

Online Instructor's Manual and Test Bank
for

Criminological Theory

Seventh Edition

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Test Bank

CHAPTER 1

Introduction

Chapter 1 Multiple Choice

1. A theory that is assessed by measurement and testing is referred to as:
 - a. Metatheory.
 - b. Quantitative.
 - c. Qualitative.
 - d. Microtheory.

Answer: b

Objective: Summarize ways to classify theories

Page number: 4

Level: Basic

2. Qualitative theory excludes which one of the following factors:
 - a. Logical soundness.
 - b. Sensitizing ability.
 - c. The ability to make sense of conflicting positions.
 - d. The ability to be tested statistically.

Answer: d

Objective: Summarize ways to classify theories

Page number: 4

Level: Intermediate

3. Theories about theories are known as:
 - a. Unit theories
 - b. Metatheories
 - c. Macrotheories
 - d. Bridging theories

Answer: b

Objective: Explain the difference between a macro- and a microtheory

Page number: 6

Level: Basic

4. Microtheories are similar to which one of the following:
 - a. Process theories
 - b. Structure theories
 - c. Unit theories
 - d. Bridging theories

Answer: a

Objective: Explain the difference between a macro- and a microtheory

Page number: 7

Level: Intermediate

5. Classical theories do not focus on:

- a. Legal statutes.
- b. The rights of humans.
- c. The pathology of criminal behavior.
- d. Governmental structures.

Answer: c

Objective: Summarize ways to classify criminological theories

Page number: 8

Level: Intermediate

6. Structural theories of crime propose that:

- a. The process of how one becomes a criminal is a crucial focus of the theory.
- b. Crime rates will vary as social organization changes.
- c. Theories should be created piece-by-piece like buildings.
- d. All of the above.

Answer: b

Objective: Summarize various ways to classify theories

Page number: 8

Level: Intermediate

7. The most common approach to determining a “good” theory is:

- a. Degree to which the theory may sensitize people
- b. Testability and fit to the research evidence
- c. Logical soundness
- d. Ability to make sense out of several conflicting positions

Answer: b

Objective: Describe some characteristics of good theory

Page number: 3

Level: Basic

8. Which term below applies to a theory that is not really macro or micro but rather in-between?

- a. Bridging theory
- b. Combinational theory
- c. Multi-factor theory
- d. Synthetic theory

Answer: a

Objective: Explain difference between macro- and microtheory

Page number: 7

Level: Basic

9. The textbook suggests that the proper order for solving problems of crime and criminal justice would be:

- a. Research → theory → policy
- b. Policy → research → theory
- c. Theory → research → policy
- d. Theory → policy → research

Answer: c

Objective: Relationship between theory, research and policy

Page number: 10

Level: Intermediate

10. Processual theories of crime generally:

- a. Propose that people process information rationally.
- b. Propose that people are largely driven by deterministic factors.
- c. Are concerned with how people become deviant.
- d. Are concerned with the forces that generate crime and how the authorities process that information.

Answer: c

Objective: Summarize ways to classify theories

Page number: 8

Level: Intermediate

Chapter 1 True-False

1. Thomas Kuhn purported that new theories which get accepted are those which make sense out of conflicting evidence that old theories cannot explain. [p. 5]
- a. True
 - b. False

Answer: a

Objective: Characteristics of Good Theory

Page number: 5

Level: Basic

2. Microtheories are not interested in crime rates or social structure.
- a. True
 - b. False

Answer: a

Objective: Difference between macro- and microtheory

Page number: 7

Level: Intermediate

3. Most of today's theories are positivist ones.
- a. True
 - b. False

Answer: a

Objective: Summarize the ways to classify theory

Page number: 8
Level: Basic

4. The most common approach to determining a “good” theory is to test it and see how well it fits the research evidence.

- a. True
- b. False

Answer: a

Objective: Characteristics of a good theory

Page number: 3

Level: Intermediate

5. The major difference between metatheory and unit theory is that metatheory discusses process and unit theory discusses structure.

- a. True
- b. False

Answer: b

Objective: Summarize ways to classify theory

Page number: 6

Level: Intermediate

Chapter 1 Fill in the Blank

1. A good theory is one that best fits the research evidence and can be _____.

Answer: tested.

Objective: Describe characteristics of a good theory

Page number: 3

Level: Basic

2. Theory context has two major forms social and _____.

Answer: intellectual.

Objective: What is meant by the social context of a crime theory?

Page number: 9

Level: Intermediate

3. DeFleur and Quinney referred to a specific form of logic called _____ theory to analyze the internal consistency of one of the more popular theories of criminal behavior.

Answer: set

Objective: What is meant by the social context of a crime theory?

Page number: 5

Level: Intermediate

4. A _____ theory is one that assumes that people are naturally in agreement on what constitutes crime and criminal behavior.

Answer: consensus

Objective: Summarize various ways to classify theory

Page number: 8

Level: Basic

5. A structural theory is also likely to be called a _____ theory because we often assume it to be a characteristic of a disorganized society that leads to crime._

Answer: Strain

Objective: Summarize various ways to classify theory

Page number: 8

Level: Basic

Chapter 1 Matching

Match the type of theory in Column1 with its best description in Column 2

1. Macrotheory	a. Based on idea that people disagree and only powerful groups benefit from law.
2. Metatheory	b. Looks at both how social structure operates and how individuals become criminal.
3. Bridging Theory	c. Broad explanations of social structure effects with emphasis on rates of crime (epidemiology).
4. Conflict Theory	d. Focus on pathology using scientific methods to treat and prevent crime.
5. Microtheory	e. Etiological explanations for individual and small groups' criminal behavior.
6. Positivist Theory	f. Less testable theories about theory itself.

Answer:

1. *c
2. *f
3. *b
4. *a
5. *e
6. *d

Objective: Summarize ways to classify theories AND explain differences between a macro- and a microtheory.

Page number: 6-8

Level: Intermediate

Chapter 1 Essay

1. Define and discuss what theory is, and what its purpose is.

Answer: Key points may include:

- * Theory explains behavior and events, trends and processes.
- * Theory is based on research evidence tested with scientific methods.
- * Theory helps us determine factors related to crime so that we can treat and prevent.
- * Theory can be macro or micro and involve structural or process components.
- * Theory can be concrete or abstract.
- * Theory can be rooted in biology, psychology or sociology traditions.

Objective: Describe characteristics of good theory, Summarize ways to classify theory, Explain differences between macro- and microtheories

Page number: 1 - 3

Level: Difficult

2. Discuss what we mean by the “context” of a theory.

Answer: Key points may include:

- * The context of a theory may be social or intellectual.
- * Social forces are informal surroundings and significant events taking place like war.
- * Intellectual refers to learning ideas that influence our thinking such as from teachers.
- * Assumptions may bias our interpretation of events.
- * When events occur in time influences the theorist and his or her readers.
- * Writers of theory may follow in the footsteps of their predecessors.
- * Conservative or liberal sentiments may change over time and influence theory.

Objective: Explain what is meant by the social context of a theory

Page number: 8 - 9

Level: Intermediate

3. Explain the relationship between theory, research and policy.

Answer: Key points may include:

- * The relationship is linear with theory being the logical start.
- * Policy should be the end result not the beginning.
- * Theory helps us develop meaningful research.
- * Policy should be based on the results of experimental research and evaluation.
- * There is a feedback loop that represents further clarification of theory based on research.
- * Examples like scared straight, three-strikes and boot camps illustrate how policymakers did not address research or theory

Objective: Discuss the relationship between theory, policy and research

Page number: 9-10

Level: Difficult

Chapter 1 Short-Answer

1. Give a reason why a theory might be discarded.

Answer: [key points to be made]

- Doesn't fit evidence
- Can't be tested in any meaningful way
- Isn't popular, too ahead or behind its time
- Isn't able to make sense out of conflicting evidence or positions
- Isn't logically sound

Objective: Describe characteristics of good theory

Page number: 3- 6

Level: Difficult

2. Explain what is meant by a theory having the ability to sensitize.

Answer: [key points to be made]

- Gets peoples' attention
- Reacquaints theorists with broader range of issues related to a theory
- Helps us look at problems in newer ways, or interpreting facts differently

Objective: Describe some of the characteristics of good theory

Page number: 5

Level: Difficult

3. Identify the different ways that theories can be classified.

Answer: [key points to be made]

- Abstract v. concrete
- Classical v. Positivist
- Macro v. Micro v. Bridging
- Meta v. Unit
- Structural v. Process
- Conflict v. Consensus

Objective: Summarize the various ways to classify criminological theories

Page number: 6-8

Level: Intermediate

Answer Key

Chapter 1

MC:

1. b
2. d
3. b
4. a

5. c
6. b
7. b
8. a
9. c
10. c

T/F:

1. a
2. a
3. a
4. a
5. b

Fill in the Blank:

1. Tested
2. Intellectual
3. Set
4. Consensus
5. Strain

Matching:

1. c
2. f
3. b
4. a
5. e
6. d

Essay:

Question 1 Answer: Key points may include:

- *Theory explains behavior and events, trends and processes.
- * Theory is based on research evidence tested with scientific methods.
- * Theory helps us determine factors related to crime so that we can treat and prevent.
- * Theory can be macro or micro and involve structural or process components.
- * Theory can be concrete or abstract.
- * Theory can be rooted in biology, psychology or sociology traditions

Question 2 Answer: Key points may include:

- *The context of a theory may be social or intellectual.
- * Social forces are informal surroundings and significant events taking place like war.
- * Intellectual refers to learning ideas that influence our thinking such as from teachers.
- * Assumptions may bias our interpretation of events.
- * When events occur in time influences the theorist and his or her readers.
- * Writers of theory may follow in the footsteps of their predecessors.
- * Conservative or liberal sentiments may change over time and influence theory.

Question 3 Answer: Key points may include:

- * The relationship is linear with theory being the logical start.
- * Policy should be the end result not the beginning.
- * Theory helps us develop meaningful research.
- * Policy should be based on the results of experimental research and evaluation.
- * There is a feedback loop that represents further clarification of theory based on research.
- * Examples like scared straight, three-strikes and boot camps illustrate how policymakers did not address research or theory

Short Answer:

Question 1 Answer: [key points to be made]

- Doesn't fit evidence
- Can't be tested in any meaningful way
- Isn't popular, too ahead or behind its time
- Isn't able to make sense out of conflicting evidence or positions
- Isn't logically sound

Question 2 Answer: [key points to be made]

- Gets peoples' attention
- Reacquaints theorists with broader range of issues related to a theory
- Helps us look at problems in newer ways, avoiding bias or blinders

Question 3 Answer: [key points to be made]

- Abstract v. concrete
- Classical v. Positivist
- Macro v. Micro v. Bridging
- Meta v. Unit
- Structural v. Process
- Conflict v. Consensus

CHAPTER 2

The Classical School

Chapter 2 Multiple Choice

1. Which was not an idea which descended from the Classical School.
 - a. The implementation of situational crime prevention
 - b. The development of speedy trial laws
 - c. More use of judicial discretion
 - d. Just deserts punishments

Answer: c

Objective: Discuss writing of Cesare Beccaria and its impact; Explain the contributions made by Jeremy Bentham

Page number: 19-20

Level: Difficult

2. Members of the Classical School were generally opposed to:
 - a. Due process
 - b. Capital punishment
 - c. The legal definition of crime
 - d. Determinate sentencing

Answer: b

Objective: Discuss writing of Cesare Beccaria and its impact; Explain the contributions made by Jeremy Bentham

Page number: 17

Level: Intermediate

3. The Classical School is best characterized as:
 - a. Structural
 - b. A unit theory
 - c. Quantitative
 - d. None of the above

Answer: a

Objective: Discuss writing of Cesare Beccaria and its impact; Explain the contributions made by Jeremy Bentham

Page number: 17-18

Level: Intermediate

4. Showing potential offenders the negative consequences of a crime in the hope that it will prevent them from committing that same crime is the concept of:
 - a. General deterrence

- b. Specific deterrence
- c. Just desserts
- d. Social contract

Answer: a

Objective: Describe the concept of deterrence and how it might be measured today

Page number: 16

Level: Basic

5. Which of the following is NOT a favorite topic for deterrence theorists?

- a. Drunk driving
- b. Domestic terrorism
- c. Death penalty
- d. Drug use

Answer: b

Objective: Describe the concept of deterrence and how measured today

Page number: 19

Level: Intermediate

6. An elaborate schedule of punishments designed to take into account a combination of pleasure, pain and mitigating circumstances was designed by:

- a. John Howard.
- b. John Locke.
- c. Jeremy Bentham.
- d. Cesare Beccaria.

Answer: c

Objective: Explain the contributions to criminology made by Jeremy Bentham

Page number: 16-17

Level: Basic

7. Which of the following was NOT a major historical influence on the emergence of the Classical philosophy?

- a. Growing specialization in trade and industry
- b. The rise of the Protestant work ethic
- c. Abuse of law by the aristocracy
- d. The writings of Guerry & Quetelet

Answer: d

Objective: Factors contributing to the rise of classical thought

Page number: 13-14

Level: Intermediate

8. Beccaria, in his essay *Of Crimes and Punishments*, made which one of these points?

- a. Persons awaiting trial should not be placed in prisons
- b. Each citizen has the right to decide whether to take his own life
- c. The defense not the prosecutor should have strict time lines for preparing for trial
- d. All of the above

Answer: a

Objective: Discuss the writing of Cesare Beccaria and its impact

Page number: 16-17

Level: Intermediate

9. The least important of the three elements of deterrence was thought to be:

- a. Celerity
- b. Certainty
- c. Severity
- d. None of the above, they are all equally important

Answer: c

Objective: Describe concept of deterrence and how it might be measured

Page number: 16

Level: Basic

10. Which of the following statements about the Classical School is *incorrect*?

- a. It was primarily composed of a group of moral philosophers
- b. They saw the purpose of punishment as deterrence
- c. They were concerned with law
- d. They used science to focus on behavior

Answer: d

Objective: All

Page number: 15-19

Level: Intermediate

Chapter 2 True-False

1. One of the characteristics of the Classical Era was the decline in the Protestant Ethic.

- a. True
- b. False

Answer: b

Objective: Factors that contributed to the rise of classical thought

Page number: 14

Level: Basic

2. According to the text, during the last part of this past century, rehabilitation has been replaced in punishment by rational models of deterrence.

- a. True
- b. False

Answer: a

Objective: Concept of deterrence and how it might be measured

Page number: 19-20

Level: Intermediate

3. The Classical School is basically a microtheory in its orientation.

- a. True
- b. False

Answer: b

Objective: Explain the contributions made by Jeremy Bentham and the writings of Cesare Beccaria

Page number: 18

Level: Intermediate

4. Beccaria wrote a small but popular book titled “*An Introduction to the Principles and Morals of Legislation*”.

- a. True
- b. False

Answer: b

Objective: Discuss the writings of Cesare Beccaria; Explain contributions of Jeremy Bentham

Page number: 14

Level: Basic

5. According to the text, the vast majority of deterrence research has failed to find any substantial effects from legal sanctions.

- a. True
- b. False

Answer: a

Objective: Describe the concept of deterrence and how it might be measured

Page number: 19

Level: Basic

Chapter 2 Fill in the Blank

1. Writers of the Classical period were interested in laws serving the greatest good for the greatest number, a concept we refer to as _____.

Answer: Utilitarianism.

Objective: Explain the contributions of Jeremy Bentham and the writings of Cesare Beccaria.

Page number: 13

Level: Intermediate

2. Deterrence that is designed to make an example of someone to keep the rest of the public from committing crimes is called _____ deterrence.

Answer: General.

Objective: Describe the concept of deterrence and how it might be measured

Page number: 16

Level: Basic

3. Jeremy Bentham graduated from Queen’s College at Oxford at the age of ____ .

Answer: Fifteen.

Objective: Explain the contributions of Jeremy Bentham

Page number: 15

Level: Intermediate

4. According to Classical theorists, man's basic instinct to maximize pleasure was the primary explanation for behavior which was referred to as: _____.

Answer: Hedonism.

Objective: Describe the concept of deterrence and how it might be measured

Page number: 15

Level: Intermediate

5. The value of any pleasure or pain according to classical thought would be determined by its certainty, intensity and _____.

Answer: Duration.

Objective: Describe the concept of deterrence and how it might be measured.

Page number: 15

Level: Intermediate

Chapter 2 Matching

Match the term in Column 1 to its best definition in Column 2

1. Social contract	a. Steps to insure equal and fair treatment under the law
2. Hedonism	b. Person gives up some liberty to benefit from greater protection of all
3. Free will	c. Elaborate schedule of punishments offsetting rewards with sanction severity
4. Due process	d. Success comes from hard work and not necessarily in the afterlife
5. Felicific Calculus	e. people make rational choices based on realistic perceptions of outcomes
6. Protestant Ethic	f. people in self-interested ways seek to maximize pleasure and avoid pain

1. *b

2. *f

3. *e

4. *a

5. *c

6. *d

Objective: All

Page number: 13-19

Level: Difficult

Chapter 2 Essay

1. What are some of the due process concerns raised by theorists in the Classical Era?

Answer: [key points to be made]

*How quickly defense and prosecution must both prepare for trial (celerity)

- *Keeping the accused out of squalid jails awaiting trial
- *Is the death penalty ever acceptable?
- *Are laws clearly written so they can be understood?
- * Do judges have too much discretion?
- *Is the punishment proportional to the offense?
- *Is corporal punishment allowed although torture should not be?

Objective: Explain the contributions of Jeremy Bentham and the writings of Cesare Beccaria

Page number: 16 - 19

Level: Difficult

2. What historical conditions gave rise to the popularity of the writings of the classical school?

Answer: [key points to be made]

- *Rise in secularism, mercantilism and industrialization
- *Enlightenment in philosophy, literature
- *Diminishing power of aristocracy, rise of middle class
- *Diminished power of church and rise of Protestant Ethic
- *Increased popularity of concepts of free will and democracy
- *Protest against unwritten laws and capricious justice

Objective: Factors contributing to the rise of classical thought

Page number: 13 - 15

Level: Basic

3. Is Classical School theory an explanation of behavior or political/legal systems? Defend your answer.

Answer: [key points to be made]

- *Answers will vary

Objective: Explain the contributions of Jeremy Bentham and the writings of Cesare Beccaria

Page number: 14-18

Level: Difficult

Chapter 2 Short Answer

1. How do researchers study deterrence today?

Answer: [key points to be made]

- *Focus on whether harsher sentences reduce crime
- *Tests of celerity with Speedy Trial Laws
- * Research on drug and DWI measures as well as death penalty
- *Some researchers try to distinguish between formal & informal social control and sanctions

Objective: Describe concept of deterrence and how it might be measured
Page number: 19-20
Level: Intermediate

2. Compare and contrast specific and general deterrence.

Answer: [key points to be made]

- *Specific applies to person who committed offense
- *General or societal applies to any potential offender who sees punishment enforced
- *General involves learning certainty of sanctions, absence of benefit
- *Both are only justification for punishment according to Classical theory

Objective: Describe concept of deterrence and how it might be measured
Page number: 16
Level: Intermediate

3. Briefly describe the assumptions of hedonism.

Answer [key points to be made]

- *Man is self-interested, seeks pleasure avoids pain
- *Man uses free will to calculate probability of reward & avoiding sanction
- *Unless punishment is certain, swift and severe, drive to seek pleasure will mean crime
- *Hedonism is why laws need to be passed and enforced, social contract requires

Objective: Explain the contributions of Jeremy Bentham and the writings of Cesare Beccaria
Page number: 15
Level: Intermediate

Answer Key

Chapter 2

MC:

1. c
2. b
3. a
4. a
5. b
6. c
7. d
8. a
9. c
- 10.d

T/F:

1. b
2. a

3. b
4. b
5. a

Fill in the Blank:

1. Utilitarianism
2. General
3. Fifteen
4. Constitution
5. Duration

Matching:

1. b
2. f
3. e
4. a
5. c
6. d

Essay:

Question 1. Answer: [key points]

- *How quickly defense and prosecution must both prepare for trial (celerity)
- *Keeping the accused out of squalid jails awaiting trial
- *Is the death penalty ever acceptable?
- *Are laws clearly written so they can be understood?
- * Do judges have too much discretion?
- *Is the punishment proportional to the offense?
- *Is corporal punishment allowed although torture should not be?

Question 2. Answer: [key points]

- *Rise in secularism, mercantilism and industrialization
- *Enlightenment in philosophy, literature
- *Diminishing power of aristocracy, rise of middle class
- *Diminished power of church and rise of Protestant Ethic
- *Increased popularity of concepts of free will and democracy
- *Protest against unwritten laws and capricious justice

Question 3. Answer: [key points]

- *Answers will vary

Short Essay

Question 1. Answer: [key points]

- *Focus on whether harsher sentences reduce crime
- *Tests of celerity with Speedy Trial Laws
- * Research on drug and DWI measures as well as death penalty
- *Some researchers try to distinguish between formal & informal social control and sanctions

Question 2 Answer: [key points]

- *Specific applies to person who committed offense
- *General or societal applies to any potential offender who sees punishment enforced
- *General involves learning certainty of sanctions, absence of benefit
- *Both are only justification for punishment according to Classical theory

Question 3 Answer [key points]

- *Man is self-interested, seeks pleasure avoids pain
- *Man uses free will to calculate probability of reward & avoiding sanction
- *Unless punishment is certain, swift and severe, drive to seek pleasure will mean crime
- *Hedonism is why laws need to be passed and enforced, social contract requires

CHAPTER 3

The Positive School

Chapter 3 Multiple Choice

1. Which of the following is frequently referred to as the “father of sociology?”
 - a. Guerry
 - b. Garofalo
 - c. Lombroso
 - d. Comte

Answer: d

Objective: Major principles of the Classical and Positivist Schools

Page number: 27

Level: Basic

2. Henry Goddard’s well known study of the lineage of a criminogenic family in the U.S. was called:
 - a. The Jukes.
 - b. The Dugdales.
 - c. The Kallikaks.
 - d. The Feeble-minded.

