

**Week 5**

**Finish learning theories;  
Begin social control and  
self control**

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**Heller et al. (2017) [econ, learning, cbt] 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 juv. 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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2

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**Thomas Hobbes**

- **17<sup>th</sup> Century English Philosopher**
  - (Non-sociological) conception of life as “solitary, poor, nasty, brutish and short,” a “war of all against all” with strong dominating weak
  - Breakdown of social v. construction
  - “Leviathan” as Hobbes’ solution
- “Hobbesian problem of order”
  - How can we build a society in which self-interested people don’t use force and fraud to satisfy their (criminal, sexual, substance-using ...) wants? [Pandemic?]



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**Q: why isn't there more deviance?**

- **A: Social Controls**
  - *We would if we dared...*
- **3 "solutions" to Hobbesian dilemma**
  1. **Normative** - socialization and internalization of **shared norms** and values (Durkheim, Merton, Parsons: coordination between means and ends)
  2. **Exchange** - desire to **maintain** mutually beneficial relationships in interdependent society (rational choice: amoral)
  3. **Conflict** - coercive power of legitimate social control agents (Hobbes)



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**three solutions as lenses**

- **Appeal to morality, reason, or fear using social controls (coach/boss/prof)**
- **Social Control**
  - Learn **self-control** through socialization
  - **Informal social controls** - unofficial, private, often face-to-face sanctions
  - **Formal social controls** - official sanctions, especially law (e.g., Leviathan)
    - institutions (U of M), agents (Prof), deviance (cheat), and sanction (expulsion)
    - Do we "legislate morality"? Should we?
    - Law based on harm, morality, and enforceability
    - Policing - and what would replace it? [GFS]

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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"
    - Ruth Kornhauser, Irv Piliavin at Berkeley
  - Social: 1950s-1960s emphasis on school and family
- **Assumptions**
  - Tendency to commit crime is "**natural**"
  - **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"
  - 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
  - Integrated theories (and critique)

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8

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

INEFFECTIVE	LOW	
EARLY CHILDHOOD	SELF-CONTROL	
SOCIALIZATION	+	[ACCIDENTS]
----->	OPPORTUNITY	----> DELINQUENCY
	+	[IRRESPONS-
	AGE	IBILITY]

- self-control consistent with psychological research on externalizing, personality, and antisocial behavior
- Moffitt et al. 2011: Self-Control predicts physical health, substance problems, income, and criminal conviction (next slide)

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### self-control & adult convictions (Moffitt et al. 2010 PNAS)

- N=1000 in NZ
- Correlation w/ SES (class)
- Bivariate + controls for class, etc.

Childhood Self-control in Quintiles	Percent with an Adult Criminal Conviction
1 (Low)	~45
2	~28
3	~25
4	~18
5 (High)	~15

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10

### Self-control, health, and SES

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11

### 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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12

**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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13

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**video (if time): The Telltale Head**

- Note on stereotypes & “whitewashing” in animation (Apu, Carl voiced by white actors)
- Note: ... More:Share screen, share sound for recording

• **breakout questions:**

**A. Which explanation of delinquency do the show’s writers adopt? Identify specific evidence supporting either a social control or a differential association interpretation of delinquent behavior.**

**B. Albert Cohen once said that much delinquency seems “malicious, negativistic, and non-utilitarian.” Which delinquent acts in the show were utilitarian (and more easily explained by rational self-interest) and which were “non-utilitarian”? What does this mean for prevention and control of these delinquent acts?**

**C. Does control, learning, or deterrence theory, best explain your mask-wearing in pandemic? Explain by using concepts from the theories (e.g., specific deterrence, commitment, differential associations)**

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14

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**Next: Week 6 – 10/14 Labeling and Symbolic Interaction**

- **Labeling Theories and the Life Course**
  - Rios, Chapter 3. “Labeling Hype: Coming of Age in Era of Mass Incarceration.” Pp. 43-73.
  - Mears, D. P., Kuch, J. J., Lindsey, A. M., Siennick, S. E., Pesta, G. B., Greenwald, M. A. and Blomberg, T. G. 2016. “Juvenile Court and Contemporary Diversion: Helpful, Harmful, or Both?” *Criminology & Public Policy*, 15: 953-981.
- **B. Summary and Review of Social-Psychological Theories & Data**
  - Local. Michael Massoglia and Christopher Uggen. 2010. “Settling Down and Aging Out: Toward an Interactionist Theory of Desistance and the Transition to Adulthood.” *American Journal of Sociology* 116:543-82.
  - (required for Honors), Elliott, Sinikka, and Megan Reid. 2019. “Low-Income Black Mothers Parenting Adolescents in the Mass Incarceration Era: The Long Reach of Criminalization.” *American Sociological Review*, 84: 197-219.

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