Lecture 25: Conclusions and Recommendations

conceptualizing kody

- Individual
  - Choice/Deterrence
  - Differential Association/Learning
  - Social Control
  - Self Control
  - Labeling and Symbolic Interaction
- Structural
  - Social Disorganization
  - Anomie and Opportunity
  - Marxian

Kody Scott/Sanyika Shakur

- Secondary sources on Sanyika Shakur's *Monster*
  - Brent Staples in *New York Times*
  - Salim Muwakkil in *In These Times*
  - Mark Horowitz in *Atlantic Monthly*

Monster Group Exercise

- **Goal: Critical thinking about autobiography before exam and essay**
- **What does Brent Staples mean by the American fascination with "black Frankensteins"? How is Monster relevant here?**
- **What did Kody Scott leave out of his autobiography that the *Atlantic Monthly* writer thought important?**

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

UGGEN'S QUICK N' DIRTY, CRUDE N' OVERSIMPLIFIED HISTORICAL OUTLINE

era	cause of delinquency	image of delinquent	institutional response
1640s	sin	sinner	church/courts: banish, expiation
1770s	choice or free will	rational calculator	legislature: criminal code
1870s	biological determinism	born criminal	incapacitation? eugenics?
1900s	individualized treatment	wayward youth	juvenile court: psi, indet. sentence
1920s	social disorganization	conforms to 'hood	area projects: prevention
1930s	differential association	conforms to peers	peer, guided group interaction
1940-60s	anomie, opportunity	frustrated striver	mob. for youth, war on poverty
1960s	labeling	victim of label	diversion, deinstitutionalization
1970s	low social control	detached drifter	families, schools, scared straight
1980-90s	low self control	career criminal	DARE, boot camps, waive to adult
2000s	life course & effects	disenfranchised?	Reentry, reintegration, rest. justice?

Conclusion

- Course Objectives
- Current situation
  - Public/media/political concern over violent Monsters
    - Moral entrepreneurs and panics over "surges"
  - 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)

next

- Tuesday – Class Discussion & Review
- Thursday – 2nd Midterm