Answer: c

Objective: What is atavism and why is it relevant to the study of crime?

Page number: 28

Level: Intermediate

3. All of the following are true about positivism EXCEPT:
 - a. There are two forms: 18th Century Enlightenment and Logical Positivism.
 - b. It is more deterministic than Classical thought allowed.
 - c. It seeks to classify and categorize topics of crime being studied.
 - d. It rejects the idea that human existence can be improved or perfected.

Answer: d

Objective: Major principles of the Classical and Positivist Schools
Page number: 26-31
Level: Difficult

4. Gabriel Tarde introduced the notion that behavior, including criminal acts, involved a process of:

- a. Denial.
- b. Imitation.
- c. Consensus.
- d. Conflict.

Answer: b

Objective: Major principles of the Classical and Positivist Schools
Page number: 30
Level: Basic

5. Cesare Lombroso's work included which of the following thoughts?

- a. The major explanation of criminality is environmental
- b. Social factors easily overcome biological factors to produce criminality
- c. Criminals are not as highly evolved as noncriminals
- d. Fashion and custom explain how crime techniques evolve.

Answer: c

Objective: The work and contributions of Cesare Lombroso to criminology.
Page number: 27-28
Level: Difficult

6. An approach to explaining criminality that emphasized bumps on the head was:

- a. Phrenology.
- b. Morphology.
- c. Lumpology.
- d. Feeble-mindedness.

Answer: a

Objective: Development of biological theories of crime
Page number: 27
Level: Basic

7. Work on the "criminal personality" that claimed offenders demonstrated 52 different thinking disorders was done by: [p. 38]

- a. B.F. Skinner.
- b. Hans Eysenck.
- c. Samenow and Yochelson.
- d. Wilson and Herrnstein.

Answer: c

Objective: Topics in criminology studied by psychologists
Page number: 33
Level: Basic

8. A contribution of Raffaele Garofalo was the concept of :
- a. Psychic anomaly.
 - b. Atavism.
 - c. Social disorganization.
 - d. Imitation.

Answer: a

Objective: Major principles of the Classical and Positivist Schools

Page number: 28

Level: Intermediate

9. The concept of somatotypes deals with:
- a. Very complex types of structural theory.
 - b. Bumps on the head.
 - c. General body structures.
 - d. Recessive genes.

Answer: c

Objective: The development of biological theories of crime

Page number: 29

Level: Intermediate

10. Lombroso designated three other types of criminals to further differentiate from his “born criminal” that included all of the following EXCEPT one. Which one is NOT one of Lombroso’s classifications?
- a. The insane criminal
 - b. The occasional criminal
 - c. The epileptic criminal
 - d. The eugenic criminal

Answer: d

Objective: The work of Cesare Lombroso and its contribution to criminology

Page number: 28

Level: Intermediate

11. Which statement about the assumptions of the Positive School is FALSE?
- a. Offenders’ sentences should be indeterminate
 - b. It is up to scientific experts to determine proper treatments for offenders
 - c. Theories developed under Positivism are basically consensus oriented
 - d. An individual’s civil rights should be the primary concern in any treatment process

Answer: d

Objective: Principles of the Classical and Positivist School

Page number: 39-40

Level: Intermediate

Chapter 3 True-False

1. Cognitive theory dwells on the differences in thinking patterns between “normal” and criminal individuals.

- a. True
- b. False

Answer: a

Objective: Topics of criminology studied by psychologists

Page number: 33

Level: Basic

2. Learning theory explores the potential for television to result in negative modeling and the imitation of aggression.

- a. True
- b. False

Answer: a

Objective: Topics of criminology studied by psychologists

Page number: 34

Level: Intermediate

3. Early positivists opposed the view that criminals were not as fully evolved as other members of western societies.

- a. True
- b. False

Answer: b

Objective: Major principles of the Classical and Positivist Schools

Page number: 26

Level: Basic

4. William Healy was the mathematician who applied probability theory to produce the concept of the “average man.”

- a. True
- b. False

Answer: b

Objective: Major principles of the Classical and Positivist Schools

Page number: 27

Level: Basic

5. One of the primary areas for applying biosocial crime theory today is in crime prevention.

- a. True
- b. False

Answer: a

Objective: The development of biological theories of crime

Page number: 34

Level: Basic

Chapter 3 Fill in the Blank

1. The two family lineage studies conducted around 1900 that were used to link feeble-mindedness and other inherited traits to crime were the Jukes and the _____.

Answer: Kallikaks

Objective: Development of biological theories of crime

Page number: 28

Level: Intermediate

2. Yochelson and Samenow worked with inmates at St. Elizabeth's Hospital to develop their theory of the criminal _____.

Answer: personality

Objective: Topics of criminology studied by psychologists

Page number: 33

Level: Basic

3. Italian theorist Enrico Ferri argued that any given area would only support a certain amount of crime, an idea he called the Law of Criminal _____.

Answer: Saturation

Objective: The work of Cesare Lombroso and what he contributed to criminology

Page number: 28

Level: Basic

4. The Positivist approach is also known as _____ according to theorists today.

Answer: Modernism

Objective: Major principles of the Classical and Positivist Schools

Page number: 31

Level: Basic

5. Eysenck theory of personality had three meaningful components: psychoticism, extraversion and _____.

Answer: Neuroticism.

Objective: The topics of criminology studied by psychologists

Page number: 33

Level: Intermediate

Chapter 3 Matching

Match the theorist(s) in Column 1 with their contributions to Criminology in Column 2

1. Walters and White	a. Combined sociology, psychology & biology systems model that includes interactions in the environment.
2. Samenow and Yochelson	b. Lifestyle criminals at a young age begin to pursue failure in reckless & dramatic ways.
3. Wilson and Herrnstein	c. Anti-social & deviant offspring traced in history of Revolutionary War soldier's two families.
4. C. Ray Jeffery	d. We imitate or model those behaviors that are rewarded even aggression.
5. Henry Goddard	e. Used genetics & psychological traits &

	personality to argue explanations for street crime.
6. Albert Bandura	f. Identified 52 thinking errors in hospitalized criminally insane.

1. * b
2. * f
3. * e
4. * a
5. * c
6. * d

Objective: Major principles of the Classical and Positivist Schools

Page number: 28-34 Level: Difficult

Chapter 3 Essay

1. What do we know today about the relationship between IQ and crime?

Answer: [key points to be made]

- *No longer accept early 1900s view that feeble-mindedness is lower class trait
- *IQ more viewed as predisposing factor rather than cause of any behavior
- *No evidence for direct relationship between race or ethnicity and IQ
- *1970s studies tended to support idea that IQ was a reasonable predictor of delinquency
- *IQ tests contain inherent bias for middle class and white, measures language skill more than innate intelligence
- *IQ may only be related to school performance thus indirectly school adjustment as well as to peer pressure and self-control
- *Strengthening IQ may build resistance to delinquency through stronger school ties

Objective: The development of biological theories of crime AND Topics in criminology studied by psychologists

Page number: 32

Level: Difficult

2. Describe the study of body types.

Answer: [key points to be made]

- *Links personality to physique, function follows form.
- *Certain physical features associated with propensity for crime and delinquency
- *Often described as constitutional psychology
- * William Sheldon, 3 categories called somatotypes: ectomorph, endomorph and mesomorph
- *Sheldon claimed most delinquents are mesomorphs, athletic, muscular, aggressive, outgoing
- *Sheldon's theory criticized for eugenic overtones – suggestion of biological devolution
- *Methods of Sheldon also critiqued for lack of rigor, subjective interpretations
- *Later studies tied body types to self-esteem, self-concept and perhaps linked to acting out

Objective: The development of biological theories of crime AND Topics in criminology studied by psychologists

Page number: 29

Level: Intermediate

3. Compare and contrast the Positivists and the Classicalists on their views of human nature and their views of the justice system.

Answer: [key points to be made]

- *View of Human Nature (hedonistic v. malleable- treat biological/social factors)
- *View of Human Nature (free-willed v. deterministic)
- *View of Justice System (social contract, civil rights and due process v. cure pathology)
- *Form of Law (specific acts and sanctions v. social law, social harm)
- *Purpose of Sentencing (deterrence v. treatment, reform)
- *Criminological Experts (philosophers v. scientists)

Objective: Major principles of the Classical and Positivist Schools

Page number: 30-31

Level: Intermediate

Chapter 3 Short Essay

1. Outline the factors that contributed to the intellectual heritage of Positivism.

Answer: [key points to be made]

- *Disregard mysticism and speculation for tested scientific methods
- *Individuals now viewed as in charge of own destiny, not divine intervention
- *Influence of study of evolution (Darwin's work)
- *Rise of Anthropology verified more primitive societies

Objective: Major principles of the Classical and Positivist Schools

Page number: 26

Level: Difficult

2. Discuss the scientific method and how it was first used by early positivists.

Answer: [key points to be made]

- *Rigorous data collection
- *Publication in scientific journals
- *Systematic observation, detailed measurements, statistics, use of control groups
- *Focus on average or norms as the standard for treatment

Objective: Major principles of the Classical and Positivist Schools

Page number: 27-28

Level: Difficult

3. What is meant by the concept of atavism?

Answer: [key points to be made]

- *Introduced by Lombroso in *Crime: Its Causes and Remedies*
- *Tied to evolution and notion of degenerative traits
- *Based on Lombroso's careful study of criminals, soldiers, insane and general population
- *multiple physical and mental abnormalities viewed as throwback, subhuman
- *Insensitivity to pain, low cranial capacity, receding forehead, agility, large ears
- *primitive, un-evolved set of features and behaviors seen as inferior
- *born criminal: lack of moral sensibilities, absence of remorse allows one to commit crime
- *slang and tattoos at that time seemed to characterize the atavist
- *concepts like this used by eugenics

Objective: Work of Cesare Lombroso and its contribution to criminology

Page number: 28

Level: Intermediate

Answer Key

Chapter 3

MC:

1. d
2. c
3. d
4. b
5. c
6. a
7. c
8. a
9. c
10. d
11. d

T/F:

1. a
2. a
3. b
4. b
5. a

Fill in the Blank:

1. Kallikaks
2. Personality
3. Saturation
4. Modernism
5. Nueroticism

Matching:

1. b
2. f
3. e
4. a
5. c
6. d

Essay:

Question 1 Answer: [key points]

*No longer accept early 1900s view that feeble-mindedness is lower class trait

- *No evidence for direct relationship between race or ethnicity and IQ
- *1970s studies showed link between delinquency and IQ, but this may be influenced by school adjustment
- *IQ tests contain inherent bias for middle class and white, measures language skill more than innate intelligence
- *Self-control and vulnerability to peer pressure may be related to IQ

Question 2. Answer: [key points]

- *Links personality to physique, function follows form.
- *Certain physical features associated with propensity for crime and delinquency
- *Often described as constitutional psychology
- *William Sheldon, 3 categories called somatotypes: ectomorph, endomorph and mesomorph
- *Sheldon claimed most delinquents are mesomorphs, athletic, muscular, aggressive, outgoing
- *Sheldon's theory criticized for eugenic overtones – suggestion of biological devolution
- *Methods of Sheldon also critiqued for lack of rigor, subjective interpretations
- *Later studies tied body types to self-esteem, self-concept and perhaps linked to acting out

Question 3. Answer: [key points]

- *View of Human Nature (hedonistic v. malleable- treat biological/social factors)
- *View of Human Nature (free-willed v. deterministic)
- *View of Justice System (social contract, civil rights and due process v. cure pathology)
- *Form of Law (specific acts and sanctions v. social law, social harm)
- *Purpose of Sentencing (deterrence v. treatment, reform)
- *Criminological Experts (philosophers v. scientists)

Short Essay:

Question 1. Answer: [key points]

- *Disregard mysticism and speculation for tested scientific methods
- *Individuals now viewed as in charge of own destiny, not divine intervention
- *Influence of study of evolution (Darwin's work)
- *Rise of Anthropology

Question 2. Answer: [key points]

- *Rigorous data collection
- *Publication in scientific journals
- *Systematic observation, detailed measurements, statistics, use of control groups
- *Focus on average or norms as the standard for treatment

Question 3. Answer: [key points]

- *Introduced by Lombroso in *Crime: Its Causes and Remedies*
- *Tied to evolution and notion of degenerative traits
- *Based on Lombroso's careful study of criminals, soldiers, insane and general population
- *multiple physical and mental abnormalities viewed as throwback, subhuman
- *Insensitivity to pain, low cranial capacity, receding forehead, agility, large ears
- *primitive, un-evolved set of features and behaviors seen as inferior

- *born criminal: lack of moral sensibilities, absence of remorse allows one to commit crime
- *slang and tattoos at that time seemed to characterize the atavist
- *concepts like this used by eugenics

CHAPTER 4

Chapter 4 Multiple Choice

1. The Chicago School purported that behavior is primarily shaped by:
- a. Social factors.
 - b. Psychological factors.
 - c. Genetic factors.
 - d. All of the above.

Answer: a

Objective: Contributions of the Chicago School to the study of crime

Page number: 40, 47

Level: Basic

2. Researchers from the Chicago school studied:
- a. Life histories.
 - b. Concentric zones.
 - c. Official data.
 - d. All of the above.

Answer: d

Objective: Contributions of the Chicago School to the study of crime

Page number: 42-47

Level: Basic

3. The process by which social disorganization affects juveniles, and leads to delinquency is known as:
- a. Symbolic interactionism.
 - b. Cultural transmission.
 - c. Conduct norms.
 - d. Social control.

Answer: b

Objective: Explain social disorganization and how it is measured

Page number: 43

Level: Intermediate

4. Culture conflict theory was developed primarily by:
- a. Martin Bulmer.
 - b. Albert Reiss Jr..
 - c. Thorsten Sellin.
 - d. Monroe Work.

Answer: c

Objective: Discuss how culture conflict is related to crime and delinquency

Page number: 45

Level: Basic

5. Which of the following ideas does NOT belong to the Chicago School?
- a. Social disorganization
 - b. Study of deviants in their own settings
 - c. Criminals are people who are inherently deviant
 - d. None of the above

Answer: c

Objective: Outline the contributions of the Chicago School to the study of crime.

Page number: 42 - 47

Level: Intermediate

6. Which of the statements below about Park & Burgess' findings on the city is NOT true?
- a. The further you move away from the center of the city, the fewer social problems.
 - b. The growth of cities in particular patterns is not random.
 - c. When invading occurs, territory becomes less desirable.
 - d. None of the above.

Answer: d

Objective: Summarize the use of concentric zones for studying urban areas

Page number: 42-43

Level: Intermediate

7. Which of the following statements best reflects Shaw & McKay's findings on city areas?
- a. Rates of delinquency, tuberculosis & infant mortality decrease as you move away from the central business district.
 - b. Rates of delinquency, tuberculosis & infant mortality increase as you move away from the central business district.
 - c. Rates of delinquency increase, but rates of tuberculosis & infant mortality decrease as you move away from the central business district.
 - d. Rates of delinquency decrease, but rates of tuberculosis & infant mortality increase as you move away from the central business district.

Answer: a

Objective: Summarize the use of concentric zones for studying urban areas

Page number: 43

Level: Difficult

8. W.I. Thomas, developed a term that could be used to explain how a person may receive inappropriate cues from different groups and thus be seen as deviant. This term was:
- a. Generalized other.
 - b. Looking-glass self.
 - c. Cueing stimuli.
 - d. Definition of the situation.

Answer: d

Objective: How symbolic interactions take place and why they are important

Page number: 44

Level: Basic

9. In the example of culture conflict in the text box, the clash of values was between

American laws and _____.

- a. Muslim tradition.
- b. An Ethiopian ritual.
- c. Indonesian family values.
- d. Canadian fishing rites.

Answer: a

Objective: Discuss how culture conflict is related to crime and delinquency

Page number: 46

Level: Basic

10. Secondary culture conflict refers to:

- a. Conflict between a subculture and a larger culture within which it resides.
- b. A social condition in which primary conflict is first controlled by pressure from authorities and, as that control is relaxed, reappears.
- c. Conflict between two cultures at their borders.
- d. When two different cultures seem to dictate behavior at the same time.

Answer: a

Objective: Discuss how culture conflict is related to crime and delinquency

Page number: 46

Level: Intermediate

Chapter 4 True-False

1. Defensible space is a concept in environmental design theory.

- a. True
- b. False

Answer: a

Objective: Contributions of the Chicago School to the study of crime

Page number: 48

Level: Basic

2. Chicago school theorists were consensus theorists at heart.

- a. True
- b. False

Answer: a

Objective: Contributions of the Chicago School to the study of crime

Page number: 47

Level: Intermediate

3. The Chicago School produced chiefly Microtheories.

- a. True
- b. False

Answer: a

Objective: Contributions of the Chicago School to the study of crime

Page number: 47

Level: Intermediate

4. The concept of community crime careers looks at the number of career offenders living in each concentric zone of the city.

- a. True
- b. False

Answer: b

Objective: Summarize the use of concentric zones for studying urban areas

Page number: 48

Level: Basic

5. Sampson's research on current immigrant communities supports the idea that predominantly immigrant areas have higher crime rates particularly violent crime.

- a. True
- b. False

Answer: b

Objective: Discuss how culture conflict is related to crime and delinquency

Page number: 49

Level: Basic

Chapter 4 Fill in the Blank

1. The Chicago School was often referred to as the _____ School.

Answer: Ecological

Objective: Contributions of the Chicago School to the study of crime

Page number: 42

Level: Basic

2. The weakening of primary social relationships is known as social _____.

Answer: Disorganization.

Objective: Explain the term social disorganization

Page number: 42-43

Level: Basic

3. Rodney Starks' version of ecological theory focuses on _____ places.

Answer: Deviant

Objective: Contributions of the Chicago School to the study of crime

Page number: 49

Level: Basic

4. Another term used for the formation of smaller groups as a product of secondary conflict is _____.

Answer: Subculture.

Objective: Discuss how culture conflict is related to crime and delinquency
Page number: 46
Level: Basic

5. Crime and delinquency, as well as other forms of social ills can be found in greater concentration, according to Shaw and McKay, in the zone of _____.

Answer: Transition.

Objective: Summarize the use of the concentric zones for studying urban areas
Page number: 43
Level: Basic

Chapter 4 Matching

Match the theorist(s) in Column 1 with their contributions to Criminology in Column 2

1. Thorsten Sellin	a. Clashes between divergent culture codes occur when one group migrates to another area as with Old World moving to New Jersey.
2. Park and Burgess	b. Growth of Chicago followed an organic pattern described in the book <i>The City</i> .
3. Oscar Newman	c. African American sociologist saw adolescent boys learn crime from peers in lower class neighborhoods that lacked environmental controls.
4. Shaw and McKay	d. African American sociologist said delinquency related to not race, but frequent moves of delinquency prone families within bad areas
5. Earl Moses	e. Architect designed defensible space into environment to reduce crime
6. E. Franklin Frazier	f. Mapped crime data in Chicago for the book <i>Juvenile Delinquency in Urban Areas</i>

1. *a
2. *b
3. *e
4. *f
5. *d
6. *c

Objective: Contributions of the Chicago School to the study of crime
Page number: 42-49
Level: Intermediate

Chapter 4 Essay

1. Describe the social heritage/historical factors that shaped the Chicago School.

Answer: [key points to be made]

*Mass immigration –the melting pot, assimilation, culture conflict

*Industrialization - Unemployment

- *Prohibition and organized crime
- *The Great Depression
- *Homelessness, juvenile gangs and slum housing

Objective: Contributions of the Chicago School to the study of crime

Page number: 47-48

Level: Intermediate

2. Discuss the contributions of African American Sociologists to theories of crime and delinquency.

Answer: [key points to be made]

- *Monroe Work: effects of emancipation, migration north from southern family controls, reconstruction leads to disorganization, increased arrest rates for Blacks
- *E. Franklin Frazier: minority adolescents learn crime from peers, begin around 12 years of age, absentee fathers, divorce, lack of parental control in high risk environment
- *Earl Moses: indigenous v. transplanted behaviors, case studies illuminated delinquency-prone families in deteriorated housing areas. Delinquency not related to race but to frequent moving in undesirable housing areas.

Objective: Contributions of the Chicago School to the study of crime

Page number: 51

Level: Intermediate

3. Explain how culture conflict is related to crime.

Answer: [key points to be made]

- *Primary conflict between Old World and USA norms
- *Laws conflict with religious and ethnic traditions, bring immigrants into CJ System
- *Laws don't seem logical, don't understand or conflict with accepted cultural practices
- *Children assimilate faster, assume adult roles and responsibilities in adaptation which upsets balance
- *Layers of conflict between grandparents, parents and children creates strain, fights
- *Children attracted to subcultures/gangs as an answer/relief (new conduct norms)

Objective: How culture conflict is related to crime

Page number: 52-54

Level: Difficult

Chapter 4 Short Essay

1. Describe the different concentric zones that make up the urban area.

Answer: [key points to be made]

- *Central Business District – center of industry, few residences
- *Zone of Transition: cheap deteriorated housing, new immigrants, highest social disorganization
- *Zone of Workingmen's homes

*More expensive residences, less crime and more community resources

Objective: Summarize the use of concentric zones for studying urban areas

Page number: 40-41

Level: Intermediate

2. Briefly describe the four elements that constitute social disorganization according to Sampson & Groves.

Answer: [key points to be made]

*low economic status (unemployment, deteriorated neighborhoods, no recreation)

*a mixture of different ethnic groups (culture conflict)

*highly mobile residents moving in and out of area

*disrupted families and broken homes (less supervision of children)

Objective: Explain social disorganization and how it is measured

Page number: 43

Level: Intermediate

3. What do the policy implications the Chicago School's work seem to have in common?

Answer: [key points to be made]

*The address social disorganization with programs and resources

*Jobs, Services and Education seek to enhance employment & self-sufficiency

*Some efforts address blight, run-down areas, encourage parks & recreation

*Keep youth busy and engaged in community, provide role models and supervision

Objective: Contributions of the Chicago School to the study of crime

Page number: 49-50

Level: Difficult

Answer Key

Chapter 1

MC:

1. a
2. d
3. b
4. c
5. c
6. d
7. a
8. d
9. a
10. a

T/F:

1. a
2. a
3. a
4. b
5. b

Fill in the Blank:

1. Ecological
2. Disorganization
3. Deviant
4. Subculture
5. Transition

Matching:

1. a
2. b
3. e
4. f
5. d
6. c

Essay:

Question 1 Answer: [key points to be made]

*Mass immigration –the melting pot, assimilation, culture conflict

*Industrialization - Unemployment

*Prohibition and organized crime

*The Great Depression

*Homelessness, juvenile gangs and slum housing

Question 2. Answer: [key points to be made]

*Monroe Work: effects of emancipation, migration north from southern family controls, reconstruction leads to disorganization, increased arrest rates for Blacks

*E. Franklin Frazier: minority adolescents learn crime from peers, begin around 12 years of age, absentee fathers, divorce, lack of parental control in high risk environment

*Earl Moses: indigenous v. transplanted behaviors, case studies illuminated delinquency-prone families in deteriorated housing areas. Delinquency not related to race but to frequent moving in undesirable housing areas.

