

Lecture 11:

labeling theories and diversion

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next

Today:
Feb 20 Labeling Theories and Diversion
LUNDMAN 5: DIVERSION
R Feb 22 Review
Finish Cross
Midterm guide

T Feb 27 Gangs and the Ghetto Poor (Exercise?)
BURFEIND & BARTUSCH 11: Social Learning Pp 423-456 [already read this - focus on gangs]

R Mar 1 MIDTERM EXAMINATION covering material through February 22

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2

exam format

- **default: multiple choice + short essay questions**
 - 30% MC - 15-2 pt. questions
 - Choose 3 of 6 essays (1 or 2; 3 or 4; 5 or 6)
 - Same material as on review sheet, but not every part of every question
- **alternatives?**
- **cut-off time?**

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labeling theories

- **Background:**
 - Cooley, Mead and symbolic interactionism
 - Who are you?
 - Frank Tannenbaum (1938): The dramatization of evil and "tagging"
- **Assumptions**
 - Cultural relativism: no "core values" or universals; rules develop out of interaction
 - Labels affect behavior: Being caught and publicly labeled changes future behavior.
 - Power affects rulemaking and enforcement

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concepts

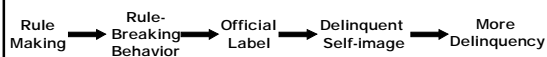


- **Primary and Secondary Deviance (E. Lemert 1951)**
 - Primary deviance: original act of nonconformity
 - Secondary deviance: results from label and identity
- **Rule creators/moral entrepreneurs (H. Becker 1963)**
 - create deviance by making the rules whose infraction constitutes deviance, and by applying those rules to particular people and labeling them as outsiders
- Deviant careers

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sequence or career



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critique

- Incomplete (Becker 1973)
- Explaining primary deviance
- Exaggerated ("crime doesn't exist"?)
- Emphasis on formal labels
- Research evidence spotty - little "independent" effect of label

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extensions - Matsueda



- Symbolic interactionism (Matsueda 1992): DA+SI+ (informal) labeling
 - Role-taking: project oneself into the role of others and imagine how they see you, the situation, and possible actions
 - Reflected appraisals: how you perceive others to see you (parents, friends, and teachers)
- Findings
 1. parental appraisals & prior delinquency predict reflected appraisals
 2. reflected appraisal as rule-violator increases future delinquency
 3. Reflected appraisals "mediate" effects of parent appraisals, prior delinquency, & background

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a "vulcan krewe"



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other extensions

- Braithwaite: content of label
 - Stigmatizing vs. reintegrative shaming
 - Restorative justice: welcome back into family, community
- Life Course (Hagan, Sampson & Laub, Moffitt)
 - Formal labels affect life chances (work and family) which, in turn, affect delinquency
- Labeling “insights” prevailed but not as a comprehensive theory

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policy

- 4 Ds: decriminalization, diversion, due process, and deinstitutionalization
- Sacramento County Diversion Project 1970-71
 - Short-term family therapy for status offenders
 - Fewer diversion sent to juvenile court (4% vs. 20%)
 - Some net widening: 80% would have been released

% rebooked 1 year	<u>diversion</u>	<u>regular</u>	
status or criminal	46%	54%	
criminal only	22%	30%	
- Natl. evaluation (non-status offenders) 1970s

% rearrest	<u>rad.release</u>	<u>diversion</u>	<u>reg. intake</u>
12 mo.	30%	30%	30%

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lessons

- “Radical nonintervention” “works” as well or as poorly as “treatment” in national evaluation
- Diversion can be extended to (nonviolent?) non-status offenders
- Diversion is “treatment without trial:” “alternative encapsulation” and net-widening.

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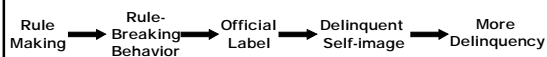


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Chesney-Lind & Sheldon

- Method
- Offense histories
- School: control or locus of association?
- Gender roles
 - control or learning
- Family
 - Structure vs. quality
- Role of victimization?
- Bottcher's "serious" female offenders

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