

Sociology 4141 (Uggen): Examination Guide

The first half of this course examined the extent and distribution of delinquent behavior and the assumptions and conceptual tools of social psychological theories of juvenile delinquency. Since the midterm, we have explored *social structural* theories of delinquency, traced *delinquent careers in the juvenile justice system*, and evaluated *policies for the prevention and control of delinquency*. As in the midterm and paper assignment, this exam will challenge you to reconcile abstract theories with messy empirical reality. You will also be asked to think about the theoretical bases and evidence supporting policy responses.

TO PREPARE FOR THE SECOND EXAM, I SUGGEST THAT YOU:

A. Catch up on anything you may have missed or put off.

1. Complete CWB, Rios, and Article readings. Make sure that your lecture notes are complete.
2. Try to see the **big picture**: Revisit your syllabus to ensure that you understand the course objectives. Study this outline as you review your course notes

B. Outline the sample questions (see below). Be **specific**. Show your knowledge, citing specific evidence.

C. Talk to each other and contact us if confused. It is fine to work together, but be a good group member.

OUTLINE SINCE MIDTERM

I. Defining and understanding "gangs" [class exercise]

- A. Thrasher 1927- interstitial, integrated by conflict, attached to territory
- B. Gangs versus delinquent groups and youth subcultures (Miller, Esbensen)
- C. Police perspective: National Youth Gang Study (know trends since 1990s, 2015 population estimates)
- D. Self-report perspective (Pyrooz & Sweeten 2015) on age, race/ethnicity, sex
- E. Gang participant perspective: Rios

II. Social-Structural Theories of Delinquency

- A. WEB Du Bois (1899): peculiarities of slavery, immigration & social environment;
 1. Racial disparities, discrimination, & self-respect in context of slavery and emancipation
- B. Shaw & McKay's Social Disorganization Theory (1931) (and critique)
 1. Background and assumptions: reacting against 19th c. biological determinism
 2. Conceptual Tools [Social Disorganization; Cultural Transmission; Ethnic Succession]
 3. Policy: The Chicago Area Projects
 4. Critique and Extensions (Rob Sampson and Collective Efficacy in CWB)
 5. Sampson (2008): Immigration as Protective against Violence
- C. Anomie (structural) and Strain (individual) Theories (and critique)
 1. Background: Durkheim and Anomie
 2. Merton's Anomie Theory (1938)
 - a. Anomie; Common cultural success goals & stratified opportunity structure; Reference Groups & Relative Deprivation; Typology of Individual Adaptations; Societal Typology
 3. Cloward & Ohlin's Differential Opportunity Theory (1960)
 - a. Illegitimate Opportunity Structure; Typology of Delinquent Gangs; Work Policy:
 4. Cohen's Status Frustration Theory (1955)
 - a. Malicious, negativistic, & nonutilitarian; Middle-class Measuring Rod; Reaction formation
 5. Messner & Rosenfeld's (in CWB) Institutional Anomie/American Dream
 - a. Dominance of market logic and individualism
 6. Agnew's [individual-level] General Strain Theory: Strain-> negative emotions -> Crime
- D. Conflict and Marxian Theories (and critique)
 1. Background: Classes, Conflict, and Materialism
 2. Typology of crimes and critique of criminology
 3. Wacquant (2012) – convergence of workfare and “prisonfare” – “punishing the poor”
 4. Rios: Hypercriminalization and youth control
 - a. Coupling of criminal justice and community institutions
 - b. How well-intentioned adults help criminalize the boys

- c. Crimes of resistance (e.g., bag o' chips); consciousness
 - d. Hypermasculinity in absence of respectable work
- 5. Lynch & Schwendingers in CWB: e.g., environmental harms and radical criminology
- 6. David Greenberg: Delinquency and age structure of advanced capitalism
- 7. King et al. 2012: criminal deportation rises and falls with unemployment rate
- 8. Extensions: Culture conflict v. class conflict; left realism; social threat
- E. Female Delinquency, Feminist Theory, and the Gender Gap (and critique)
 - 1. Biological and Psychological Myths and Approaches
 - 2. "Chivalry" (Otto Pollak) and Early Sex-Role Theories
 - 3. Converging rates: "Emancipation" vs "Marginalization" vs "Less Chivalry"
 - 4. Chesney-Lind's critique and problems with "just add girls and mix"
 - 5. Hagan's Power-Control Theory (arrest rates by worker class and sex in MN)
 - 6. Miller & Mullins in CWB:
 - a. crime as resource for performing & accomplishing gender
 - b. Feminist theories of patriarchy, victimization, survivorship (Chesney-Lind)
 - 7. Extensions: Messerschmidt's "masculinities and crime" (see Rios, Chapter 6)