Question 3. Answer: [key points to be made]

*Primary conflict between Old World and USA norms

*Laws conflict with religious and ethnic traditions, bring immigrants into CJ System

*Laws don't seem logical, don't understand or conflict with accepted cultural practices

*Children assimilate faster, assume adult roles and responsibilities in adaptation which upsets balance

*Layers of conflict between grandparents, parents and children creates strain, fights

*Children attracted to subcultures/gangs as an answer/relief (new conduct norms)

Short Essay

Question 1. Answer: [key points to be made]

*Central Business District – center of industry, few residences

*Zone of Transition: cheap deteriorated housing, new immigrants, highest social disorganization

*Zone of Workingmen's homes

*More expensive residences, less crime and more community resources

Question 2. Answer: [key points to be made]

*low economic status (unemployment, deteriorated neighborhoods, no recreation)

*a mixture of different ethnic groups (culture conflict)

*highly mobile residents moving in and out of area

*disrupted families and broken homes (less supervision of children)

Question 3. Answer: [key points to be made]

*The address social disorganization with programs and resources

*Jobs, Services and Education seek to enhance employment & self-sufficiency

*Some efforts address blight, run-down areas, encourage parks & recreation

*Keep youth busy and engaged in community, provide role models and supervision

CHAPTER 5

Chapter 5 Multiple Choice

1. In forming his theory, Sutherland took into account each of the following EXCEPT :
 - a. Criminal behavior is not necessarily different from conventional behavior.
 - b. Individual responses to societal reaction vary in sensitivity and vulnerability.
 - c. Values are important in determining behavior.
 - d. Certain people and locations are more crime prone than others.

Answer: b

Objective: Explain what is meant by the term “differential association”.

Page number: 58-60

Level: Intermediate

2. Sutherland borrowed which three major theories from the Chicago School?
 - a. Cultural transmission/concentric zones/culture conflict
 - b. Cultural transmission/symbolic interactionism/culture conflict
 - c. Symbolic interactionism/culture conflict/social disorganization
 - d. Symbolic interactionism/concentric zones/culture conflict

Answer: b

Objective: Influences on Sutherland's work in criminology
Page number: 57
Level: Basic

3. Cressey responded to criticisms that differential association did not explain crimes of passion or compulsive crimes with his work combining:
- a. Social learning theory & conflict theory
 - b. Role theory & symbolic interaction
 - c. Differential anticipation & dynamic interactionism
 - d. Culture conflict & dynamic positivism

Answer: b

Objective: Explain what is meant by the term "differential association".
Page number: 61
Level: Basic

4. Differential association is what type of theory?
- a. Positivist
 - b. Consensus
 - c. Structural
 - d. None of the above

Answer: a

Objective: Explain what is meant by the term "differential association".
Page number: 60
Level: Basic

5. Many believe that Sutherland's theory was heavily influenced by his upbringing which took place in the _____ part of the country.
- a. Northeastern
 - b. Northwestern
 - c. Southwestern
 - d. Midwestern

Answer: d

Objective: Influences on Sutherland's work in criminology
Page number: 56
Level: Basic

6. Sutherland's own views were said to be shaped by his early interest in:
- a. Prohibition.
 - b. The criminalization of drug use.
 - c. The Great Depression.
 - d. All of the above.

Answer: d

Objective: Influences on Sutherland's work in criminology
Page number: 56-57
Level: Basic

7. Two of Sutherland's books were:

- a. *The Principles of Differential Association & The White Collar Thief.*
- b. *Symbolic Interactionism And Deviance & White Collar Crime.*
- c. *Principles of Criminology & The Professional Thief.*
- d. *Differential Deviance & To Catch a Thief.*

Answer: c

Objective: What is meant by the term "differential association"

Page number: 55, 57

Level: Basic

8. According Sutherland differential associations may vary according to each of the following EXCEPT:

- a. Relativity
- b. Intensity
- c. Priority
- d. Duration

Answer: a

Objective: What is meant by the term "differential association"

Page number: 59

Level: Intermediate

9. Dan Glaser extended Sutherland's work with his own theory of:

- a. Differential interactionism
- b. Differential identification
- c. Symbolic association
- d. Differential group organization

Answer: b

Objective: Compare & contrast differential identification with differential association

Page number: 61

Level: Basic

10. In addition to differential association theory, Edwin Sutherland is one of the first theorists to explore this type of offense:

- a. Gang violence.
- b. White collar crime.
- c. Human smuggling.
- d. Check kiting.

Answer: b

Objective: Aspects of Sutherland's theory that are related to conflict in society

Page number: 56

Level: Basic

Chapter 5 True-False

1. Sutherland viewed criminals as following culturally approved behavior that was disapproved by the larger society.
- a. True
 - b. False

Answer: a

Objective: Aspects of Sutherland's theory related to conflict in society

Page number: 58

Level: Intermediate

2. Sutherland attempted to explain both individual criminal behavior and variations in group rates of crime.
- a. True
 - b. False

Answer: a

Objective: What is meant by the term "differential association"

Page number: 58-59

Level: Intermediate

3. Sutherland did not believe that certain locations and people were more crime prone than others.
- a. True
 - b. False

Answer: b

Objective: Aspects of Sutherland's theory related to conflict in society

Page number: 57

Level: Basic

4. Differential association is a positivist theory oriented toward consensus. [p. 70]
- a. True
 - b. False

Answer: b

Objective: Aspects of Sutherland's theory related to conflict in society

Page number: 60

Level: Basic

5. The primary concept in Sutherland's theory of differential association is an excess of definitions conducive to violation of law.
- a. True
 - b. False

Answer: a

Objective: What is meant by the term "differential association"

Page number: 59

Level: Intermediate

Chapter 5 Fill in the Blank

1. Although learning techniques for committing crime is important, Sutherland focused more on learning _____.

Answer: Definitions.

Objective: What is meant by the term “differential association”

Page number: 59

Level: Basic

2. According to Cressey, how we spur on or encourage behavior with rationalizations is called a vocabulary of _____.

Answer: Motives.

Objective: What is meant by the term “differential association”

Page number: 61

Level: Basic

3. One of the major criticisms of differential association has been that it is fairly abstract and therefore the major concepts are _____.

Answer: Untestable

Objective: What is meant by the term “differential association”

Page number: 61-62

Level: Intermediate

4. For Sutherland, the ability of definitions favoring crime to push us into commission, it isn't just the quantity or number, but the _____ of the definitions.

Answer: Weight

Objective: What is meant by the term “differential association”

Page number: 59

Level: Intermediate

5. Sutherland first referred to differential association in a book about The Professional _____.

Answer: Thief

Objective: What is meant by the term “differential association”

Page number: 57

Level: Basic

Chapter 5 Matching

1. Michael & Adler	a. Modified differential association to argue the degree & strength of identification with another is key to learning that person's values
--------------------	--

2. Edwin Sutherland	b. Added as third author to later editions of <i>Principles of Criminology</i>
3. Dan Glaser	c. Rejected the idea that the media could be a source for transmitting values & definitions
4. Chic Conwell	d. Thief whose interviews and life story became a book explaining how crime is learned
5. Donald Cressey	e. This critique of criminology as lacking sufficient theory & research prompted the drafting of differential association
6. David Luckenbill	f. Modifications of differential association with symbolic interaction and role theory to explain motivations

1. *e
2. *c
3. *a
4. *d
5. *f
6. *b

Objective: All

Page number: 55-61

Level: Intermediate

Chapter 5 Essay

1. Briefly describe how some of our associations have more influence on our behavior than others according to Sutherland.

Answer: [key points to be made]

- * Values conveyed through symbolic interactions with significant others
- * Social settings allow communication that we process based on our definition of the situation
- * Some groups have more values in opposition to legal codes and norms of society
- * Influence varies by intensity, frequency, priority and duration of contacts with meaningful contacts
- * We may be more influenced if there is an absence of alternatives to the suggested behavior

Objective: What is meant by the term “differential association”

Page number: 57-60

Level: Difficult

2. Briefly discuss the three different trends in the treatment of differential association by later theorists building on Sutherland’s work.

- * Answers will vary but may include
- * Dan Glaser – differential identification (from symbolic interactionism) explains how the stronger one’s identification with another the more likely to adopt values, not necessarily intimate others
- * Donald Cressey – symbolic interaction & role theory to explain how rationalizations & verbalizations motivate behavior (vocabulary of motives)

*Jeffery, Burgess & Akers all used more social learning components with psychological processing/reinforcements to explain nature of associations and definitions

Objective: What is meant by the term “differential association”

Page number: 61-62

Level: Intermediate

3. Describe some of the major influences on Sutherland as he developed his theory of crime.

Answer: [key points to be made]

*Availability of UCR Reports

*Great Depression

*Experiences working with Bureau of Social Hygiene

*Work of the Chicago School Theorists (Symbolic Interactionism, Cultural Transmission Theory Social Ecology)

*Methods using life history, case history

*Strong religious values of minister father growing up in rural MidWest

Objective: Influences on Sutherland’s work in criminology

Page number: 56-57

Level: Intermediate

Chapter 5 Short Answer

1. What two things are learned through association with criminals and how important are they according to Sutherland?

Answer: [key points to be made]

*Techniques: how things are done like how to car jack or commit a home invasion

*Imitation is the way it is learned and you learn better from those you respect and have intense, frequent, prioritized and contacts of significant duration.

*Definitions are also learned, depend on situation, conveys values and these are more important to Sutherland than techniques – this is the drives and the motives and like Cressey said through the vocabulary of motives you learn the rationalizations and justifications involved.

Objective: Describe the role that learning plays in the potential for delinquency

Page number: 59

Level: Intermediate

2. Discuss the policy implications arising from differential association.

Answer: [key points to be made]

*In treatment and intervention – learn new definitions of situations; develop alternative definitions for appropriate behavior, law abiding acts and techniques

*Provide role models for children and parents (Big Brother, Big Sister)

*Reduce exposure (frequency, duration, intensity, priority) of children to negative influences, delinquents and high risk delinquents

*Training programs in Business Ethics to address behavior of greedy executives

Objective: Describe the role that learning plays in the potential for delinquency

Page number: 62

Level: Intermediate

3. Explain the concept of differential social organization.

Answer: [key points to be made]

*Term Sutherland used instead of social disorganization

*Culture conflict involved to explain why crime rates vary between groups

*Group values differ (what is culturally approved and reinforced within the group), creates conflict with other groups

*Crime is a product of these conflicting values

Objective: Aspects of Sutherland's theory that are related to conflict in society.

Page number: 58-59

Level: Intermediate

Answer Key

Chapter 1

MC:

1. b
2. b
3. b
4. a
5. d
6. d
7. c
8. a
9. b
10. b

T/F:

1. a
2. a
3. a
4. b
5. a

Fill in the Blank:

1. Definitions
2. Motives
3. Unstable
4. Weight
5. Thief

Matching:

1. e
2. c
3. a
4. d
5. f
6. b

Essay:

Question 1. [key points]

- * Values conveyed through symbolic interactions with significant others
- * Social settings allow communication that we process based on our definition of the situation
- * Some groups have more values in opposition to legal codes and norms of society
- * Influence varies by intensity, frequency, priority and duration of contacts with meaningful contacts
- * We may be more influenced if there is an absence of alternatives to the suggested behavior

Question 2. [key points]

- * Answers will vary but may include
- * Dan Glaser – differential identification (from symbolic interactionism) explains how the stronger one's identification with another the more likely to adopt values, not necessarily intimate others
- * Donald Cressey – symbolic interaction & role theory to explain how rationalizations & verbalizations motivate behavior (vocabulary of motives)
- * Jeffery, Burgess & Akers all used more social learning components with psychological processing/reinforcements to explain nature of associations and definitions

Question 3. Answer: [key points]

- * Availability of UCR Reports
- * Great Depression
- * Experiences working with Bureau of Social Hygiene
- * Work of the Chicago School Theorists (Symbolic Interactionism, Cultural Transmission Theory Social Ecology)
- * Methods using life history, case history
- * Strong religious values of minister father growing up in rural Midwest

Short Answer:

Question 1. Answer: [key points]

- * Techniques: how things are done like how to car jack or commit a home invasion
- * Imitation is the way it is learned and you learn better from those you respect and have intense, frequent, prioritized and contacts of significant duration.
- * Definitions are also learned, depend on situation, conveys values and these are more important to Sutherland than techniques – this is the drives and the motives and like Cressey said through the vocabulary of motives you learn the rationalizations and justifications involved.

Question 2. Answer: [key points]

- *In treatment and intervention – learn new definitions of situations; develop alternative definitions for appropriate behavior, law abiding acts and techniques
- *Provide role models for children and parents (Big Brother, Big Sister)
- *Reduce exposure (frequency, duration, intensity, priority) of children to negative influences, delinquents and high risk delinquents
- *Training programs in Business Ethics to address behavior of greedy executives

Question 3. Answer: [key points]

- *Term Sutherland used instead of social disorganization
- *Culture conflict involved to explain why crime rates vary between groups
- *Group values differ (what is culturally approved and reinforced within the group), creates conflict with other groups
- *Crime is a product of these conflicting values

CHAPTER 6

Anomie Theory

Chapter 6 Multiple Choice

1. In Durkheim's "mechanical society" people have:
 - a. A simple societal form.
 - b. Specialized labor.
 - c. Group oriented goals.
 - d. interactive sets of relationships.

Answer: a

Objective: Durkheim's view of the causes of crime

Page number: 65

Level: Intermediate

2. Merton did not support assumptions from:
 - a. Karl Marx.
 - b. Sigmund Freud.
 - c. Structural functionalists.
 - d. Talcott Parsons.

Answer: b

Objective: Merton's view on how people adapt to anomie in different ways

Page number: 67

Level: Intermediate

3. For Elliott and Voss, shifting the focus of strain to the immediacy of goals, allowed them to include which group in their research:
 - a. The elderly.
 - b. Middle class delinquents.
 - c. Foreigners.

d. White-collar criminals

Answer: b

Objective: Explain the term anomie and where it comes from

Page number: 72

Level: Basic

4. What is the most common of the four deviant modes of adaptation
- a. rebellion
 - b. ritualism
 - c. retreatism
 - d. innovation

Answer: d

Objective: Merton's view on how people adapt to anomie in different ways

Page number: 69

Level: Basic

5. Anomie can be defined as:
- a. Disjunction between cultural goals and socially approved means.
 - b. A condition in which society interferes with the efficient development of conformity.
 - c. A structural condition that encourages information.
 - d. The lack of bonding to the moral order.

Answer: a

Objective: Explain what anomie means and where it comes from

Page number: 65-66

Level: Basic

6. According to Durkheim, deregulated society is also likely to cause:
- a. Lower rates of incarceration.
 - b. Organic solidarity.
 - c. Lower rates of innovation.
 - d. Higher rates of suicide.

Answer: d

Objective: Durkheim's view of the causes of crime

Page number: 65-66

Level: Basic

7. According to anomie theory if a person rejected the goals but accepted the means, that person would be exhibiting behavior characterized as:
- a. Reaction formation.
 - b. Aggression.
 - c. Ritualism.
 - d. Status frustration.

Answer: c

Objective: Merton's view on how people adapt to anomie in different ways

Page number: 69

Level: Basic

8. Shoplifting, auto theft and burglary would best fit into which of Merton's five modes of adaptation?

- a. Innovation
- b. Ritualism
- c. Retreatism
- d. Rebellion

Answer: a

Objective: Merton's view on how people adapt to anomie in different ways

Page number: 69

Level: Difficult

9. Merton's theory of deviant behavior:

- a. Involves the relationship between goals and means
- b. Relies on concentric zones around central city areas
- c. Assumes that social conditions are static and resistant to change
- d. All of the above

Answer: a

Objective: Explain the term anomie and where it comes from

Page number: 68-70

Level: Intermediate

10. Anomie theory, as described by Robert Merton, is:

- a. Macro, classical, and conflict oriented.
- b. Micro, process and consensus oriented.
- c. Micro, process and conflict oriented.
- d. Macro, structural and consensus oriented.

Answer: d

Objective: Explain the term anomie and where it comes from

Page number: 70

Level: Basic

Chapter 6 True-False

1. According to Merton, his theory and differential association are complimentary.

- a. True
- b. False

Answer: a

Objective: Merton's views of how people adapt to anomie in various ways

Page number: 67-68

Level: Basic

2. Anomie is often called a functionalist theory.

- a. True
- b. False

Answer: a

Objective: Merton's views of how people adapt to anomie in various ways

Page number: 70

Level: Basic

3. If a person rejects both the goals and means and then substitutes new goals and means, that person is engaging in retreatism.

a. True

b. False

Answer: b

Objective: Merton's views of how people adapt to anomie in various ways

Page number: 69

Level: Basic

4. Innovation is one of Merton's deviant modes of adaptation.

a. True

b. False

Answer: a

Objective: Merton's views of how people adapt to anomie in various ways

Page number: 69

Level: Basic

5. According to anomie theory, although the lower class suffers the greatest social inequality, they do not have a higher rate of involvement in deviant behavior.

a. True

b. False

Answer: b

Objective: Merton's views of how people adapt to anomie in various ways

Page number: 70-71

Level: Intermediate

Chapter 6 Fill in the Blank

1. Steven Messner and Richard Rosenfeld modified strain theory to include more specific areas of social breakdown. They call their version _____ strain theory.

Answer: Institutional

Objective: What anomie means and where it comes from.

Page number: 72-73

Level: Intermediate

2. Theories that place the sources of strain in the way that society is divided or arranged are referred to as _____ strain theories.

Answer: Structural

Objective: Discuss the role of social structure in the creation of deviance.

Page number: 72
Level: Intermediate

3. The complex contractual society that Durkheim saw implementing the division of labor was one he characterized by _____ solidarity

Answer: Organic
Objective: Durkheim's view of the causes of crime.
Page number: 65
Level: Basic

4. If an individual accepts the goals of society but rejects the means to achieve them, then Merton referred to their adaption mode as _____.

Answer: Innovation.
Objective: Merton's view of how people adapt to anomie in different ways.
Page number: 69
Level: Basic

5. Theorists like Kornhauser along with Brown, Esbensen & Geis have argued that one way to reduce anomie is to reduce _____.

Answer: Aspirations
Objective: Policy implications from anomie theory.
Page number: 73
Level: Intermediate

Chapter 6 Matching

Match the terms in Column 1 with the best definition in Column 2

1. Mechanical solidarity	a. Performing same work tasks in uncomplicated society with group oriented goals
2. Ritualism	b. Title of Durkheim's book on anomie
3. Suicide	c. Blockage of adolescent goals and inability to avoid stress leads to deviance
4. General Strain Theory	d. Failure of schools, churches and law to regulate control over individuals
5. Institutional Strain Theory	e. Performing tasks by rote without commitment or striving for goals
6. Organic Solidarity	f. Individual interests promoted under division of labor

1. *a
2. *e
- 3.*b
4. *c
5. *d

6. *f

Objective: All

Page number: 65-73

Level: Difficult

Chapter 6 Essay

1. Briefly describe the differences between organic and mechanical societies and explain how these two societal types relate to crime.

