

Week 5

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

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

- RCT to change "decision making"
  - Black/Latino low-income 7<sup>th</sup>-10<sup>th</sup> grade boys
  - 27 1-hr weekly sessions (30 sec "the fist")
- Reduce arrests 28-35% (violent 45%)
  - Reduce JTDC 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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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"
  - Social: 1950s-1960s emphasis on school and family
- Assumptions
  - Tendency to commit crime is "natural" (p. 79 CWB)
  - 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
  - Tittle: Control/Balance
  - Integrated theories (and critique)

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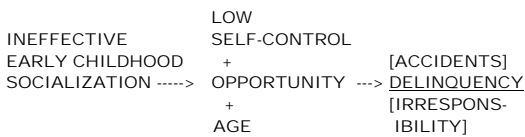
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### Gottfredson & Hirschi (1990): "general theory" of low self-control



[self-control consistent with psychological research on externalizing, personality, and antisocial behavior]

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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**

- form groups of 3-5
- discuss questions on sheet (about 15 minutes)
- turn in one sheet with names of all group members
- Strong support from survey data
- Two visions
  - Socialized to nothing (SC) or socialized to delinquency (DA)

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