offenses
  – Disinvest: no frills approach (but security costs high)
Lundman’s Recommendations (L11)

- **ABANDON** traditional delinquency prevention, DARE, area projects, boot camps, and scared straight (bizarre)
- **MAINTAIN** routine probation as most frequent sentence option (PSIs)
- **EXPAND** diversion for status & minor property offenders (pains); community treatment for nonviolent offenders (cost/reality)
- **RESERVE** institutions for personal index offenders (incapacitation & deterrence)

Chesney-Lind’s recommendations

- the “ideal program”
  - Sensitivity to issues of abuse, rape, violence
  - Emphasize skill building, especially in employment
  - Housing, medical, and employment services for girls who can’t go back

Quick n’ Dirty, Crude n’ Oversimplified Historical Outline

<table>
<thead>
<tr>
<th>Era</th>
<th>Cause of Delinquency</th>
<th>Image of Delinquent</th>
<th>Institutional Response</th>
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<tbody>
<tr>
<td>1640s</td>
<td>sin</td>
<td>sinner</td>
<td>church/courts: banish, expiation</td>
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<td>1770s</td>
<td>choice or free will</td>
<td>rational calculator</td>
<td>legislature: criminal code</td>
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<td>1870s</td>
<td>biological determinism</td>
<td>born criminal</td>
<td>incapacitation? eugenics?</td>
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<td>1900s</td>
<td>individualized treatment</td>
<td>wayward youth</td>
<td>juvenile court: psi, indet. sentence</td>
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<td>1920s</td>
<td>social disorganization</td>
<td>conforms to ‘hood</td>
<td>area projects: prevention</td>
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<td>1930s</td>
<td>differential association</td>
<td>conforms to peers</td>
<td>peer, guided group interaction</td>
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<td>1940-60s</td>
<td>anomie, opportunity</td>
<td>frustrated adjustor</td>
<td>mob, ‘hood, war on poverty</td>
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<td>1960s</td>
<td>labeling</td>
<td>victim of label</td>
<td>division, deinstitutionalization</td>
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<td>1970s</td>
<td>low social control</td>
<td>detached drifter</td>
<td>families, schools, scared straight</td>
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<tr>
<td>1980-90s</td>
<td>low self control</td>
<td>career criminal</td>
<td>DARE, boot camps, waive to adult</td>
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<td>2000s</td>
<td>life course &amp; effects</td>
<td>disenfranchised?</td>
<td>reentry, reintegration, rest, justice?</td>
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next

• Last exam: Thursday in Class