Answer: [key points to be made]

- * Mechanical only divides work by gender but group works on shared tasks for common goal
- * Organic relies on division of labor for individualized work tasks and individual goals
- * Organic is complex contract oriented society –each person has specialized roles while mechanical society's share a group ethos
- * Organic leads to anomie, suicide and crime when deregulation occurs
- * Mechanical reflects early agrarian society, people are tied by kinship

Objective: Durkheim's view of the causes of crime

Page number: 65-66

Level: Intermediate

2. Describe in detail the five ways, or modes, of adapting to strain.

Answer: [key points to be made]

- * Conformity – accepts goals and means, most common but only one not deviant
- * Ritualism – accepts means but not goals, bureaucratic
- * Innovation – accepts goals rejects means, most common deviation
- * Retreatism – rejects goals and means, drops out of society, i.e. drug addiction
- * Rebellion – rejects goals and means – substitutes new ones, most controversial among theorists

Objective: Merton's view of how people adapt to anomie in different ways

Page number: 69

Level: Intermediate

3. Compare and contrast Durkheim's conception of anomie with Merton's conception of anomie.

Answer: [key points to be made]

- * Durkheim saw whole societies or countries as anomic – studied France, Europe
- * Merton saw segments of society, mostly poor, minority as vulnerable to anomie – U.S.
- * Durkheim focused on changing social conditions: economic depression
- * Merton blamed embedded social structure, long held traditions of cultural disparity
- * Durkheim focused on how anomie came about, the nature of anomie in society
- * Durkheim divided societies into two types: mechanical and organic
- * Merton focused on the way different people adapted to anomic states
- * Merton believed key to anomie was ability of social system to exercise control in the form of social norms
- * Merton divided social norms into two types goals and means

Objective: Summarize Durkheim's view of the causes of crime AND Outline Merton's view of how people adapt to anomie in different ways

Page number: 65-71

Level: Difficult

Chapter 6 Short Answer

1. Why does the United States seem to be in a permanent state of anomie?

Answer: [key points to be made]

*Answers will vary but may include:

*There continues to be unequal access to goals and means particularly for minority groups & women through legitimate pathways

*Wealth is not evenly distributed and workers are distanced from ownership

*With melting pot of cultures, there are conflicting norms and disagreement about goals & means

*Too many laws, overregulation

Objective: The role of social structure in the creation of deviance

Page number: 65-71

Level: Intermediate

2. What are some of the policy implications of anomie theory?

Answer: [key points to be made]

*More opportunities for wider segments of society and traditionally underrepresented groups in education, college programs and work and job training, try to reduce drop out rates

*EEO and even some advantage programs like minority business loans

*Deflate emphasis on success, achievement and wealth, starting at younger ages, lower aspirations by reducing high pressure advertising to keep up and buy more

*Work to eliminate class structure, discrimination

*More flexible work arrangements to promote well rounded interests like family, home and community

Objective: The role of social structure in the creation of deviance

Page number: 73

Level: Basic

3. Briefly describe some of the ideas, people or experiences that influenced Merton as a sociologist.

Answer: [key points to be made]

*Growing up with struggling immigrant parents

*The Great Depression – New Deal Reforms that restructured society

*Talcott Parsons – deregulation and imbalance in society caused by strain, structural functionalism

*Karl Marx – problems with capitalism, social structure

*Pitirim Sorokin – introduction to Durkheim and anomic suicide

Objective: Merton's view of how people adapt to anomie in different ways

Page number: 66-68

Level: Intermediate

Answer Key

Chapter 1

MC:

1. a
2. b
3. b
4. d
5. a
6. c
8. a
9. a
10. d

T/F:

1. a
2. a
3. b
4. a
5. b

Fill in the Blank:

1. Institutional
2. Structural
3. Organic
4. Innovation
5. Aspirations

Matching:

1. a
2. e
3. b
4. c
5. d
6. f

Essay:

Question 1. Answer [key points]

* Mechanical only divides work by gender but group works on shared tasks for common goal

- * Organic relies on division of labor for individualized work tasks and individual goals
- * Organic is complex contract oriented society –each person has specialized roles while mechanical society's share a group ethos
- *Organic leads to anomie, suicide and crime when deregulation occurs
- *Mechanical reflects early agrarian society, people are tied by kinship

Question 2. Answer [key points]

- * Conformity – accepts goals and means, most common but only one not deviant
- * Ritualism – accepts means but not goals, bureaucratic
- * Innovation – accepts goals rejects means, most common deviation
- * Retreatism – rejects goals and means, drops out of society, i.e. drug addiction
- * Rebellion – rejects goals and means – substitutes new ones, most controversial among theorists

Question3. Answer: [key points]

- * Durkheim saw whole societies or countries as anomic – studied France, Europe
- * Merton saw segments of society, mostly poor, minority as vulnerable to anomie – U.S.
- * Durkheim focused on changing social conditions: economic depression
- * Merton blamed embedded social structure, long held traditions of cultural disparity
- *Durkheim focused on how anomie came about, the nature of anomie in society
- *Durkheim divided societies into two types: mechanical and organic
- *Merton focused on the way different people adapted to anomic states
- *Merton believed key to anomie was ability of social system to exercise control in the form of social norms
- *Merton divided social norms into two types goals and means

Short Essay:

Question 1. Answer: [key points]

- *Answers will vary but may include:
- *There continues to be unequal access to goals and means particularly for minority groups & women through legitimate pathways
- *Wealth is not evenly distributed and workers are distanced from ownership
- *With melting pot of cultures, there are conflicting norms and disagreement about goals & means
- *Too many laws, overregulation

Question 2. Answer: [key points]

- *More opportunities for wider segments of society and traditionally underrepresented groups in education, college programs and work and job training, try to reduce drop out rates
- *EEO and even some advantage programs like minority business loans
- *Deflate emphasis on success, achievement and wealth, starting at younger ages, lower aspirations by reducing high pressure advertising to keep up and buy more
- *Work to eliminate class structure, discrimination
- *More flexible work arrangements to promote well rounded interests like family, home and community

Question 3. Answer: [key points]

- *Growing up with struggling immigrant parents
- *The Great Depression – New Deal Reforms that restructured society
- *Talcott Parsons – deregulation and imbalance in society caused by strain, structural functionalism
- *Karl Marx – problems with capitalism, social structure
- *Pitirim Sorokin – introduction to Durkheim and anomic suicide

CHAPTER 7

Subculture Theories

Chapter 7 Multiple Choice

1. Subculture theorists combined the works of:
 - a. Merton's anomie and the Classical School.
 - b. Durkheim's anomie and the Classical School.
 - c. Merton's anomie and the Chicago School.
 - d. Durkheim's anomie and the Chicago School.

Answer: c

Objective: What is meant by a subculture

Page number: 77

Level: Basic

2. The idea that groups of delinquents under the supervision of an adult counselor can assist each other to become more law abiding is known as:
 - a. The middle class measuring rod.
 - b. Guided group interaction.
 - c. Reaction formation.
 - d. Project Head Start.

Answer: b

Objective: Programs designed to offset the negative influence of the inner cities

Page number: 88

Level: Basic

3. Cloward & Ohlin are known for _____ theory.
 - a. Lower-class focal concerns.
 - b. Differential opportunity
 - c. Subculture of Violence
 - d. Techniques of Neutralization

Answer: b

Objective: Community opportunities as seen by Cloward & Ohlin and how they contribute to gang activity

Page number: 81

Level: Basic

4. Gangs which cause trouble equally for criminals and non-criminals are known as the
 - a. Retreatist subculture.
 - b. Rebellion subculture.
 - c. Conflict subculture.
 - d. Criminal subculture.

Answer: c

Objective: Community opportunities as seen by Cloward & Ohlin and how they contribute to gang activity

Page number: 82-83

Level:

5. All of the following are traits that Miller saw in the lives of lower class youth EXCEPT:

- a. Mothers engaged in serial monogamy.
- b. Absence of fathers.
- c. Respected character traits of toughness, autonomy and fatalism.
- d. Status frustration particularly from negative experiences in school.

Answer: d

Objective: Explain what Miller meant by focal concerns

Page number: 85

Level: Basic

6. Programs developed from the policy implications of subculture theory include all of the following EXCEPT:

- a. The Tennessee Valley Authority
- b. The Peace Corps and Job Corps
- c. The Silverlake Experiment
- d. The War on Poverty

Answer: a

Objective: Programs designed to offset the negative influences of gangs in inner cities

Page number: 88

Level: Basic

7. The “Subculture of Violence” theory is a product of which theorist(s) below?

- a. Albert K. Cohen
- b. Marvin Wolfgang and Franco Ferracuti
- c. Richard Cloward and Lloyd Ohlin
- d. Frank Ervin and Thomas Mark

Answer: b

Objective: What is meant by a subculture

Page number: 86

Level: Basic

8. Sykes and Matza argued with Cohen’s idea of separate lower class values. Instead they argued, you only need:

- a. Near groups
- b. Focal concerns
- c. Neutralizations
- d. Measuring rods

Answer: b

Objective: Cohen’s view of gang behavior and how it forms

Page number: 87

Level: Basic

9. Miller claimed that the lower class:
- a. Has its own unique culture with distinct lifestyles and values
 - b. Engaged in non-utilitarian behaviors
 - c. Served as a scapegoat for the upper classes
 - d. Created conflict gangs in opposition to middle class values

Answer: a

Objective: What Miller meant by lower-class focal concerns

Page number: 84-85

Level: Intermediate

10. According to Cloward and Ohlin, the form a delinquent subculture takes depends on:
- a. The type of school experiences youth have early on
 - b. The level of surveillance people maintain in their neighborhood
 - c. The degree of integration in the community
 - d. The ability of an area to tolerate graffiti and broken windows

Answer: c

Objective: Community opportunities as seen by Cloward and Ohlin and how they contribute to gang activity

Page number: 81

Level: Basic

Chapter 7 True-False

1. According to Yablonsky's definition of near groups, members are not as attached to the gang as the leader is.

- a. True
- b. False

Answer: a

Objective: What is meant by a subculture

Page number: 87

Level: Basic

2. Cohen felt strongly that not all children sought social status.

- a. True
- b. False

Answer: b

Objective: Cohen's view of gang behavior and how it forms

Page number: 79

Level: Basic

3. Cohen's concept of the "middle class measuring rod" refers to a form of discipline used in the school systems years ago.

- a. True
- b. False

Answer: b

Objective: Cohen's view of gang behavior and how it forms

Page number: 79

Level: Basic

4. The "Great Society" policies of the Kennedy and Johnson administrations were, at least in part, a product of Cloward and Ohlin's theory of differential opportunity.

a. True

b. False

Answer: a

Objective: Programs designed to offset the negative influence of gangs in inner cities

Page number: 88

Level: Intermediate

5. The Southernness Hypothesis attempts to explain the distribution of homicide rates.

a. True

b. False

Answer: a

Objective: What is a subculture

Page number: 87

Level: Basic

Chapter 7 Fill in the Blank

1. According to Cloward and Ohlin, where communities are fully integrated and gangs participate in apprentice-like relationships with adult organized crime, it is called a _____ subculture.

Answer: Criminal

Objective: Community opportunities as seen by Cloward and Ohlin and how they contribute to gang activity

Page number: 82

Level: Basic

2. The _____ Hypothesis is an extension of the subculture of violence thesis that attempts to explain the distribution of homicide rates.

Answer: Southernness

Objective: What is meant by a subculture

Page number: 87

Level: Basic

3. Sykes and Matza argued that fun-seeking, less conventional or _____ values exist in larger society.

Answer: Subterranean

Objective: Cohen's view of gang behavior and how it forms
Page number: 87
Level: Basic

4. Claude Fischer explained that as the size of the city dictates, there will be an increase in the variety of _____ to generate deviance

Answer: Subcultures
Objective: What is meant by a subculture
Page number: 88
Level: Intermediate

5. Some of the major criticisms of subculture theories have arisen based on information later generated by _____ studies

Answer: Self-report
Objective: What is a subculture
Page number: 87
Level: Intermediate

Chapter 7 Matching

Match the theorist in Column 1 with the principle ideas of the theory in Column 2

1. Albert K. Cohen	a. Psychotic types instigate formation of "near groups"
2. Walter Miller	b. Lower class only need rationalizations or neutralizations in order to be delinquent
3. Cloward & Ohlin	c. Studied anthropology/social relations, worked in Boston Delinquency Project & Youth Gang Survey
4. Wolfgang & Ferracutti	d. The degree of integration in an area determined legitimate & illegitimate opportunities
5. Lewis Yablonsky	e. The last of the major subculture theories developed in 1967 based on homicide data
6. Sykes and Matza	f. Incorporated the concept of "middle class measuring rod"

1. *f
2. *c
3. *d
4. *e
5. *a
6. *b

Objective: All
Page number: 79-86
Level: Intermediate

Chapter 7 Essay

1. Discuss the social and intellectual heritage of the subculture theories.

Answer: [key points to be made]

- *Social includes rise in consumerism, dominance of middle class view, broader range of college students, delinquency viewed as lower class problem as were gangs

- *Slums still dominated inner cities, Civil Rights movement called attention to poverty and social responsibility

- *Intellectual influences included Chicago School and work of Merton on anomie

- *Chicago Area project and work of Solomon Kobrin on integrated communities provided focus on leadership and self-determination of inner city neighborhoods to control from within

Objective: What is meant by a subculture?

Page number: 77-78

Level: Intermediate

2. What are some of the programs suggested by the literature of subculture theorists and do you think they have been successful?

Answer: [key points to be made]

- *Answers will vary but should discuss

- *Delinquency treatment in therapeutic settings away from inner city like Silverlake Experiment and Provo Experiment using guided group interaction to build skills to avoid peer pressure

- *Peace Corps and Job Corps (both still exist today)

- *Chicago Area Project, Mobilization for Youth,

- *Intervention school programs to avoid status frustration at young age and dropping out such as Project Head Start – still active today.

Objective: Programs designed to offset the negative influence of gangs in inner cities

Page number: 87-88

Level: Intermediate

3. Describe the concept of focal concerns and how they serve needs of lower class youth.

Answer: [key points to be made]

- *Reported by Miller in anthropological-type observations of lower class youth over time

- *Unique lower class value system not in direct opposition to middle class

- *Some shared values with middle class, just different priorities

- *Value of youth learned from older peers, unregulated by absent fathers

- *Autonomy, toughness, fate, trouble, street smartness, excitement and risk taking are all important for status and survival

- *Focal concerns allow for success in both legitimate and illegitimate activities

Objective: Explain what Miller meant by lower-class focal concerns

Page number: 85

Level: Intermediate

Chapter 7 Short Essay

1. Briefly outline the Southernness Hypothesis and comment on why it may or may not be valid.

Answer: [key points to be made]

*Southern region of US has higher homicide rates
*Extends subculture of violence ideas to geographic data trends
*Cultural background consistent with willingness to use violence, appreciation of settling scores with violence
Objective: What is meant by a subculture
Page number: 87
Level: Basic

2. What is the subculture of violence?

Answer: [key points to be made]

- *Wolfgang & Ferracutti based on Wolfgang's homicide research
- *Combined culture conflict, differential association, and other psychological and sociological theories including learning, conditioning and socialization processes
- *Members hold values different from general population, more appreciation of use of violence, weapons and settling scores with fights.
- *Alright to use violence as it will likely be used on you, need to defend self & others
- *Group reinforces these norms as with skinheads, militias, terrorists with shared experiences
- *Status awarded for displays of violence and favorable attitudes toward its use

Objective: What is meant by the term subculture?

Page number: 86

Level: Basic

3. Why are the gang and delinquency problems discussed in this section called subcultures?

Answer: [key points to be made]

- *Values and norms differ from main stream society.
- *Values and attitudes often in defiance of, in opposition to middle class society
- *Members often adopt we-they separation, particularly lower class youth subcultures
- *Chicago School developed term subculture from tradition of culture conflict
- *Term subculture was adopted by theorists as many gang youth were from immigrant families and had generational adjustment issues
- *Subculture characterized by strain, formed because of shared frustrations in order to achieve status among peers using non-traditional achievements

Objective: What is meant by the term subculture?

Page number: 77-87

Level: Intermediate

Answer Key

Chapter 1

MC:

1. c
2. b
3. b
4. c

5. d
6. a
7. b
8. b
9. a
10. c

T/F:

1. a
2. b
3. b
4. a
5. a

Fill in the Blank:

1. Criminal
2. Southernness
3. Subterranean
4. Subcultures
5. Self-report

Matching:

1. f
2. c
3. d
4. e
5. a
6. b

Essay:

Question 1. [key points]

*Social includes rise in consumerism, dominance of middle class view, broader range of college students, delinquency viewed as lower class problem as were gangs

*Slums still dominated inner cities, Civil Rights movement called attention to poverty and social responsibility

*Intellectual influences included Chicago School and work of Merton on anomie

*Chicago Area project and work of Solomon Kobrin on integrated communities provided focus on leadership and self-determination of inner city neighborhoods to control from within

Question 2. [key points]

*Answers will vary but should discuss

*Delinquency treatment in therapeutic settings away from inner city like Silverlake Experiment and Provo Experiment using guided group interaction to build skills to avoid peer pressure

- *Peace Corps and Job Corps (both still exist today)
- *Chicago Area Project, Mobilization for Youth,
- *Intervention school programs to avoid status frustration at young age and dropping out such as Project Head Start – still active today.

Question 3. [key points]

- *Reported by Miller in anthropological-type observations of lower class youth over time
- *Unique lower class value system not in direct opposition to middle class
- *Some shared values with middle class, just different priorities
- *Value of youth learned from older peers, unregulated by absent fathers
- *Autonomy, toughness, fate, trouble, street smartness, excitement and risk taking are all important for status and survival
- *Focal concerns allow for success in both legitimate and illegitimate activities

Short Essay:

Question 1. [key points]

- *Southern region of US has higher homicide rates
- *Extends subculture of violence ideas to geographic data trends
- *Cultural background consistent with willingness to use violence, appreciation of settling scores with violence
- *Research has been inconclusive

Question 2. [key points]

- *Wolfgang & Ferracutti based on Wolfgang's homicide research
- *Combined culture conflict, differential association, and other psychological and sociological theories including learning, conditioning and socialization processes
- *Members hold values different from general population, more appreciation of use of violence, weapons and settling scores with fights.
- *Alright to use violence as it will likely be used on you, need to defend self & others
- *Group reinforces these norms as with skinheads, militias, terrorists with shared experiences
- *Status awarded for displays of violence and favorable attitudes toward its use

Question 3. [key points]

- *Values and norms differ from main stream society.
- *Values and attitudes often in defiance of, in opposition to middle class society
- *Members often adopt we-they separation, particularly lower class youth subcultures
- *Chicago School developed term subculture from tradition of culture conflict
- *Term subculture was adopted by theorists as many gang youth were from immigrant families and had generational adjustment issues
- *Subculture characterized by strain, formed because of shared frustrations in order to achieve status among peers using non-traditional achievements

CHAPTER 8

Labeling Theory

Chapter 8 Multiple Choice

1. Which of the following is NOT a policy implication of labeling theory?
- a. Diversion
 - b. Due process
 - c. Deportation
 - d. Deinstitutionalization

Answer: c

Objective: Link between societal reaction and labeling

Page number: 102-103

Level: Basic

2. To reconstruct the identity of someone as deviant based on new views of their prior behavior is called:
- a. Secondary deviance.
 - b. Retrospective interpretation.
 - c. Stigma deactivation.
 - d. Deviance in remission.

Answer: b

Objective: What is meant by retrospective interpretation?

Page number: 98-99

Level: Basic

3. According to the Schwartz and Skolnick study:
- a. Women in non-traditional jobs are more likely to be negatively labeled.
 - b. Any contact with the criminal justice system seems to impact future jobs.
 - c. Juveniles whose folders were thicker were regarded as more dangerous.
 - d. Politicians voted on legislation based on the title not the content of laws.

Answer: b

Objective: Define the concept of master status and what it means for rehabilitation

Page number: 97

Level: Intermediate

4. For criminals, an offense can permanently alter one's identity, and the idea that they now become known solely for that one past act is called:
- a. Retributive imaging
 - b. Responsive shaming
 - c. Primary persona
 - d. Master status

Answer: d

Objective: Define the concept of master status and what it means for rehabilitation

Page number: 98-99

Level: Basic

5. Labeling theory can be best classified as:
- a. Classical, process and conflict oriented
 - b. Classical, structural and consensus oriented
 - c. Positivist, process and consensus oriented
 - d. None of the above

Answer: a

Objective: Describe labeling as both a conflict and a process theory.

Page number: 99-100

Level: Basic

6. According to Schur, the three audiences of societal reaction include each of the following EXCEPT:
- a. Social-control-agency
 - b. Significant-other
 - c. Society-at-large
 - d. Enemy-subculture

Answer: d

Objective: The link between societal reaction and labeling

Page number: 100-101

Level: Basic

7. Labeling theory is an offshoot of:
- a. Subculture theory.
 - b. Differential opportunity theory.
 - c. Anomie theory.
 - d. Symbolic interactionism.

Answer: d

Objective: Understanding labeling theory, its development and application.

Page number: 93

Level: Basic

8. According to Becker, the four types of deviant behavior are:
- a. Falsely accused, pure deviant, conforming and rebellious
 - b. Pure deviant, conforming, secret deviant, and ritualistic deviant
 - c. Falsely accused, pure deviant, conforming and secret deviant
 - d. Pure deviant, ritualistic deviant, conforming and secret deviant

Answer: c

Objective: The link between societal reaction and labeling

Page number: 95-96

Level: Intermediate

9. Labeling theory, as opposed to most other criminological theories, asks:
- Why was the person designated as deviant?
 - What caused the person to act in a deviant manner?
 - Why do people obey the laws of society?
 - How did this particular act, and not another, take place?

Answer: a

Objective: Understanding labeling theory, its development and application

Page number: 93

Level: Intermediate

10. For Frank Tannenbaum, the process of labeling or tagging someone contained the steps of:

- Organizing, mollifying and condemning.
- Creating, demonizing and demoting.
- Defining, identifying and segregating.
- Separating, highlighting and shunning.

Answer: c

Objective: Understanding labeling theory, its development and application

Page number: 94

Level: Basic

Chapter 8 True-False

1. Labeling theory originated in the early 1980s.
- True
 - False

Answer: b

Objective: Understanding labeling theory, its development and application

Page number: 92

Level: Basic

2. According to labeling theory, those who engage in criminal behavior are not synonymous with those who are labeled criminal.

- True
- False

Answer: a

Objective: Understanding labeling theory, its development and application

Page number: 95

Level: Basic

3. According to Goffman, a courtesy stigma was when a youth was labeled deviant just because he was polite and well-mannered

- True

b. False

Answer: b

Objective: The link between societal reaction and labeling

Page number: 96

Level: Intermediate

4. The concept of master status implies that certain people have a right to dominate others.

a. True

b. False

Answer: b

Objective: The concept of master status and what it means for rehabilitation

Page number: 98-99

Level: Basic

5. Labeling researchers focus on “extra legal” variables to explain differences in arrest and prosecution rates as well as sentencing disparity.

a. True

b. False

Answer: a

Objective: Understanding labeling theory, its development and application

Page number: 102

Level: Basic

Chapter 8 Fill in the Blank

1. To refer to deviants, Howard Becker used the term, _____ also the title of his book

Answer: Outsiders

Objective: The link between societal reaction and labeling

Page number: 96

Level: Basic

2. Edwin Schur argued that _____ crimes should not be part of the criminal justice system.

Answer: Victimless

Objective: Understanding labeling theory, its development and application

Page number: 103

Level: Basic

3. Instead of the term “label”, Frank Tannenbaum referred to a _____ in his 1938 book *Crime and the Community*.

Answer: Tag

Objective: Understanding labeling theory, its development and application

Page number: 94

Level: Basic

4. The text argues that diversion did not reduce the use of labeling and in fact, it increased the number of children brought into the system, an effect we refer to as _____.

