

Week 4:

- a. Psychology & Biology
- b. Economics
- c. Differential Association & Learning

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last time

- Meaning and utility of theory
 - Evaluating "empirical evidence"
- Now: individual-level theories
 - Rational choice/deterrence (econ)
 - Moffitt's 2-group (biology & psychology)
- Next: Individual-level sociological theory
 - Differential association & learning

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intro to DA

- Background on Edwin Sutherland
 - U of M professor, 1926-29
 - Professional thief "Chic Conwell"
- Assumptions
 - Cultural Relativism
 - Change and Flexibility in Human Behavior
 - Delinquency is Learned
 - Delinquency is Group Behavior

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conceptual tools

- Normative Conflict
 - Culture conflict and law
- Culture and subculture
 - Culture - knowledge, beliefs, norms, practices and "shared understandings"
 - Subculture - group with norms, values, and beliefs *distinct from* dominant culture
- Differential Association Process (9)
- Differential Social Organization (rates)

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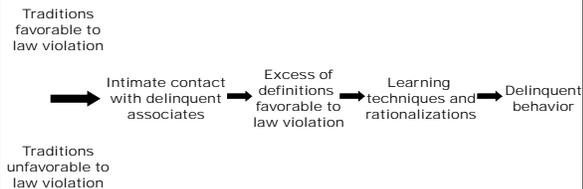
the DA process (9)

1. Criminal behavior is learned
 2. .. in interaction with others in a process of communication
 3. .. within intimate personal groups.
 4. The learning includes a) techniques and b) motives, drives, rationalizations & attitudes.
 5. The specific direction is learned from definitions of the legal code as favorable & unfavorable.
 6. One becomes criminal because of an excess of definitions favorable to law violation over definitions unfavorable.
 7. Differential associations vary in frequency, duration, priority & intensity
 8. This learning process involves the same mechanisms as any other learning
 9. Criminal behavior is not explained by general needs (\$) and values, since non-criminal behavior expresses the same needs & values.
- [10. Differential Social Organization explains rates]

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Simplified Diagram of Differential Association Theory



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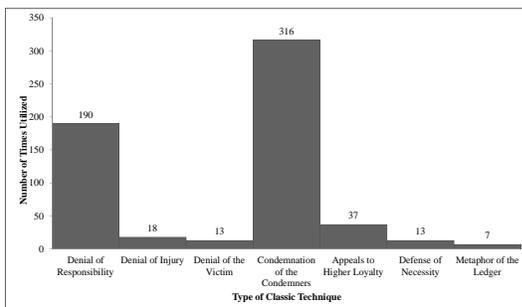
extensions and policy

- Extensions
 - Sykes & Matza (1957) Techniques of Neutralization
 - Symbolic Interactionism: Matsueda
 - Social Learning: Burgess & Akers (1966); DA as operant conditioning;
 - Base of cognitive-behavioral therapy (CBT)
 - Delinquency first learned thru imitation or modeling. Then differential reinforcement in groups. Definitions are cues (discriminative stimuli) for delinquency which begin as negative reinforcers (e.g., run over sis, define as "accident" not punished. A discriminative stimulus for running over sis)
 - a) Positive Reinforcement (get rewards) strengthens behavior
 - b) Negative Reinforcement (avoid pun.) strengthens behavior
 - c) Positive Punishment (get pun.) weakens behavior
 - d) Negative Punishment (lose reward) weakens behavior

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Techniques of Neutralization & Genocide (Bryant et al. 2017)



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Akers & Jensen CWB: Social Learning

- 50 years of "strong to moderate relations" between social learning & delinquency, drug use, and crime
 - Differential reinforcement: balance of anticipated or actual rewards & punishments following behavior
 - Imitation: esp. for initial acquisition
 - Support in family and peers
 - Adolescent alcohol & drug use (r-sq of .31-.68)
 - Expansion to "macro-level" (social structure) and global today

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Matsueda's symbolic interactionist model

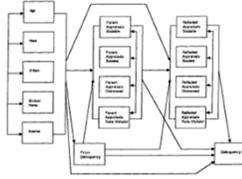


FIG. 4.—A substantive model of parental approaches, reflected approaches, and delinquency.

[Now doing rational choice *plus* social learning (“updating”)]

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d.a. policy

- “Community Treatment”
 - harness power of the group - “guided group interaction” still used in MN
 - attempts to evaluate experimentally
- Provo Experiment (Empey '59-66)
 - Daily GGI + Work
 - Number of Arrests in 1st year:
 - Provo .55 versus .7 for probation group
 - Provo 1.1 versus 1.7 for institution group
- Silverlake replication
 - Percent rearrested
 - Silverlake 40% versus 44% for institution
- Change peers?

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Moving to Opportunity (big treatment)

- Clampet-Lundquist, Edin, Kling, & Duncan. 2011. [“Moving At-Risk Youth Out of High-Risk Neighborhoods: Why Girls Fare Better Than Boys.”](#) *American Journal of Sociology*
- Control and Lo-poverty Treatment
 - Chicago & Baltimore (move to Black MC nbhds)
 - Change since '94? Big effects on moms and girls (health, mental health, delinquency)
 - Boys: No effect on mental health; more substance use, behavior problems, property arrests
- Girls who moved had lower delinquency, but no effects or negative effects for boys
 - Routines; Norms; Nbhd navigation strategies (avoid trouble); Peer interactions; loss of “social fathers”
 - Cultural capital/culture conflict fed stereotypes & monitoring; lost protection & exposed to violence

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critique

- DA is tautology: true by definition
- Differential receptivity (drug film)
- Origins of definitions
- DA is untestable (or really hard to test)
- DA doesn't specify learning process
- DA is too deterministic

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lessons

- Groups and peers as correlates or causes of delinquency
 - Still debated
 - Gangs
 - Peers and desistance (Warr)
- Community treatment as effective as institutionalization (which isn't great) for non-violent delinquents

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Week 5 Preview social control and self control

- A. Cognitive Behavioral Approaches, Learning, and Control
 - Heller, Sara B., Anuj K. Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, Harold A. Pollack. 2017. "Thinking, Fast and Slow? Some Field Experiments to Reduce Crime and Dropout in Chicago." *The Quarterly Journal of Economics* 132: 1-54.
 - Rios, Chapter 2. "The Flatlands of Oakland and the Youth Control Complex." Pp. 24-42.
- B. Social Psychological Theories: Social Control & Self Control
 - Hirschi, Travis. 1969. *Causes of Delinquency*. Berkeley: University of California Press. Chapter 2. Pp. 16-34.
 - CWB, Chapter 2. Michael R. Gottfredson, "The Empirical Status of Control Theory in Criminology." Pp. 77-100.

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