Answer: Net-widening

Objective: Link between societal reaction and labeling

Page number: 102

Level: Intermediate

5. In order to avoid the negative effects that labeling and institutionalization had on youth, Director Jerome Miller, closed all the juvenile institutions in his state which was: _____.

Answer: Massachusetts

Objective: Link between societal reaction and labeling

Page number: 103

Level: Intermediate

Chapter 8 Matching

Match the term in Column 1 with its best definition in Column 2

1. Secondary deviance	a. Reinterpreting past behavior to fit new deviant identity
2. Master status	b. Abnormal behavior is either ignored by audience or not reacted to as if it were deviant.
3. Courtesy stigma	c. Repentant is allowed back into the community as bad act no longer makes him or her a bad person.
4. Reintegrative shaming	d. Central traits of labeled person that blinds us to all other characteristics they might possess.
5. Restrospective interpretation	e. Develops as labeled person finally accepts delinquent identity.
6. Secret Deviance	f. Warning to avoid deviant associates lest you be judged to be bad as well.

1. *e

2. *d

3. *f

4. *c

5. *a

6. *b

Objective: All

Page number: 94-103

Level: Difficult

Chapter 8 Essay

1. According to Edwin Lemert, how does labeling cause deviance?

Answer: [key points to be made]

- *First an initial act or primary deviance occurs

- *Society reacts to the primary deviance and may watch the person more closely and single the person out for more scrutiny

- *If the person does something else perceived of as deviant, society quickly uses label, enforces their prior perception of the person as needing watching

- *Person may react negatively to the label and internalize the perception that she or he is bad, deviant.

- *Secondary deviance is a result, further lawbreaking or deviance results from the person fulfilling the expectations of others that they are bad

Objective: Distinguish between Lemert's view of primary and secondary deviance

Page number: 97-98

Level: Intermediate

2. Why does labeling seem different from other crime theories?

Answer: [key points to be made]

- *Most theories accept legal definitions and assume law as consensus of society, labeling believes law is relative and legal definitions of crime are not only subjective but relative to time and place.

- *Focus is not on the lawbreaker but on the societal reaction to the deviant act.

- *Refers to deviant act, more than crimes

- *Asks, "Why did society react to this individual this time?"

- *May not be really a theory, but a perspective because it is mostly built off of symbolic interactionism

- *Also looks at people who commit deviance but are not caught

Objective: Understanding labeling theory, its development and application

Page number: 92-100

Level: Intermediate

3. Explain how labeling theory is classified according to the categories used in each chapter of this text.

Answer: [key points to be made]

- *Predominantly Processual – how labeling takes place

- *Classical: more emphasis on system and its reactions and due process issues

- *Some structural aspects as it admits poor, minorities more likely to be labeled

- *More conflict in its orientation than consensus

- *Microtheory – the processing and reacting to individuals is the focus

Objective: Understanding labeling theory, its development and application

Page number: 99-100

Level: Intermediate

Chapter 8 Short Answer

1. Explain briefly the typology of deviants that Gusfield uses to explain their role in the social order.

Answer: [key points to be made]

*Sick deviant – truly abnormal behavior, most agree, mass murderers, everyone joins together to hate

*Repentant deviants feel remorse, want to reintegrate into society, show they are reformed, donate time and money to charity like Michael Vick

*Cynical deviants, know they are criticized but don't care, no remorse, flaunt the rules, so what?

*Enemy deviants – not only want to continue deviance, but want others to join, terrorists

Objective: The link between societal reaction and labeling

Page number: 101-102

Level: Basic

2. Explain what is meant by the “dramatization of evil” and how it relates to labeling.

Answer: [key points to be made]

*Frank Tannenbaum wrote in Crime and The Community (1938) about tags

*Process of tagging or labeling is dramatizing the evil

*People react to “tag” to the fact that you are part of a “unadjusted” group rather than just not fitting in mainstream society

*Make individual uncomfortable and self-conscious with rejection

Objective: The link between societal reaction and labeling

Page number: 94

Level: Intermediate

3. Describe the concept of shaming and how it relates to labeling.

Answer: [key points to be made]

*John Braithwaite – uses opportunity, subculture, social control and social learning along with labeling to get differential shaming.

*Cultural transmission of values within subculture may pressure youth to conform with deviant group – if there is a tipping point, youth anticipates shaming.

*Two types: Integrative and Disintegrative

*Integrative allows person who is shamed and repentant back into fold of community as audience separates good person from bad act

*For rehabilitation to occur conventional society's shaming must be more feared than subculture's.

Objective: The link between societal reaction and labeling

Page number: 101

Level: Intermediate

Answer Key

Chapter 1

MC:

1. c
2. b
3. b
4. d
5. a
6. d

7. d
8. c
9. a
10. c

T/F:

1. b
2. a
3. b
4. b
5. a

Fill in the Blank:

1. Outsiders
2. Victimless
3. Tag
4. Net-widening
5. Massachusetts

Matching:

1. e
2. d
3. f
4. c
5. a
6. b

Essay:

Question 1. [key points]

*First an initial act or primary deviance occurs

*Society reacts to the primary deviance and may watch the person more closely and single the person out for more scrutiny

*If the person does something else perceived of as deviant, society quickly uses label, enforces their prior perception of the person as needing watching

*Person may react negatively to the label and internalize the perception that she or he is bad, deviant.

*Secondary deviance is a result, further lawbreaking or deviance results from the person fulfilling the expectations of others that they are bad

Question 2. [key points]

*Most theories accept legal definitions and assume law as consensus of society, labeling believes law is relative and legal definitions of crime are not only subjective but relative to time and place.

*Focus is not on the lawbreaker but on the societal reaction to the deviant act.

*Refers to deviant act, more than crimes

- *Asks, “Why did society react to this individual this time?”
- *May not be really a theory, but a perspective because it is mostly built off of symbolic interactionism
- *Also looks at people who commit deviance but are not caught

Question 3. [key points]

- *Predominantly Processual – how labeling takes place
- *Classical: more emphasis on system and its reactions and due process issues
- *Some structural aspects as it admits poor, minorities more likely to be labeled
- *More conflict in its orientation than consensus
- *Microtheory – the processing and reacting to individuals is the focus

Short Essay

Question 1. [key points]

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- *Repentant deviants feel remorse, want to reintegrate into society, show they are reformed, donate time and money to charity like Michael Vick
- *Cynical deviants, know they are criticized but don’t care, no remorse, flaunt the rules, so what?
- *Enemy deviants – not only want to continue deviance, but want others to join, terrorists

Question 2. [key points]

- *Frank Tannenbaum wrote in Crime and The Community (1938) about tags
- *Process of tagging or labeling is dramatizing the evil
- *People react to “tag” to the fact that you are part of a “unadjusted” group rather than just not fitting in mainstream society
- *Make individual uncomfortable and self-conscious with rejection

Question 3. [key points]

- *John Braithwaite – uses opportunity, subculture, social control and social learning along with labeling to get differential shaming.
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- *Two types: Integrative and Disintegrative
- *Integrative allows person who is shamed and repentant back into fold of community as audience separates good person from bad act
- *For rehabilitation to occur conventional society’s shaming must be more feared than subculture’s

CHAPTER 9

Conflict Theory

Chapter 9 Multiple Choice

1. Current areas for conflict theory research mentioned in this section include all of the following EXCEPT:

- a. Racial profiling by law enforcement.
- b. The use of DNA in trials.
- c. Three-strikes sentencing laws.
- d. The application of the death penalty.

Answer: b

Objective: Describe the role of law and power in conflict theory

Page number: 116-117

Level: Intermediate

2. New theoretical trends and avenues of conflict theory include all of the following EXCEPT:

- a. Realist criminology.
- b. Peacemaking criminology.
- c. Postmodern criminology.
- d. Existential criminology.

Answer: d

Objective: Describe the role of law and power in conflict theory

Page number: 116

Level: Intermediate

3. Conflict theory began to develop following the period of:

- a. Subculture theory.
- b. Anomie theory.
- c. Social control theory.
- d. Labeling theory.

Answer: d

Objective: The role of law and power in conflict theory

Page number: 107

Level: Basic

4. Pluralist conflict theories focus on:

- a. The offender
- b. Power
- c. The Economy
- d. The law

Answer: b

Objective: The role of law and power in conflict theory

Page number: 108-111

Level:

5. According to Spitzer, when a group is quiet and poses no threat to the ruling class, this group is called:

- a. Social Junk.
- b. Deviant masses.
- c. Social Dynamite.
- d. Problem Pockets.

Answer: a

Objective: Role of race and economics in conflict in our society

Page number: 113

Level: Basic

6. Left realism uses which of the following variables in explaining crime:

- a. The victim, the law, the state and the community.
- b. The victim, the offender, the state and the community.
- c. The victim, the offender, the law and the state.
- d. The offender, the law, the state and the community.

Answer: b

Objective: Role of race and economics in conflict in our society

Page number: 114

Level: Intermediate

7. According to Austin Turk, the key to understanding conflict is best reflected in:

- a. Authority-subject relationships.
- b. Family discourse and compromise.
- c. Industrial contracts and agreements.
- d. Democracy and Bi-Partisanship.

Answer: a

Objective: The role of law and power in conflict theory

Page number: 110

Level: Basic

8. The main theme of conflict for Marxist criminologists is:

- a. Military occupation and control.
- b. The lack of diverse economic options.
- c. The mode of production.
- d. The misuse of government resources.

Answer: c

Objective: Views of Marxist criminologists and their role in conflict theory

Page number: 112

Level: Intermediate

9. Quinney's theory about crime, law and the criminal process is known as:

- a. Power-threat hypothesis.
- b. Axis-Nexis development.

- c. Reformatory theory.
- d. Social reality of crime.

Answer: d

Objective: What Quinney meant by the social reality of crime

Page number: 110-111

Level: Intermediate

10. The policy implications for conflict theory mentioned in the text include all of the following EXCEPT:

- a. Expand employment opportunities and skills training.
- b. Increase the number of specialty courts.
- c. Require corporations to adopt codes of ethics.
- d. More citizen input on regulating and controlling public space.

Answer: b

Objective: Describe the social policies used to reduce crime and conflict in society

Page number: 117

Level: Intermediate

Chapter 9 True-False

1. Anarchist criminologists believe that society should be more centralized to avoid ambiguity in the legal system.

- a. True
- b. False

Answer: b

Objective: The role of law and power in conflict theory

Page number: 114-115

Level: Intermediate

2. Conflict theories have that general name because they all assume that conflict is abnormal or uncharacteristic to human nature and society.

- a. True
- b. False

Answer: b

Objective: The role of law and power in conflict theory

Page number: 107

Level: Basic

3. Blalock argued that as discrimination increases, power-threat will decrease.

- a. True
- b. False

Answer: b

Objective: Policies that might reduce crime and conflict in American society today.

Page number: 111

Level: Basic

4. Conflict theorists are more Classical than Positivist.

- a. True
- b. False

Answer: a

Objective: The role of law and power in conflict theory

Page number: 115

Level: Basic

5. Conflict theorists would argue that more money and resources should be allocated to fight white-collar crime.

- a. True
- b. False

Answer: a

Objective: Explain what Quinney meant by the social reality of crime

Page number: 117

Level: Basic

Chapter 9 Fill in the Blank

1. Contemporary conflict theories can now be found under the label _____.

Answer: Postmodernist.

Objective: The role of law and power in conflict theory

Page number: 117

Level: Intermediate

2. For Karl Marx, conflict took place between two economic classes: the proletariat and the _____.

Answer: Bourgeoise.

Objective: Views of Marxist criminologists and their contributions to understanding conflict today

Page number: 112

Level: Basic

3. An anarchist criminologist's goal would be to stop the control of knowledge, perception and understanding that authorities define for us and to de-construct or de-_____ the concepts behind the justice system.

Answer: Mythologize

Objective: The role of law and power in conflict today.

Page number: 115

Level: Intermediate

4. Blalocks's _____ theory argued that race and national origin are as important as

economics and status in the making of laws.

Answer: Power-threat

Objective: Role of race and economics play in conflict in our society.

Page number: 111

Level: Basic.

5. For Spitzer, capitalist views would hold that a problem population would include those who propose a society or socio-economic arrangement that is _____.

Answer: Noncapitalist

Objective: Views of Marxist criminologists and their contributions to understanding conflict

Page number: 113

Level: Basic

Chapter 9 Matching

Match the term in Column 1 with the Theorist most likely to discuss its importance in Column 2

1. Control of Living Time	a. Karl Marx
2. False Consciousness	b. Jones, MacLean & Young
3. Social Dynamite	c. Austin Turk
4. Social Reality of Crime	d. Randall Amster
5. The Square of Crime	e. Steven Spitzer
6. Marginalization of the Homeless	f. Richard Quinney

1. *c

2. *a

3. *e

4. *f

5. *b

6. *d

Objective: All

Page number: 110 - 117

Level: Difficult

Chapter 9 Essay

1. Discuss three of the major concepts that radical and Marxist forms of criminology focus on.

Answer: [key points to be made]

*Answers will vary depending on which of the five the student selects.

*Social class and stratification – structural barriers, powerlessness

*Political economy – impact of capitalism

*Family disorganization – child abuse, delinquency, negative work experiences

*Economic conditions – those marginalized by poverty

*Surplus value – unemployed and displaced workers

Objective: The role of law and power AND the role of race and economics in conflict in our society

Page number: 112-114

Level: Difficult

2. Explain what is meant by the social reality of crime.

Answer: [key points to be made]

*Quinney's integrative theory combines pluralist conflict with social interactionism, labeling, differential association and social learning theory.

*Hard to trust research because reality is just our own perceptions

*Philosophical idealism

*Crime is product of reaction – most important that of legitimate authorities

*Political power to create law mostly targets poor and lower class

*Crime is a product of those legal definitions created for us by political powers

*Media constructs social reality of non-crime as well as crime

Objective: What Quinney means by the social reality of crime

Page number: 110-111

Level: Intermediate

3. Outline the social heritage of conflict theory.

Answer: [key points to be made]

*Protests in many areas of civil unrest, War in Vietnam, The Draft, Civil Rights

*Scandal of Watergate leads to less faith in government

*Pressure to decriminalize many minor offenses (moral preferences)

*Gay rights and Womens' rights

Objective: The role of law and power in conflict theory. The role of race and economics in conflict in our society.

Page number: 107-108

Level: Basic

Chapter 9 Short Answer

1. Explain the two ways that Turk believes that control can be exerted over a society

Answer: [key points to be made]

* Authorities must adjust the subordinate subject to their control

* Can be through force or manipulation, coercion

* Other forms of control are more subtle

* Also through control of legal images, law which is rules and sanctions as well as guidelines for processing someone through the justice system

* Control of living time is also important – suppressed or conquered older subjects will die off leave progeny who grew up under new roles and do not fight back.

Objective: The role of law and power in society
Page number: 110
Level: Intermediate

2. Describe power-threat theory as set out by Blalock.

Answer: [key points to be made]

- *Race and national origin important as wealth & class in making & enforcing law
- *Groups in power threatened when perceive or learn minority population percentages are increasing
- *Three reactions: restricting rights of minority groups, increasing forms of symbolic segregation and creating a threat-oriented ideological system.
- *Pressure to discriminate against minorities as a reaction to the threat of them gaining any power.
- *Examples may include redistricting voting areas, voting restrictions, disenfranchisement, and immigration controls

Objective: The role of race and economics in conflict in our society
Page number: 111
Level: Intermediate

3. List the five types of “problem populations” according to Spitzer.

Answer: [key points to be made]

- *Those who refuse schooling, training, and do not believe in a strong family life
- *Those who refuse work
- *Those who advocate for a noncapitalist form of society
- *Those who retreat to drugs
- *The poor stealing from the rich

Objective: The views of Marxist criminologists and their contributions to conflict theory
Page number: 113
Level: Intermediate

Answer Key

Chapter 1

MC:

1. b
2. d
3. d
4. b
5. a
6. b
7. a
8. c
9. d
10. b

T/F:

1. b
2. b
3. b
4. a
5. a

Fill in the Blank:

1. Postmodernist
2. Bourgeoise
3. Mythologize
4. Power-threat
5. Noncapitalist

Matching:

1. c
2. a
3. e
4. f
5. b
6. d

Essay:

Question 1. Answer [key points]

- *Answers will vary depending on which of the five the student selects.
- *Social class and stratification – structural barriers, powerlessness
- *Political economy – impact of capitalism
- *Family disorganization – child abuse, delinquency, negative work experiences
- *Economic conditions – those marginalized by poverty
- *Surplus value – unemployed and displaced workers

Question 2. Answer [key points]

- *Quinney's integrative theory combines pluralist conflict with social interactionism, labeling, differential association and social learning theory.
- *Hard to trust research because reality is just our own perceptions
- *Philosophical idealism
- *Crime is product of reaction – most important that of legitimate authorities
- *Political power to create law mostly targets poor and lower class
- *Crime is a product of those legal definitions created for us by political powers
- *Media constructs social reality of non-crime as well as crime

Question 3. Answer [key points]

- *Protests in many areas of civil unrest, War in Vietnam, The Draft, Civil Rights
- *Scandal of Watergate leads to less faith in government
- *Pressure to decriminalize many minor offenses (moral preferences)
- *Gay rights and Womens' rights

Short Answer:

1. [key points]

- * Authorities must adjust the subordinate subject to their control
- * Can be through force or manipulation, coercion
- *Other forms of control are more subtle
- * Also through control of legal images, law which is rules and sanctions as well as guidelines for processing someone through the justice system
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- *Those who refuse work
- *Those who advocate for a noncapitalist form of society
- *Those who retreat to drugs
- *The poor stealing from the rich

CHAPTER 10

Gender-based Theories

Chapter 10 Multiple Choice

1. On the whole, gender theories can be described as all of the following EXCEPT:
- a. Structural.
 - b. Classical.
 - c. Conflict-oriented.
 - d. Postmodernist.

Answer: b

Objective: Why feminist theories are also considered conflict theories

Page number: 130

Level: Intermediate

2. Traditional male-centered approaches to studying crime are called:
- a. Androcentric.
 - b. Paternalistic.
 - c. Sexist.
 - d. Revisionist.

Answer: a

Objective: Why feminist theories are considered conflict theories

Page number: 122

Level: Basic

3. The theory based on the book *Sisters in Crime* that relies on the power of the women's liberation movement was proposed by:
- a. Rita J. Simon.
 - b. Freda Adler.
 - c. Kathleen Daly and Meda Chesney-Lind.
 - d. Clarice Feinman and Ngaire Naffine.

Answer: b

Objective: Theorists' argument that women's liberation might increase crime

Page number: 123

Level: Basic

4. With respect to delinquency, the critical components of gender relations in the patriarchal family include all of the following EXCEPT:
- a. The birth order of boys and girls in the family.
 - b. The way delinquency is defined.
 - c. The amount and type of parental control.
 - d. Gender preferences for risk taking.

Answer: a

Objective: How parenting roles influence delinquency according to Hagan's power-control theory

Page number: 127-128

Level:

5. The feminist perspective that argues that as the roles of women and men become similar in terms of power and public influence and women gain equality in the work force, there will be a likely increase in female crime rates is the:

- a. Marxist feminist.
- b. Radical feminist.
- c. Liberal feminist.
- d. Socialist feminist.

Answer: c

Objective: Theorists' argument that women's liberation and opportunity might increase crime

Page number: 129

Level: Difficult

6. According to Messerschmidt, while masculinity and femininity are fluid concepts, he sees crime as:

- a. Separate from family life.
- b. A gender equalizer.
- c. Structured action.
- d. Related to occupation.

Answer: c

Objective: Why feminist theories are also considered conflict theories

Page number: 128

Level: Intermediate

7. The adoption of Safe Harbor Laws in the justice system of many states is said to represent a movement away from:

- a. Paternalism.
- b. Sexism.
- c. The gender gap
- d. Marginalization.

Answer: b

Objective: Define the social feminist concepts of paternalism, sexism and chivalry

Page number: 125-126

Level: Basic

8. The theory that partially explains delinquency by the fact that power relationships in the workplace are reflected in the family is:

- a. Women's liberation.
- b. Masculinity-opportunity.
- c. Work-role equalization.
- d. Power-control

Answer: d

Objective: How parenting roles influence delinquency according to Hagan's power-control

Page number: 127-128

Level: Intermediate

9. Central to Feinman and Naffine's concept of economic marginalization is the reality of :
- The patriarchal family head.
 - The failure of women's liberation.
 - The number of women entering the military.
 - The pink-collar ghetto.

Answer: d

Objective: The concept of economic marginalization and why it is central to feminist theories

Page number: 127

Level: Basic

10. Which of the gender-based perspectives below would attribute female crime to women's potential threat to the sexual division of labor?
- Women's liberation.
 - Radical feminism.
 - Socialist feminism.
 - Marxist feminism.

Answer: d

Objective: Why feminist theories are also considered conflict theories

Page number: 129-130

Level: Difficult

Chapter 10 True-False

1. The liberation and opportunity perspective argues that as the gender gap narrows, the behavior of men and women will become more different.

- True
- False

Answer: b

Objective: Whether women's liberation increases or decreases crime.

Page number: 123-126

Level: Intermediate

2. An equal rights amendment was passed by Congress but never ratified by the states.

- True
- False

Answer: a

Objective: Why feminist theories are also considered conflict theories

Page number: 123

Level: Basic

3. Radical feminists believe that women's liberation will increase female crime rates.

- True

b. False

Answer: b

Objective: Whether women's liberation will increase or decrease female crime rates

Page number: 129

Level: Basic

4. If the criminal justice system were to reduce its practice of chivalry, there would be the false perception that female criminality is increasing.

a. True

b. False

Answer: a

Objective: How concepts of paternalism, sexism and chivalry are used in the theories in this section

Page number: 125-126

Level: Intermediate

5. According to power-control theory, a more egalitarian family will produce relations that discourage sons and daughters from participating in delinquency

a. True

b. False

Answer: b

Objective: How parenting roles influence delinquency according to power-control theory

Page number: 127-128

Level: Intermediate

Chapter 10 Fill in the Blank

1. Traditional male-centered approaches to studying crime are called _____ .

Answer: Androcentric.

Objective: The role of paternalism, sexism, chivalry and how they are related to theory

Page number: 122

Level: Intermediate

2. Differential treatment that has historically seemed to benefit women when it comes to processing and sentencing in the criminal justice system is known as _____ .

Answer: Chivalry

Objective: The role of paternalism, sexism, chivalry and how they are related to theory

Page number: 125

Level: Intermediate

3. The gender-based theory that reflects on roles in both the work world and the family is called _____ theory

Answer: Power-control

Objective: How parenting roles influence delinquency according to power-control theory

Page number: 127-128
Level: Basic

4. The perspective that identifies the oppression of women both for labor and sexuality as a symptom of the patriarchal capitalist system is called _____ feminism.

Answer: Socialist

Objective: How paternalism, sexism and chivalry are used in the theories in this section.

Page number: 130

Level: Economic marginalization and how it is central to feminist perspectives

5. One of the primary goals of the feminist agenda is to _____ scholars to the neglect of women in the field.

Answer: Sensitize.

Objective: Why feminist theories are also considered conflict theories.

Page number: 131

Level: Intermediate

Chapter 10 Matching

Match the term in Column 1 to the description that best defines it in Column 2

1. Paternalism	a. As women become more masculinized they will participate in increased levels of crime
2. Economic marginalization	b. The protection of women based on male-dominated social system blamed for increase in detention of girls
3. Structured action	c. Absence of meaningful job opportunities, under-employment, low wages that leads women to commit crime
4. Androgenous	d. Class-based social order of capitalism creates powerless roles that lead women to "street" crimes
5. Liberation perspective	e. Tendency to be male-centered on issues particularly criminological theory
6. Egalitarianism	f. family structure that increases the likelihood that boys & girls will engage in delinquency at similar rates

1. *b

2. *c

3. *d

4. *e

5. *a

6. *f

Objective: All

Page number: 122-131

Level: Difficult

Chapter 10 Essay

1. Describe the social and intellectual background that gave rise to gender-based theories of crime and criminality.

Answer: [key points to be made]

- *Civil rights movement raised awareness of discrimination
- *Advances in organization of groups to advocate for gender, race & disabilities
- *Discussion over the ERA
- *Labeling theory becomes more conflict oriented
- *Women's studies programs in academic settings & increase in gender research

Objective: Why feminist theories are also considered conflict theories

Page number: 122-124

Level: Intermediate

2. Explain Hagan's power-control theory and its implications for parenting.

Answer: [key points to be made]

- *Patriarchal homes have more traditional gender gap in children's delinquency
- *Egalitarian homes have women with more power in workplace that translates back to the home
- *Definitions of acceptable behavior become equalized across gender
- *Boys and girls in egalitarian homes as likely to engage in delinquency
- *Girls in patriarchal homes protect & shelter girls more which deters delinquency
- *Implications may vary but should include egalitarian parenting philosophies

Objective: How parenting roles influence delinquency according to power-control theory

Page number: 127-128

Level: Intermediate

3. Compare and contrast four of the five major feminist criminological perspectives.

Answer: [key points to be made]

- *Answers will vary depending on which concepts were selected
- *Liberal feminism: roles of women and men will become more similar in terms of power & public influence and women will gain opportunities in workplace which will probably raise female crime
- *Marxist feminism: Capitalist society depends on traditional roles for women and a sexual division of labor, women prosecuted for property crime and sex crimes both of which are seen as potentially destabilizing capitalist balance
- *Socialist feminism:
- *Postmodern feminism:
- *Radical feminism:

Objective: The concepts of economic marginalization, chivalry, paternalism and sexism and how they are central to most feminist perspectives

Page number: 129-130

Level: Difficult

Chapter 10 Short Essay

1. What does economic marginalization mean and how is it used in theory?

Answer: [key points to be made]

- *An element of most conflict-feminist theories

*pink collar ghetto – job barriers
*May impact minority women even more
*Women remain unemployed, under-employed and under-paid.
*Absence of meaningful opportunities may lead to crime
*Research findings reinforce the relationship between economic marginalization & crime
Objective: The concept of economic marginalization and what it means in theory
Page number: 127
Level: Intermediate

2. Briefly explain how women's liberation may be related to crime.

Answer: [key points to be made]

- *Both Adler and Simon commented in early 1970s theory on women and crime
- *Both predicted rise in women's crime and arrests from liberation
- *Adler: Masculinity increases crime commission particularly personal/violent crime
- *Simon: Crime increases through better employment access to illegal opportunities
- *Neither one was ever really supported by research

Objective: How women's liberation might increase or decrease crime

Page number: 123-127

Level: Intermediate

3. What is the difference between paternalism and chivalry?

Answer: [key points to be made]

- *Paternalism more often used in sense of protection, separation of occupations
- *Paternalism is male dominated social system that assumes more of fatherly role
- *Paternalism might treat women like children, but often used to detain and isolate delinquent females
- *Chivalry is more like rescue and treat well, put women on pedestal
- *Chivalry preserves women from harm but more like a knight in shining armor than father
- *Chivalry would result in less female incarceration, fewer arrests and attempt to preserve traditional women's roles as homemakers and wives
- *Both can be viewed as forms of sexism

Objective: Concepts of sexism, paternalism and chivalry and how they are used in feminist theory

Page number: 124-125

Level: Difficult

Answer Key

Chapter 1

MC:

1. b
2. a
3. b
4. a
5. c

6. c
7. b
8. d
9. d
10. d

T/F:

1. b
2. a
3. b
4. a
5. b

Fill in the Blank:

1. Androcentric
2. Chivalry
3. Power-control
4. Socialist
5. Sensitize

Matching:

1. b
2. c
3. d
4. e
5. a
6. f

Essay:

Question 1. Answer [key points]

- *Civil rights movement raised awareness of discrimination
- *Advances in organization of groups to advocate for gender, race & disabilities
- *Discussion over the ERA
- *Labeling theory becomes more conflict oriented
- *Women's studies programs in academic settings & increase in gender research

Question 2. Answer: [key points]

- *Patriarchal homes have more traditional gender gap in children's delinquency
- *Egalitarian homes have women with more power in workplace that translates back to the home
- *Definitions of acceptable behavior become equalized across gender
- *Boys and girls in egalitarian homes as likely to engage in delinquency
- *Girls in patriarchal homes protect & shelter girls more which deters delinquency
- *Implications may vary but should include egalitarian parenting philosophies

Question 3. Answer: [key points]

- *Answers will vary depending on which concepts were selected
- *Liberal feminism: roles of women and men will become more similar in terms of power & public influence and women will gain opportunities in workplace which will probably raise female crime
- *Marxist feminism: Capitalist society depends on traditional roles for women and a sexual division of labor, women prosecuted for property crime and sex crimes both of which are seen as potentially destabilizing capitalist balance
- *Socialist feminism:
- *Postmodern feminism:
- *Radical feminism:

Chapter 10 Short Essay

Question 1. Answer: [key points]

- *An element of most conflict-feminist theories
- *pink collar ghetto – job barriers
- *May impact minority women even more
- *Women remain unemployed, under-employed and under-paid.
- *Absence of meaningful opportunities may lead to crime
- *Research findings reinforce the relationship between economic marginalization & crime

Question 2. Answer: [key points]

- *Both Adler and Simon commented in early 1970s theory on women and crime
- *Both predicted rise in women's crime and arrests from liberation
- *Adler: Masculinity increases crime commission particularly personal/violent crime
- *Simon: Crime increases through better employment access to illegal opportunities
- *Neither one was ever really supported by research

Question 3. Answer: [key points]

- *Paternalism more often used in sense of protection, separation of occupations
- *Paternalism is male dominated social system that assumes more of fatherly role
- *Paternalism might treat women like children, but often used to detain and isolate delinquent females
- *Chivalry is more like rescue and treat well, put women on pedestal
- *Chivalry preserves women from harm but more like a knight in shining armor than father
- *Chivalry would result in less female incarceration, fewer arrests and attempt to preserve traditional women's roles as homemakers and wives
- *Both can be viewed as forms of sexism

CHAPTER 11

Social Control Theory

Chapter 11 Multiple Choice

1. According to the textbook, another way to look at social control theory is to call it:
- Neo-conflict theory
 - Differential motivation theory
 - Socialization theory
 - Post-interactionism

Answer: c

Objective: Principles of social control theory

Page number: 136

Level: Basic

2. According to the text, which is not one of three trends that led to the increase in popularity of social control theories?
- A decrease in funds for federal housing and welfare assistance for the poor.
 - A decrease in research interest in labeling and conflict theories.
 - The rise of the study of criminal justice.
 - A rise in the use of self-report study methods.

Answer: a

Objective: Principles of social control theory

Page number: 137-138

Level: Basic

3. Durkheim purported that behavior is controlled by:
- Personality dimensions.
 - Social reaction to someone else's behavior.
 - The law.
 - All of the above.

Answer: b

Objective: Durkheim's view of social control

Page number: 138

Level: Intermediate

4. The most popular version of social control in the 1970s and 1980s was the one presented by:
- Sykes and Matza.
 - Walter Reckless.
 - Travis Hirschi.
 - Emile Durkheim.

Answer: c

Objective: The various bonds that Hirschi felt operated to provide social control

Page number: 141

Level: Intermediate

5. Hirschi blamed delinquency on:
- a. Broken or weakened bonds to society.
 - b. Use of neutralizing techniques.
 - c. Improper Internal or external containments.
 - d. Institutional strain.

Answer: a

Objective: The various bonds that Hirschi felt operated to provide social control

Page number: 141-142

Level: Basic

6. Social control theory, as espoused by Travis Hirschi, has certain elements of the bond. Which of the following is NOT an element of the bond?

- a. Commitment.
- b. Involvement.
- c. Belief.
- d. Containment.

Answer: d

Objective:

Page number: 142

Level: Basic

7. Matza called the ties that exist between the individual and the dominant values of society:

- a. Techniques of identification.
- b. Relations of stability.
- c. Conforming mandates.
- d. Bonds to the moral order.

Answer: d

Objective: Why delinquents use techniques of neutralization and how they work.

Page number: 140

Level: Basic

8. Which of the following is NOT one of the techniques of neutralization?
- a. Denial of the victim.
 - b. Condemn the condemners.
 - c. Rejection of the implication.
 - d. Appeal to a higher loyalty.

Answer: c

Objective: Why delinquents use techniques of neutralization and how they work

Page number: 141

Level: Basic

9. Which of the following would not be considered a typical variable for analysis for social control theory?

- a. Economic barriers.
- b. Family structures.
- c. Peer groups.
- d. Educational levels.

Answer: a

Objective: Principles of social control theory

Page number: 136

Level: Intermediate

10. Social control theories generally assume that:
- a. Explanations are required for deviance.
 - b. Conformity is relative.
 - c. Conformity not deviance must be explained.
 - d. Humans are basically evil.

Answer: c

Objective: Principles of social control theory

Page number: 136

Level: Intermediate

Chapter 11 True-False

1. According to Durkheim, social controls are necessary for order to exist and for people to understand the boundaries of accepted behavior.

- a. True
- b. False

Answer: a

Objective: Durkheim's view of social control.

Page number: 138

Level: Basic

2. While Reckless's containment theory focuses on both internal and external containment, he perceived the external to be the more important of the two.

- a. True
- b. False

Answer: b

Objective: Compare and contrast inner and outer containment and how they prevent deviance

Page number: 139

Level: Basic

3. Social control research relies predominantly on self-report data.

- a. True
- b. False

Answer: a

Objective: Principles of social control theory

Page number: 138

Level: Intermediate

4. Social control theories appear to have trouble explaining why many people seem to age out of crime.

- a. True
- b. False

Answer: b

Objective: Principles of social control theory

Page number: 144

Level: Intermediate

5. Social control theory has been criticized for being incompatible with cross-sectional data.

- a. True
- b. False

Answer: b

Objective: Policies and programs that would be supported by social control theories.

Page number: 144

Level: Basic

Chapter 11 Fill in the Blank

1. Social control theories developed with the data directly gathered from the then-new research method called _____ surveys.

Answer: Self-report

Objective: Principles of social control theory

Page number: 138, 143-144

Level: Basic

2. Time consuming activity like academics, sports and leisure best describe the social bond that Hirschi called: _____.

Answer: Involvement.

Objective: The various bonds that Hirschi felt operated to provide social control.

Page number: 142

Level: Intermediate

3. Because humans seek preservation and gratification, theorists call their behavior _____.

Answer: Self-interested

Objective: Principles of social control theory.

Page number: 144

Level: Intermediate

4. Walter Reckless argued that an individual's _____ containment is the most

important type for resisting delinquency.

Answer: Inner

Objective: Compare and contrast the concepts of inner and outer containment and how they work to prevent delinquency.

Page number: 139

Level: Basic

5. Emile Durkheim stressed the functional nature of deviance in his reference to a society of _____.

Answer: Saints.

Objective: Durkheim's view of social control

Page number: 138

Level: Basic

Chapter 11 Matching

Match the theorist in Column 1 with the ideas or principles that best match his or her theory in Column 2

1. Walter Reckless	a. Lack of internal controls, breakdown of controls & absence of social rules make up theory of personality & socialization
2. Emile Durkheim	b. The more one believes in behaving properly, the more likely they will be conforming
3. Sykes and Matza	c. Social control most compatible with social learning theory
4. Travis Hirschi	d. Deviance helps maintain social order as even a society of saints would find something to condemn
5. Albert Reiss	e. Positive self-concept acts as buffer against pressures toward delinquency
6. Ron Akers	f. Suspending commitment to moral order is a technique not restricted to lower class youth

1. *e

2. *d

3. *f

4. *b

5. *a

6. *c

Objective: All

Page number: 138-145

Level: Difficult

Chapter 11 Essay

1. Describe the five techniques of neutralization that "free" one up to become delinquent.

Answer: [key points to be made]

- * Denial of the victim
- * Denial of injury
- * Condemn the condemners
- * Appeal to higher loyalties: like gangs, gods,
- * Denial of responsibility

Objective: Why delinquents use techniques of neutralization and how they work

Page number: 140-141

Level: Intermediate

2. Describe Hirschi's four elements of the social bond

Answer: [key points to be made]

- * Attachment – one of the strongest, most commonly used in research, usually with attachment to parents and to school
- * Involvement – number of conforming activities that keep one out of risk for delinquency
- * Commitment – the time and energy devoted to law abiding goals, organizations and activities, dedication to achievements that are socially approved
- Belief – deep inner trust in social institutions such as church and government, faith in existing moral order

Objective: The various bonds that Hirschi felt operated to provide social control

Page number: 141-143

Level: Intermediate

3. What are the major points of Walter Reckless's containment theory

Answer: [key points to be made]

- * Attempts to explain both conformity and deviance
- * Two types of containment inner and outer
- * Inner is self-control and discipline, regulated by personal ethos and values, having a healthy ego that isn't pressured by peers negatively, will behave even when no one is watching
- * Outer control is provided by others, teachers, parents, coaches, authority figures
- * Kids with low inner are at higher risk for delinquency even with outer because you aren't watched or supervised all the time, control has to come from within

Objective: Compare and contrast inner and outer containment and how they prevent delinquency

Page number: 139

Level: Intermediate

Chapter 11 Short Essay

1. How do social control theorists view human nature, and based on that view, what question does social control beg to answer?

Answer: [key points to be made]

- * Humans are basically evil (Hobbes), have to be taught the right way to do things although social control theories only need a "neutral" nature of man

*People must be socialized through rules, schools, church, controlled
*Answers may vary but main theme for Question is:
*“Why do people obey laws?” Need to seek out what works in curbing behavior.
Objective: Principles of social control theory
Page number: 136-144
Level: Intermediate

2. Describe the three things that delinquency would result from, according to Reiss.

Answer: [key points to be made]

*Lack of proper internal controls developed during childhood
*Breakdown of internal controls
*Absence or conflict in social rules provided by important social groups (family, church, school)

Objective: Principles of social control

Page number: 138-139

Level: Basic

3. What are three delinquency prevention programs that social control theories might suggest?

Answer: [key points to be made]

*Answers may vary but could include:
*Recreational programs like the YMCA or YWCA
*Social groups such as Boy Scouts and Girl Scouts
*Athletic events like Little League baseball and soccer

Objective: Policies and programs that would be supported by social control theories

Page number: 145

Level: Basic

Answer Key

Chapter 11

MC:

1. c
2. a
3. b
4. c
5. a
6. d
7. d
8. c
9. a
10. c

T/F:

1. a
2. b
3. a
4. b

5. b

Fill in the Blank:

1. Self-report
2. Involvement
3. Self-interested
4. Inner
5. Saints

Matching:

1. e
2. d
3. f
4. b
5. a
6. c

Essay:

Question 1. [key points]

- * Denial of the victim
- * Denial of injury
- * Condemn the condemners
- * Appeal to higher loyalties: like gangs, gods,
- * Denial of responsibility

Question 2. Answer: [key points]

- * Attachment – one of the strongest, most commonly used in research, usually with attachment to parents and to school
- * Involvement – number of conforming activities that keep one out of risk for delinquency
- * Commitment – the time and energy devoted to law abiding goals, organizations and activities, dedication to achievements that are socially approved
- Belief – deep inner trust in social institutions such as church and government, faith in existing moral order

Question 3. Answer [key points]

- * Attempts to explain both conformity and deviance
- * Two types of containment inner and outer
- * Inner is self-control and discipline, regulated by personal ethos and values, having a healthy ego that isn't pressured by peers negatively, will behave even when no one is watching
- * Outer control is provided by others, teachers, parents, coaches, authority figures
- * Kids with low inner are at higher risk for delinquency even with outer because you aren't watched or supervised all the time, control has to come from within

Short Essay:

Question 1. [key points]

- *Humans are basically evil (Hobbes), have to be taught the right way to do things although for social control theories a “neutral” version of man will suffice
- *People must be socialized through rules, schools, church, controlled
- *Answers may vary but main theme for Question is:
- *“Why do people obey laws?” Need to seek out what works in curbing behavior.

Question 2. Answer: [key points]

- *Lack of proper internal controls developed during childhood
- *Breakdown of internal controls
- *Absence or conflict in social rules provided by important social groups (family, church, school)

Question 3. Answer: [key points]

- *Answers may vary but could include:
- *Recreational programs like the YMCA or YWCA
- *Social groups such as Boy Scouts and Girl Scouts
- *Athletic events like Little League baseball and soccer

CHAPTER 12

Social Learning Theory

Chapter 12 Multiple Choice

1. A criminological learning theory that emphasizes social aspects of reinforcements and punishments is attributable to:

- a. C. Ray Jeffery.
- b. Travis Hirschi.
- c. Edwin Sutherland.
- d. Ronald Akers.

Answer: d

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory

Page number: 154-155

Level: Basic

2. Social learning theory is primarily an extension of:

- a. Social control theory.
- b. Differential opportunity theory.
- c. Differential association theory.
- d. Subculture of delinquency theory.

Answer: c

Objective: Explain how social learning theory is related to earlier theories we have studied

Page number: 151

Level: Basic

3. Any event that follows the occurrence of behavior and that alters and increases the frequency of that behavior is known as:

- a. Discriminative stimuli.
- b. Reinforcement.
- c. Punishment.
- d. Modeling.

Answer: b

Objective: How reinforcements, punishments and discriminative stimuli work

Page number: 151-152

Level: Intermediate

4. Signals which help an individual determine those situations in which a particular behavior may be appropriate are known as:

- a. Reinforcements.
- b. Schedules of consequences.
- c. Discriminative stimuli.
- d. Modeling.

Answer: c

Objective: How reinforcements, punishments and discriminative stimuli work
Page number: 152
Level: Intermediate

5. Dan Glaser's version of a social learning theory has been called:
- a. Differential anticipation.
 - b. Neutral recrimination.
 - c. Pathological identification.
 - d. Patterned stimulation.

Answer: a

Objective: How social learning theory has been integrated with other theories
Page number: 157
Level: Basic

6. In Jeffery's social learning theory, the determination of whether behavior will be deviant or conforming depends on:
- a. The availability of role models.
 - b. Differential reinforcement.
 - c. Direct conditioning.
 - d. Societal reaction.

Answer: b

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory
Page number: 152-153
Level: Intermediate

7. The social learning theory of Ronald Akers is based on the assumption that:
- a. The primary learning mechanism in social behavior is operant conditioning.
 - b. The main part of learning occurs within social groups tied to one's occupation.
 - c. Any behavior, once learned, is difficult to extinguish.
 - d. None of the above.

Answer: a

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory
Page number: 154-155
Level:

8. Social learning theory considers _____ to be central to the learning process.
- a. The fact that people seek pleasure and avoid pain
 - b. A core set of common values
 - c. Modeling
 - d. All of the above.

Answer: d

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory
Page number: 152, 156

Level: Intermediate

9. The major difference between the versions of social theory proposed by C. Ray Jeffery and Ronald L. Akers is:

- a. Jeffery views Sutherland as basically correct and Akers thinks Sutherland was incorrect.
- b. Akers thinks that social learning is derived mostly from social factors while Jeffery thinks learning is mostly non-social.
- c. Jeffery thinks that reinforcement is more important to learning and Akers thinks punishment is more important.
- d. There are no real differences between Akers and Jeffery.

Answer: b

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory

Page number: 152-156

Level: Intermediate

10. Akers refers to the process of integrating social learning theory with other crime theories as:

- a. Differential adaption.
- b. Remodeling.
- c. Extension development.
- d. Conceptual absorption

Answer: d

Objective: How social learning theory has been used in research and integrated with other theories

Page number: 157

Level: Intermediate

Chapter 12 True-False

1. Radicals objected to the use of behavior modification, claiming it was an elite plan to brainwash those who threatened the state.

- a. True
- b. False

Answer: a

Objective: How reinforcements, punishments & discriminative stimuli work

Page number: 151

Level: Basic

2. The primary intellectual background material for social learning theory is behavioristic psychology.

- a. True
- b. False

Answer: a

Objective: How social learning theory is related to earlier theories
Page number: 151
Level: Basic

3. Jeffery's differential reinforcement theory postulates that criminal behavior can be maintained without social approval.
- a. True
 - b. False

Answer: a

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory
Page number: 152-153
Level: Basic

4. Most tests of social learning theory have failed to support its basic propositions.
- a. True
 - b. False

Answer: b

Objective: How social learning theory has been used in research
Page number: 157
Level: Basic

5. Jeffery's approach to learning theory suggests that each person has a unique conditioning history through which he or she interprets stimuli.
- a. True
 - b. False

Answer: a

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory
Page number: 153
Level: Intermediate

Chapter 12 Fill in the Blank

1. By watching someone else get rewarded, it can be argued that your behavior is _____ reinforced.

Answer: Vicariously

Objective: How reinforcements, punishments and discriminative stimuli work
Page number: 152
Level: Basic

2. The frequency and probability of reinforcement for any given behavior is known as the _____ of consequences.

Answer: Schedule

Objective: How reinforcements, punishments and discriminative stimuli work
Page number: 152
Level: Basic

3. Jeffery's differential reinforcement theory argues that the power of stimuli to influence depends on levels of satiation and _____.

Answer: Deprivation

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory

Page number: 153

Level: Difficult

4. C. Ray Jeffery clearly followed in the footsteps of his major professor _____.

Answer: Sutherland.

Objective: How social learning theory is related to earlier theories

Page number: 151, 153

Level: Intermediate

5. Named after the creator of operant theory, Jeffery adopted this psychological approach _____.

Answer: Skinnerian

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory

Page number: 150

Level: Intermediate

Chapter 12 Matching

Match the author in Column 1 with the book title in Column 2

1. C. Ray Jeffery	a. <i>Beyond Freedom and Dignity</i>
2. B. F. Skinner	b. <i>Crime in our Changing Society</i>
3. Ronald Akers	c. <i>Crime Prevention through Environmental Design</i>
4. Daniel Glaser	d. <i>Deviant Behavior: A Social Learning Approach</i>

1. *c

2. *a

3. *d

4. *b

Objective: All

Page number: 151 – 155, 157

Level: Difficult

Chapter 12 Essay

1. Give Examples of a positive reinforcement, negative reinforcement, positive punishment and negative punishment.

Answer: [key points to be made]

*Answers will vary but ideas should convey the following:

*Both reinforcements try to increase the chances a behavior will be more frequent.

*Positive reinforcement increases the chances for a behavior like when mom gives kid a cookie for cleaning his room.

*Negative reinforcement –absence or withdraw something negative as when you say sorry and mom won't ground you.

*Both forms of punishment try to eliminate a behavior.

*Positive punishment wants to stop child's acting out, so you give a spanking

*Negative punishment removes a reward you would normally get, like you can't go out tonight with friends.

Objective: How social learning theory is related to earlier theories

Page number: 151-152

Level: Difficult

2. Describe Jeffery's notion of satiation and deprivation.

Answer: [key points to be made]

*When someone is satiated, they are not driven, motivated to gain or take

*When someone is deprived, hungry, they are more likely to seek reinforcement/reward

*The condition of the individual explains why poor might commit more crime

*These material satisfiers are more important than social reinforcers, biological is primary drive

*Satiation and deprivation added to operant conditioning to explain why a person might be more receptive to certain stimuli at certain times - current condition matters

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory

Page number: 152-153

Level: Intermediate

3. Explain the major points of Aker's social learning theory.

Answer: [key points to be made]

*Behavior is learned through operant conditioning but learning takes place through social context with modeling and imitation

*Though learning can take place in nonsocial situations, social is primary

*Group reinforcers influenced by class, culture, subculture, gender, economic status

*Differential reinforcement is key as stimuli and contingencies for reinforcement vary across social situations

*Vicarious reinforcement also can occur, one can copy behavior of others that is reinforced

*Past schedules of reinforcements might come into play, although immediate reinforcement is strong predictor of a behavior

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory

Page number: 154-155

Level: Intermediate

Chapter 12 Short Essay

1. Give an example of how sociological, psychological and biological characteristics might interact together to produce criminal behavior.

Answer: [key points to be made]

*Answers will vary

Objective: How social learning has been used in research and integrated with other theories

Page number: 151-156

Level: Intermediate

2. Briefly outline the types of studies that have been done using social learning theory.

Answer: [key points to be made]

*Answers will vary but might include:

*Cheating, academic dishonesty

*Many forms of delinquency including smoking, drug & alcohol use, suicide, gangs

*Computer crime and music piracy (illegal downloads)

Objective: How social learning has been used in research and integrated with other theories

Page number: 157

Level: Intermediate

3. What is the major difference between Jeffery's differential reinforcement theory and Akers' social learning theory?

Answer: [key points to be made]

*Jeffery felt that material satisfiers are more important than social reinforcers, biological is primary drive

*For Jeffery, satiation and deprivation added to operant conditioning to explain why a person might be more receptive to certain stimuli at certain times - current condition matters

*For Akers, behavior is learned through operant conditioning but learning takes place through social context with modeling and imitation

*Akers felt that although learning can take place in nonsocial situations, social is primary

*Akers argued that group reinforcers influenced by class, culture, subculture, gender, economic status

*Jeffery wanted legal and biological variables included and felt that someone could commit crime without any type of social approval at all

*For Akers, differential reinforcement is key as stimuli and contingencies for reinforcement vary across social situations

Objective: Compare and contrast Jeffery and Akers on the basic concepts of social learning theory

Answer Key

Chapter 1

MC:

1. d
2. c
3. b
4. c
5. a
6. b
7. a
8. d
9. b
10. d

T/F:

1. a
2. a
3. a
4. b
5. a

Fill in the Blank:

1. Vicariously
2. Schedule
3. Deprivation
4. Sutherland
5. Skinnerian

Matching:

1. c
2. a
3. d
4. b

Essay:

Question 1. Answer [key points]

*Answers will vary but ideas should convey the following:

*Both reinforcements try to increase the chances a behavior will be more frequent.

*Positive reinforcement increases the chances for a behavior like when mom gives kid a cookie

for cleaning his room.

*Negative reinforcement –absence or withdraw something negative as when you say sorry and mom won't ground you.

*Both forms of punishment try to eliminate a behavior.

*Positive punishment wants to stop child's acting out, so you give a spanking

*Negative punishment removes a reward you would normally get, like you can't go out tonight with friends.

Question 2. Answer: [key points]

*When someone is satiated, they are not driven, motivated to gain or take

*When someone is deprived, hungry, they are more likely to seek reinforcement/reward

*The condition of the individual explains why poor might commit more crime

*These material satisfiers are more important than social reinforcers, biological is primary drive

*Satiation and deprivation added to operant conditioning to explain why a person might be more receptive to certain stimuli at certain times - current condition matters

Question 3. Answer: [key points]

*Behavior is learned through operant conditioning but learning takes place through social context with modeling and imitation

*Though learning can take place in nonsocial situations, social is primary

*Group reinforcers influenced by class, culture, subculture, gender, economic status

*Differential reinforcement is key as stimuli and contingencies for reinforcement vary across social situations

*Vicarious reinforcement also can occur, one can copy behavior of others that is reinforced

*Past schedules of reinforcements might come into play, although immediate reinforcement is strong predictor of a behavior

Short Essay

Question 1. Answer: [key points]

*Answers will vary

Question 2. Answer: [key points]

*Answers will vary but might include:

*Cheating, academic dishonesty

*Many forms of delinquency including smoking, drug & alcohol use, suicide, gangs

*Computer crime and music piracy (illegal downloads)

Question 3. Answer [key points]

*Jeffery felt that material satisfiers are more important than social reinforcers, biological is primary drive

*For Jeffery, satiation and deprivation added to operant conditioning to explain why a person might be more receptive to certain stimuli at certain times - current condition matters

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*Jeffery wanted legal and biological variables included and felt that someone could commit crime without any type of social approval at all

*For Akers, differential reinforcement is key as stimuli and contingencies for reinforcement vary across social situations

CHAPTER 13

Rational Theories

Chapter 13 Multiple Choice

1. Rational choice theories developed in the midst of social events that included all of the following EXCEPT:

- a. The Drug War.
- b. The Prison Expansion Era.
- c. The Victims' Rights Movement.
- d. The Anti-Immigration Protests.

Answer: d

Objective: The development of rational theories

Page number: 162-163

Level: Basic

2. All of the following are policy/program implications from rational theories EXCEPT:

- a. Midnight basketball.
- b. Neighborhood watch.
- c. Victim assistance.
- d. Target hardening.

Answer: a

Objective: Types of policies and programs suggested by theories based on a rational approach to crime

Page number: 167

Level: Intermediate

3. The probability of crime increases when which of the following components is present:

- a. There is a motivated offender.
- b. There is no suitable target.
- c. There is a capable guardian.
- d. a and c.

Answer: a

Objective: The factors that interact in order for a crime to occur according to routine activities theory

Page number: 164

Level: Basic

4. Lifestyle theory focuses more on:
- a. The lifestyle of the criminal.
 - b. The lifestyle of society at large.
 - c. The lifestyle of the victim.
 - d. Changes in lifestyle over time.

Answer: c

Objective: Different elements involved in crime according to lifestyle theory

Page number: 165

Level: Basic

5. According to lifestyle theory, when lifestyle variations are taken in account:
- a. Criminals can be separated into professionals and amateurs.
 - b. Victims can be predicted by their social class.
 - c. Victims are less likely to be young.
 - d. Victimization experiences and potential victimizations are relatively predictable.

Answer: d

Objective: Different elements involved in crime according to lifestyle theory

Page number: 165

Level: Intermediate

6. Cohen and Felson claim that changes that have taken place in American society have resulted in all of the following EXCEPT:
- a. More people at home during work hours.
 - b. Greater interactions with motivated offenders.
 - c. More suitable targets being available.
 - d. A greater absence of guardians.

Answer: a

Objective: What is meant by routine activities and how these have changed over time in society

Page number: 164-165

Level: Basic

7. According to the text, lifestyles are influenced by all of the following EXCEPT:
- a. Social roles played by people.
 - b. The proximity of law enforcement agents.
 - c. Position in the social structure.
 - d. Decisions about desirable behavior.

Answer: b

Objective: Different elements involved in crime according to lifestyle theory.

Page number: 165

Level: Basic

8. Which of the following is referred to in this section as evidence of a conservative government mood in the late 1970s and early 1980s?

- a. Increased defense budgets.
- b. Lessening of restrictions on businesses.
- c. Attempts to reduce welfare benefits.
- d. All of the above.

Answer: d

Objective: The development of rational theories

Page number: 162

Level: Basic

9. Rationalist theories seemed to be rooted in evidence that came from:

- a. The U. S. Census.
- b. The Omnibus Crime Control and Safe Streets Act.
- c. The Philadelphia Birth Cohort Study.
- d. National victimization statistics.

Answer: d

Objective: The development of rational theories

Page number: 162-163

Level: Basic

10. Routine activities can be considered a continuation of the Chicago School because of its emphasis on:

- a. Case studies and crime prevention.
- b. Social disorganization and ecology.
- c. Ecology and culture conflict.
- d. Learning styles and social class.

Answer: b

Objective: What is meant by routine activities and how these have changed over time in society

Page number: 164

Level: Basic

11. Rational choice theory is most strongly identified in the work of:

- a. Cohen and Felson.
- b. Hindelang, Gottfredson and Garofalo.
- c. Clark and Cornish.
- d. Gottfredson and Hirschi.

Answer: c

Objective: The process of decision making that takes place in committing crime according to rational choice perspective

Page number: 165-166

Level: Basic

12. All of the following can be used to describe rational theories EXCEPT:

- a. Classical.
- b. Process-oriented.
- c. Micro-theoretical.
- d. Conflict-oriented.

Answer: d

Objective: The development and classification of rational choice theory.

Page number: 166

Level: Basic

Chapter 13 True-False

1. A routine activities theorist would argue that victims and targets are randomly distributed through all types of settings.

a. True

b. False

Answer: b

Objective: Describe what is meant by routine activities

Page number: 165, 167

Level: Intermediate

2. One of the primary concepts of lifestyle theory is the criminal's identification with specific forms of crime.

a. True

b. False

Answer: b

Objective: The different elements of crime according to lifestyle theory

Page number: 165

Level: Intermediate

3. Routine activities theory requires the absence of a capable guardian before a crime can be expected to occur.

a. True

b. False

Answer: a

Objective: The factors that interact for crime to occur according to routine activities theory

Page number: 164-165

Level: Basic

4. In making "involvement" decisions, the tactics for carrying out an offense, that is, the demands placed on the offender to commit the crime are determined.

a. True

b. False

Answer: b

Objective: The decision making process relative to committing crime according to the rational choice perspective

Page number: 166

Level: Basic

5. According to lifestyle theory, individuals of higher social class engage in fewer

activities that involve crossing paths with street criminals.

- a. True
- b. False

Answer: a

Objective: The different elements of crime according to lifestyle theory

Page number: 165

Level: Basic

Chapter 13 Fill in the Blank

1. The collection of more complex data sets gave rise to new theories of crime and the field of study called _____.

Answer: Victimology.

Objective: The development of rational theories

Page number: 163

Level: Basic

2. Areas that gain a reputation for being prone to crime are referred to as _____ spots.

Answer: Hot.

Objective: Factors that interact in order for crime to occur according to routine activities theory

Page number: 165

Level: Basic

3. Hindelang et al. found that you can explain why certain groups of people are more likely to be victimized because of their patterned activity or _____.

Answer: Lifestyle

Objective: The different elements involved in crime according to lifestyle theory

Page number: 165

Level: Basic

4. The rational choice perspective argues that the specific tactics for carrying out a crime are determined by _____ decisions.

Answer: Event

Objective: The process of decision making that takes place relative to committing a crime according to the rational choice perspective.

Page number: 166

Level: Basic

5. Returning to an earlier school of thought that people make rational choices has resulted in criminologists describing many of the new theory approaches as _____.

Answer: Neo-classical

Objective: The development of rational choice theories

Page number: 163
Level: Intermediate

6. When an offender has social bonds that may be used to restrain them, Felson refers to them as _____.

Answer: Handles

Objective: The various factors that interact in order for crime to occur according to routine activities theory

Page number: 165
Level: Basic

Chapter 13 Matching

Match the theoretical ideas in Column 1 with the best theory fit in Column 2

1. Divides decisions into involvement and event	a. Lifestyle Theory
2. Both social role and structural position determine risk of victimization	b. Rational Choice
3. Those of higher social class are less likely to cross paths with street level criminals argues Hindelang et. al.	c. Routine Activities
4. Offenders with social bonds, handles and handlers, may be restrained from offending	
5. These theorists recommend using lists of choice-structuring properties for various types of crimes	
6. Crime opportunities change over time and with levels of social disorganization in certain places	

1. *b
2. *a
3. *a
4. *c
5. *b
6. *c

Objective: All

Page number: 164-166
Level: Intermediate

Chapter 13 Essay

1. Describe the factors that influence lifestyle and how those are related to crime.

Answer: [key points to be made]

*Social roles including what others expect for us to do and includes our activities

*Social structure, one's access to resources, less victimization for those of higher social status is possible particularly if frequent safe activities in secure environments

*Decisions made about what is safe or risky behavior, the rational component

*Point is to minimize contact with high risk criminal types, make good choices

Objective: Different elements involved in crime according to lifestyle theory

Page number: 165

Level: Intermediate

2. Explain routine activities theory and how it predicts levels of victimization.

Answer: [key points to be made]

*Connected interest in ecology (social disorganization) with victimology

*Used principles of rationality to explain variation in rates of crime over time

*Volume of crime related to patterns of everyday activity & social interaction

*As people move away from home-centered activity, crime opportunities move as well

*Crime takes place in time and space when motivated offender converges with suitable target

*Likelihood of crime increases with the absence of capable guardians

Objective: What is meant by routine activities and how these have changed over time in society

Page number: 164-165

Level: Intermediate

3. What are the factors related to making the decision to commit a crime according to the rational choice perspective?

Answer: [key points to be made]

*Offenders will weigh potential costs and benefits to be expected

*Offenders use crime-specific needs and demands in process of “limited” rationality

*Involvement decisions is choice to commit crime itself with cost/benefit analysis

*Event decisions explain the specific tactics and measures chosen to affect the offense

*Easier methods make the crime more likely as to perceptions of not getting caught

Objective: Process of decision making that takes place relative to committing crime according to the rational choice perspective

Page number: 165-166

Level: Intermediate

Chapter 12 Short Essay

1. Explain what major data sets are useful to theorists in this section of rational perspectives

Answer: [key points to be made]

*Victimization statistics (such as the NCVS)

*UCR data – particularly the Supplemental Homicide Reports

*Geospatial data that shows dispersion of crime over different geographical areas particularly by date and time

*Other answers will vary based on student awareness of Domestic Violence data, prison sexual violence reporting, school violence mandatory reporting, etc.

Objective: Types of crime prevention policies and programs suggested by rational perspectives

Page number: 163

Level: Intermediate

2. Describe the types of policies and programs that would be suggested by rational

approaches to the study of crime.

Answer: [key points to be made]

*Answers may vary but should include the emphasis on prevention

*Target hardening, more lighting, alarms, surveillance, patrols etc.

*Reduce hot spots for crime, more public awareness of risk, signage, and neighborhood watch

*More geospatial analysis of crime trends

Objective: Types of crime prevention policies and programs suggested by rational perspectives

Page number: 167

Level: Intermediate

3. Why are rational perspectives also referred to as “neo-classical”?

Answer: [key points to be made]

*Emphasis on individual responsibility, free-will even though it was more “soft” free will

*Soft-determinism – only some mediating of predispositions

*Deterrence was goal like in Classical era but with more environmental design ways to deter and prevent crime

*Some reform of law but more economic influence (like Bentham) on opportunities and costs and benefits in calculation of crime prevention

Objective: The development of rational theories

Page number: 163

Level: Intermediate

Answer Key

Chapter 1

MC:

1. d
2. a
3. a
4. c
5. d
6. a
7. b
8. d
9. d
10. b
11. c
12. d

T/F:

1. b
2. b
3. a
4. b
5. a

Fill in the Blank:

1. Victimology
2. Hot
3. Lifestyle
4. Event
5. Neo-classical
6. Handles

Matching:

1. b
2. a
3. a
4. c
5. b
6. c

Essay:

Question 1. Answer [key points]

- *Social roles including what others expect for us to do and includes our activities
- *Social structure, one's access to resources, less victimization for those of higher social status is possible particularly if frequent safe activities in secure environments
- *Decisions made about what is safe or risky behavior, the rational component
- *Point is to minimize contact with high risk criminal types, make good choices

Question 2. Answer: [key points]

- *Connected interest in ecology (social disorganization) with victimology
- *Used principles of rationality to explain variation in rates of crime over time
- *Volume of crime related to patterns of everyday activity & social interaction
- *As people move away from home-centered activity, crime opportunities move as well
- *Crime takes place in time and space when motivated offender converges with suitable target
- *Likelihood of crime increases with the absence of capable guardians

Question 3. Answer: [key points]

- *Offenders will weigh potential costs and benefits to be expected
- *Offenders use crime-specific needs and demands in process of "limited" rationality
- *Involvement decisions is choice to commit crime itself with cost/benefit analysis
- *Event decisions explain the specific tactics and measures chosen to affect the offense
- *Easier methods make the crime more likely as to perceptions of not getting caught

Short Essay

Question 1. Answer [key points]

- *Victimization statistics (such as the NCVS)
- *UCR data – particularly the Supplemental Homicide Reports
- *Geospatial data that shows dispersion of crime over different geographical areas particularly by date and time

*Other answers will vary based on student awareness of Domestic Violence data, prison sexual violence reporting, school violence mandatory reporting, etc.

Question 2. Answer [key points]

*Answers may vary but should include the emphasis on prevention

*Target hardening, more lighting, alarms, surveillance, patrols etc.

*Reduce hot spots for crime, more public awareness of risk, signage, and neighborhood watch

*More geospatial analysis of crime trends

Question 3 Answer [key points]

*Emphasis on individual responsibility, free-will even though it was more “soft” free will

*Soft-determinism – only some mediating of predispositions

*Deterrence was goal like in Classical era but with more environmental design ways to deter and prevent crime

*Some reform of law but more economic influence (like Bentham) on opportunities and costs and benefits in calculation of crime prevention

CHAPTER 14

Contemporary Theories of Process

Chapter 14 Multiple Choice

1. According to the text, which is a characteristic of Hirschi & Gottfredson’s self-control theory?

- a. It uses a traditional, legal definition of crime.
- b. It uses a broader, more inclusive definition of crime.
- c. It uses a more narrow, restrictive definition of crime.
- d. It ignores the concept of a definition of crime.

Answer: b

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 175

Level: Basic

2. All of the following are sources of strain that may lead to deviance according to Agnew EXCEPT:

- a. The removal of intensive negative stimuli.
- b. Peer pressure to engage in delinquency.
- c. Perceiving oneself to be the victim of discrimination or injustice.
- d. Insufficient coping skills

Answer: a

Objective: How strain theory is related to anomie as well as crime & delinquency

Page number: 174-175

Level: Intermediate

3. All of the following are part of Gottfredson & Hirschi’s perception and definition of

crime EXCEPT:

- a. A result of improper or inadequate parenting.
- b. A product of self-interest.
- c. A consequence of genetic determinism.
- d. An event in time and space.

Answer: c

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 175-177

Level: Basic

4. Which of the following was the example used in the text of someone who changed criminal tendencies over the life-course?

- a. The young man who was an Al-Qaeda terrorist.
- b. The young gang member who moved to Canada.
- c. The young woman who had been a teen prostitute.
- d. The juvenile in the Philadelphia Birth Cohort study.

Answer: a

Objective: Developmental theories in general and the research evidence on them

Page number: 179

Level: Basic

5. The text describes the interactionist perspective as proposed by:

- a. Terrie Moffitt
- b. Terence Thornberry
- c. Sampson & Laub
- d. Robert Agnew

Answer: b

Objective: Developmental theories in general and the research evidence on them

Page number: 180

Level: Basic

6. According to Gottfredson and Hirschi in their general theory of crime, all of the following are true EXCEPT:

- a. Lower intelligence is related to a greater risk of crime.
- b. Criminality traits are naturally present from birth.
- c. Criminals have special motivations, needs and desires.
- d. Crime is attractive to those with a propensity towards it.

Answer: c

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 175-177

Level: Intermediate

7. According to Gottfredson and Hirschi, self-control is a factor that:

- a. Becomes stronger as one ages.

- b. Deteriorates as one ages.
- c. Is stable over the life course.
- d. Tends to be influenced by economic status.

Answer: c

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 176

Level: Basic

8. According to Thornberry, a child will avoid deviance if first successful in:
- a. Establishing inner containment.
 - b. Sports or other school achievements.
 - c. Making close friends with neighborhood children.
 - d. Attachment to parents.

Answer: d

Objective: Developmental theories in general and the research evidence on them

Page number: 180

Level: Intermediate

9. According to Sampson and Laub, changes in social bonds create destabilized periods over one's life, which they call:
- a. Social deficits.
 - b. Propensity events.
 - c. Turning points.
 - d. The lost generation.

Answer: c

Objective: Developmental theories in general and the research evidence on them

Page number: 179

Level: Basic

10. Positive blockage and negative avoidance combine in general strain theory to create:
- a. The highest rates of delinquency and deviance.
 - b. The lowest rates of delinquency and deviance.
 - c. Low rates of delinquency except in persistent offenders.
 - d. Low rates of delinquency except in dysfunctional families.

Answer: a

Objective: Strain theory and how it is related to anomie

Page number: 174-175

Level: Intermediate

Chapter 14 True-False

1. Child-rearing practices are a major concern in self-control theory.
- a. True

b. False

Answer: a

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 176

Level: Basic

2. Robert Agnew added the avoidance of pain to the strain theory formula.

a. True

b. False

Answer: a

Objective: Strain theory and how it is related to anomie

Page number: 174

Level: Basic

3. Gottfredson and Hirschi's general theory of crime is also called self-control theory.

a. True

b. False

Answer: a

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 175

Level: Basic

4. Race and social class play an important role in self-control theory.

a. True

b. False

Answer: b

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 176

Level: Intermediate

5. Life course theory is closely related to the early work of anomie theory.

a. True

b. False

Answer: b

Objective: Developmental theories in general and the research evidence on them

Page number: 179-180

Level: Intermediate

Chapter 14 Fill in the Blank

1. Thornberry argued that social control and learning mechanisms in our society are part of a two-way street he called _____.

Answer: Interaction

Objective: Developmental theories in general and the research evidence on them
Page number: 180
Level: Basic

2. The “general theory of crime” (or self-control theory) has also been called the _____ - event theory.

Answer: Propensity

Objective: Major principles of low self-control theory and their implications for crime & delinquency
Page number: 175
Level: Basic

3. The notion that the quality of interpersonal relationships is a resource for an individual to draw upon when needed is called social _____.

Answer: Capital.

Objective: Developmental theories in general and the research evidence on them
Page number: 179
Level: Basic

4. Life-course theory argues that over time, one’s life changes in two ways, referred to as trajectories and _____.

Answer: Transitions.

Objective: Developmental theories in general and the research evidence on them
Page number: 179
Level: Basic

5. According to Moffitt, antisocial behavior in young offenders is a likely result of these types of deficits.

Answer: Neurological.

Objective: Developmental theories in general and the research evidence on them
Page number: 180
Level: Basic

Chapter 14 Matching

Match the theory in Column 1 with its major theorist in Column 2

1. Life Course	a. Robert Agnew
2. Life-Course Persistent	b. Gottfredson & Hirschi
3. General Strain	c. Terence Thornberry
4. Interactionist	d. Sampson & Laub
5. Low self-control	e. Terrie Moffitt

1. *d
2. *e
3. *a
4. *c
5. *b

Objective: All

Page number: 174-180

Level: Intermediate

Chapter 14 Essay

1. Discuss the basic concepts of self-control theory (the general theory of crime).

Answer: [key points to be made]

*Individuals have natural tendencies of insensitivity, self-interest

*Child rearing must involve socialization & discipline to overcome innate low self-control

*While crime is product of low self-control, not everyone with low self-control commits crime

*Crime is an event in time and space that is broader than traditional legal definitions

*Crime combines a propensity to commit with opportunity present in environment which creates propensity/event that entices individuals and promises gratification

*Low intelligence also causes someone to miscalculate the consequences of an action

*Parents are responsible and self-control must be taught by 6-8 years of age

*Low self-control traits once formed are stable over one's life

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 175-178

Level: Intermediate

2. What do developmental perspectives contribute to explanations of crime and delinquency?

Answer: [key points to be made]

*Answers may vary but might include any of the following

*Look at turning points where significant life events decrease involvement in crime & delinquency

*Explain how likelihood of offending changes over time is more optimistic about reform

*Relies on changes in risk factors throughout life – dynamic rather than static

*Uses social capital to measure resources at one's disposal at various periods in life

*Some use neurological research findings and psychological as well as social learning to explain why one child in the family might have problems while others don't under same parenting

Objective: Developmental theories in general and the research evidence on them

Page number: 178-180

Level: Difficult

3. Comment on the social attitudes during the 1980s and 90s and how they may have fostered the development of certain types of theories.

Answer: [key points to be made]

- *"Me" generation and generation "X" – emphasis on self-interest
- *Focus on accountability, soft free will, more radical and conflict perspectives put aside
- *Belief in parents' responsibility to teach discipline and restraint
- *Use of integrated theories particularly using Glueck's longitudinal data on juveniles

Objective: The development of contemporary theories of process

Page number: 173-174

Level: Intermediate

Chapter 14 Short Answer

1. Discuss the relationship between stress and crime according to Agnew

Answer: [key points to be made]

- *strain from blocked opportunities makes it difficult to avoid crime
- *tendency to avoid pain, presence of stressors or loss of positive stimuli creates pressure to crime through negative emotions
- *Lack of coping mechanisms opens door to deviance
- *Low social control, peer pressure and even perceptions of being treated unfairly or unjustly can lead to irrational thinking, inability to correctly calculate outcomes of actions

Objective: How strain theory is related to anomie

Page number: 174-175

Level: Intermediate

2. Explain what is meant by life course theory.

Answer: [key points to be made]

- *Over one's life a person changes in two ways: trajectories and transitions
- *Trajectories are the different roles one assumes while aging, maturing, building bonds: being married, finishing college, getting a job, having children
- *Transitions are critical events that shape one's outlook such as war, death in the family, illness
- *The more social capital (like bonds) one has the better one conforms and avoids deviance
- *As people mature they take on less risk become more stable
- *Crime involvement is a dynamic feature of one's life, always changing
- *Cognitive abilities may influence the persistence of criminality

Objective:

Page number: 179

Level: Intermediate

3. What has the research on self-control theory found?

Answer: [key points to be made]

- *Most offenders are young and impulsive and less dramatic in nature than media projects
- *Offenders do not really specialize in one type of crime the way you might think
- *The stability of self-control as a product of child rearing is not clear, one study found the stability of self-control may be more genetic than parental
- *White collar offenders may be different than other offenders

Objective: Major principles of low self-control theory and their implications for crime & delinquency

Page number: 177-178
Level: Basic

Answer Key

Chapter 14

MC:

1. b
2. a
3. c
4. a
5. b
6. c
7. c
8. d
9. c
10. a

T/F:

1. a
2. a
3. a
4. b
5. b

Fill in the Blank:

1. Interaction
2. Propensity
3. Capital
4. Transitions
5. Neurological

Matching:

1. d
2. e
3. a
4. c
5. b

Essay:

Question 1. Answer [key points]

*Individuals have natural tendencies of insensitivity, self-interest

*Child rearing must involve socialization & discipline to overcome innate low self-control

- *While crime is product of low self-control, not everyone with low self-control commits crime
- *Crime is an event in time and space that is broader than traditional legal definitions
- *Crime combines a propensity to commit with opportunity present in environment which creates propensity/event that entices individuals and promises gratification
- *Low intelligence also causes someone to miscalculate the consequences of an action
- *Parents are responsible and self-control must be taught by 6-8 years of age
- *Low self-control traits once formed are stable over one's life

Question 2. Answer [key points]

- *Answers may vary but might include any of the following
- *Look at turning points where significant life events decrease involvement in crime & delinquency
- *Explain how likelihood of offending changes over time is more optimistic about reform
- *Relies on changes in risk factors throughout life – dynamic rather than static
- *Uses social capital to measure resources at one's disposal at various periods in life
- *Some use neurological research findings and psychological as well as social learning to explain why one child in the family might have problems while others don't under same parenting

Question 3. Answer [key points]

- *"Me" generation and generation "X" – emphasis on self-interest
- *Focus on accountability, soft free will, more radical and conflict perspectives put aside
- *Belief in parents' responsibility to teach discipline and restraint
- *Use of integrated theories particularly using Glueck's longitudinal data on juveniles

Short Essay

Question 1. Answer [key points]

- *strain from blocked opportunities makes it difficult to avoid crime
- *tendency to avoid pain, presence of stressors or loss of positive stimuli creates pressure to crime through negative emotions
- *Lack of coping mechanisms opens door to deviance
- *Low social control, peer pressure and even perceptions of being treated unfairly or unjustly can lead to irrational thinking, inability to correctly calculate outcomes of actions

Question 2. Answer [key points]

- *Over one's life a person changes in two ways: trajectories and transitions
- *Trajectories are the different roles one assumes while aging, maturing, building bonds: being married, finishing college, getting a job, having children
- *Transitions are critical events that shape one's outlook such as war, death in the family, illness
- *The more social capital (like bonds) one has the better one conforms and avoids deviance
- *As people mature they take on less risk become more stable
- *Crime involvement is a dynamic feature of one's life, always changing
- *Cognitive abilities may influence the persistence of criminality

Question 3. Answer [key points]

- *Most offenders are young and impulsive and less dramatic in nature than media projects
- *Offenders do not really specialize in one type of crime the way you might think

- *The stability of self-control as a product of child rearing is not clear, one study found the stability of self-control may be more genetic than parental
- *White collar offenders may be different than other offenders

CHAPTER 15

Contemporary Integrative and Critical Theories

Chapter 15 Multiple Choice

1. According to the text, the first theories to be widely used in integration were:
 - a. Anomie and feminist theories.
 - b. Differential association and life-course.
 - c. Social control and social learning.
 - d. Labeling and control balance.

Answer: c

Objective: Integrative theories and why they are popular today

Page number: 194

Level: Basic

2. Travis Hirschi argues against theory integration for one primary reason which is:
 - a. Theories are relevant only for a limited time.
 - b. Statistical tests must be crafted for each theory individually.
 - c. Theorists should first develop an agreed upon method of integration.
 - d. The basic assumptions of individual theories are incompatible.

Answer: d

Objective: Integrative theories and why they are popular today

Page number: 194

Level: Intermediate

3. The subjective perspective of crime, of which cultural criminology is an example, is also known as:
 - a. Functionalism.
 - b. Chaos.
 - c. Phenomenological.
 - d. Self-help.

Answer: c

Objective: Cultural criminology and its beliefs about the media

Page number: 200

Level: Basic

4. In control-balance theory, the two types of deviance that are referred to are:
 - a. Suggestive and perfunctory.
 - b. Autonomous and repressive.
 - c. Cultural and linear.
 - d. Predictive and conceptual.

Answer: b

Objective: Integrative theories and why they are popular today

Page number: 196

Level: Basic

5. An end-to-end model of theory building would most likely include all of the following EXCEPT:

- a. A macro-level theory.
- b. A fully-integrated theory.
- c. A bridging theory.
- d. A micro-level theory.

Answer: b

Objective: The concept of metatheory and its role in criminology

Page number: 194

Level: Basic

6. All of the following were mentioned as difficulties in using terrorism in the development of criminological theory EXCEPT:

- a. It does not seem to fit well in conflict oriented frameworks.
- b. It is politically determined and therefore, politically defined.
- c. Motivation is not a government concern so that part of theory is left out.
- d. Terrorists may vary according to who officials object to at any given time.

Answer: a

Objective: How liberal and conservative ideologies impact attitudes toward crime

Page number: 202

Level: Intermediate

7. The integrated theory that brings together theories of rationally-motivated offenders, routine activities, victimology and ecology is called:

- a. Critical incident metatheory
- b. Crime and social context
- c. Revolutionary context theory
- d. Adolescent subculture theory

Answer: b

Objective: Principles of integrative theories and why they are popular today

Page number: 196

Level: Basic

8. All of the following are central to Katz's phenomenological perspective EXCEPT:

- a. Standard background factors cannot predict who will engage in crime.
- b. A person's experiential foreground impacts his/her decision to commit crime.
- c. Violent crime allows the offender to transcend normal life.
- d. Crime statistics are useful for explaining why people do certain crimes

Answer: d

Objective: Basic principles of postmodern theories

Page number: 200-202

Level: Intermediate

9. In applying situational action theory, all of the following are important elements to consider EXCEPT:

- a. The moral basis of rules in a particular circumstance.
- b. The surrounding social milieu and its degree of integration.
- c. The level of complexity in a linear analysis
- d. An individual's propensities and exposure to criminogenic settings

Answer: c

Objective: Principles of integrative theories and why they are popular today

Page number: 197-198

Level: Intermediate

10. The theory that argues that individuals react more strongly to economic control if their own internal controls are weak particularly in terms of morality which allows for violence to be used to expedite their goals is:

- a. Chaos theory.
- b. Situational action theory.
- c. Seductions of crime.
- d. Institutional anomie theory.

Answer: d

Objective: Principles of integrative theories and why they are popular today

Page number: 223

Level: Basic

11. The theory of crime that includes in its concepts basic human impulses, the desire for autonomy, deviant predispositions, feelings of debasement, situational risk and opportunity is:

- a. Critical incident metatheory.
- b. Control balance theory.
- c. Evolutionary ecology theory.
- d. Chaotic engagement theory.

Answer: d

Objective: Principles of integrative theories and why they are popular today

Page number: 197

Level: Basic

Chapter 15 True-False

1. Charles Tittle's control balance theory relies on a continuum of seriousness for analyzing potential harm outcomes.

- a. True
- b. False

Answer: a

Objective: Principles of integrative theories and why they are popular today

Page number: 196

Level: Basic

2. According to the text, the two most common ways to integrate theory are called the "end to end" and the "class stratified" methods.

- a. True
- b. False

Answer: b

Objective: Principles of integrative theories and why they are popular today

Page number: 194

Level: Basic

3. The argument purported by Jack Katz is that if we don't understand the situation from the view of the offender, the offense will appear irrational.

- a. True
- b. False

Answer: a

Objective: Basic principles of postmodern theory

Page number: 201

Level: Basic

4. According to Semiotic theory the reality of the criminal justice system is defined by the person, the setting and the application of situational norms.

- a. True
- b. False

Answer: b

Objective: Basic principles of postmodern theory

Page number: 198-199

Level: Basic

5. Cultural criminology focuses on the essence of behavior and the emotion and meaning of why people do certain things.

- a. True
- b. False

Answer: a

Objective: Cultural criminology and its beliefs about the media

Page number: 200

Level: Intermediate

Chapter 15 Fill in the Blank

1. The perspective that is primarily a reaction and alternative to the positivist theories of the past century is called _____.

Answer: Postmodern.

Objective: Basic principles of postmodern theory

Page number: 198

Level: Intermediate

2. Cultural criminologists argue that social events should be studied using the subjective

interpretation of events, motives and people (rather than data) is called a _____ approach.

Answer: Phenomenological

Objective: Cultural criminology and its beliefs about the media

Page number: 200

Level: Intermediate

3. Theories that attempt to organize principles that will make sense out of theories by explaining how unit theories function and are best understood are called _____.

Answer: Metatheories.

Objective: The concept of metatheory and its role in criminology

Page number: 195

Level: Basic

4. A _____ theory focuses on the metaphors and linguistic concepts in the justice system and how that shapes our subjective understanding.

Answer: Semiotic

Objective: Principles of postmodern theory

Page number: 198-199

Level: Intermediate

5. Analyses that do not incorporate time and change so that they are considered less useful are called _____.

Answer: Static

Objective: Principles of postmodern theories

Page number: 199

Level: Intermediate

Chapter 15 Matching

Match the concept in Column 1 with the theorist most closely associated with that idea in Column 2

1. Semiotic Theory	a. Jeff Ferrell
2. The Seduction of Crime	b. Charles Tittle
3. Cultural Criminology	c. Miethe and Meier
4. Institutional Anomie	d. Jack Katz
5. Control Balance Theory	e. Jaques Lacan
6. Crime & Social Context	f. Messner and Rosenfeld

1. *e

2. *d

3. *a

- 4. *f
- 5. *b
- 6. *c

Objective: All

Page number: 194-201

Level: Difficult

Chapter 15 Essay

1. Identify some of the most common theories used in integration efforts and give examples of how these theories are used in the integration process.

Answer: [key points to be made]

*Answers will vary but should include social control and social learning as most popular

*Also could mention social disorganization, conflict, strain, anomie

Objective: Principles of integrative theories and why they are popular today

Page number: 194-195

Level: Difficult

2. Describe some of the social forces that shaped the development of integrative and postmodern theories.

Answer: [key points to be made]

*Answers will vary but may include: economic recession, terrorist attacks, wars in the mid-east, rise of national security interests, anti-immigration sentiments and views of the offender as responsible and rational.

Objective: Basic principles of postmodern theory

Page number: 192-193

Level: Difficult

3. In what ways does the media construct crime images, give examples of media accounts that seem to involve a cultural spin and how that might influence public opinions.

Answer: [key points to be made]

*Answers will vary but should mirror concepts of cultural criminology such as manipulation of images and the notion of selling stories to consumers.

Objective: Cultural criminology and its beliefs about the media

Page number: 200

Level: Intermediate

Chapter 15 Short Essay

1. Explain what the advantages and disadvantages of using “mini theories” to explain specific crimes would be.

Answer: [key points to be made]

*Answers will vary but could include something about only specific uses, not as helpful to understanding crime in general and would not capture changing social interests in new crimes or crime patterns

Objective: All

Page number: 203

Level: Difficult

2. What are some of the characteristics of Chaos Theory and why is it different from other theories?

Answer: [key points to be made]

- *Sees reality as more complex and non-linear than most sciences
- *Does not appreciate static approaches based on factors that don't change
- *Reality is constantly changing and evolving in non-patterned ways
- *Dynamic models are best for this postmodern approach
- *Different because it would not find most research done on crime to be meaningful nor the statistical tools to be useful

Objective: Basic principles of postmodern theory

Page number: 199

Level: Intermediate

3. What are some of the basic assumptions of cultural criminology?

Answer: [key points to be made]

- *Statistics not as helpful as understanding the essence of behavior, why people do things
- *Focus on interaction of cultural and subcultural dynamics of crime and crime control
- *Crime is situated in daily life and its expressions but mediated by crime control industry
- *Media used by agents of government to control images and social perspectives
- *Subjective interpretations create images of crime controlled by those who benefit

Objective: Cultural criminology and its beliefs about the media

Page number: 200

Level: Intermediate

Answer Key

Chapter 15

MC:

1. c
2. d
3. c
4. b
5. b
6. a
7. b
8. d
9. c
10. d
11. d

T/F:

1. a
2. b
3. a

4. b
5. a

Fill in the Blank:

1. Postmodern
2. Phenomenological
3. Metatheories
4. Semiotic
5. Static

Matching:

1. e
2. d
3. a
4. f
5. b
6. c

Essay:

Question 1. [key points]

*Answers will vary but should include social control and social learning as most popular

*Also could mention social disorganization, conflict, strain, anomie

Question 2. [key points]

*Answers will vary but should include: economic recession, terrorist attacks, wars in the mid-east, rise of national security interests, anti-immigration sentiments and views of the offender as responsible and rational.

Question 3. [key points]

*Answers will vary but should mirror concepts of cultural criminology such as manipulation of images and the notion of selling stories to consumers.

Short Essay

Question 1. Answer [key points]

*Answers will vary but could include something about only specific uses, not as helpful to understanding crime in general and would not capture changing social interests in new crimes or crime patterns

Question 2. Answer [key points]

*Sees reality as more complex and non-linear than most sciences

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*Reality is constantly changing and evolving in non-patterned ways

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statistical tools to be useful

Question 3. Answer [key points]

- *Statistics not as helpful as understanding the essence of behavior, why people do things
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