III. Delinquent Careers in the Juvenile Justice System

- A. Film: *Angels with Dirty Faces*
- B. The Juvenile Justice System
 - 1. Terminology: Adult vs Juvenile system
 - 2. Goals and Functions
- C. Juvenile Court
 - 1. Historical Ideal: Intake, Adjudication, Disposition, Aftercare (examples of careers)
 - 2. Founding principles and development influential cases
 - 3. Constitutional challenges & protections (Gault 1967; Winship 1970; Roper 2005; Miller 2012)
 - 4. Trends and recent decline in total caseload and differences by sex
 - 5. Current practices: Increasing formality; Stubborn problems; Feld: Abolish the Juvenile Court
 - 6. Schaeffer & Uggen (2016) on blended sentencing movement (or EJJ in MN)
- D. Prevention and Intro to Juvenile Justice
 - 1. Greenwood (2008): Nurse/family; Perry Preschool;
 - 2. In Community: Functional Family Therapy; Multisystemic Therapy
 - 3. In Institutions: Cognitive Behavioral Therapy; MTFC
 - 4. Zahn et al. (2009): What works for girls (MTFC; MST – same as boys)
 - 5. Sullivan, Piquero, Cullen (2012): matching programs to life-course theory
- E. Policing and Juveniles
 - 1. Discretion and correlates of decision to arrest
 - 2. Trends in youth attitudes toward officers by race
 - 3. Stop and frisk arrest rates by race
 - 4. Hot topics: Implicit bias, body cameras, and procedural justice
- F. Probation and Parole
 - 1. PSI/Social history
 - 2. Classic supervision Rehabilitation/Control Typology and trend toward surveillance
 - 3. Lane et al (2007) Intensive Supervision (ISP) (Effectiveness v. probation) and aftercare
- G. Institutions and Juvenile Decarceration since 1999
 - 1. "Detention" versus "Commitment"
 - 2. Suppression effect in comparing different treatments
 - 3. Gendreau on "effective correctional intervention"
 - 4. Profile of residents and recidivism rates
 - 5. Extended Juvenile Jurisdiction (EJJ)
 - 6. High recidivism at Red Wing and elsewhere
 - 7. Sexual victimization rates in juvenile facilities by gender and sexual orientation
 - 8. Inderbitzin et al (2014) Juvenile Lifers

H. Conclusions & Review

1. Rosenfeld & Messner (2014) Social Welfare Critique of Crime Control
2. Uggen's Recommendations
 - a. Abandon harmful (Scared Straight) and ineffective (DARE) programs
 - b. Expand diversion for status & minor delinquents (cost and availability)
 - c. Maintain routine probation as most frequent sentence option (PSIs)
 - d. Apply effective community programs; Prevent: e.g., nurse visits; preschool; life skills; Treat: e.g., MST, FFT, in community
 - e. Reserve institutions for personal index (incapacitate & deter); Treat w/ CBT; Family
 - f. Attend to abuse (can't always go back).
3. Uggen's Historical Outline: 1640s-2016

IDENTIFICATIONS [4 points each]

In a sentence or two, identify the concepts below by describing the ideas with which they are associated and their significance for the study of delinquency. Where relevant, identify a theorist or researcher who used the concept.

Adjudication	Meda Chesney Lind
Aftercare	Meta-analysis
Androcentric policies and programs	Multisystemic Therapy
Anomie	Perry Preschool
Chivalry	Richard Rosenfeld and Steven Messner
Collective efficacy	Retreatist adaptation
Demeanor	Robert Sampson
WEB Du Bois	<i>Roper v. Simmons</i>
EJJ/Blended Sentencing	PSI/Social History /Pre-Disposition Report
Ethnic succession	Suppression effect
Intake	Surplus population
Intensive Supervised Probation	Workfare/Prisonfare
Malicious, Negativistic, and Non-utilitarian	Zone of transition

SHORT ESSAYS (1-2 PARAGRAPHS)

1. Describe recent trends in the number of youth institutionalized in the juvenile justice system. What are some of the biggest problems and most stubborn challenges that must be overcome to improve juvenile institutions?
2. Describe 3 US Supreme Court cases that have changed the US juvenile justice system since the 1960s.
3. Some scholars (such as Barry Feld) suggest we consider abolishing the juvenile court and give "age discounts" in adult court instead. Other scholars (such as Bruce Western) say we should extend the age of juvenile court jurisdiction to 21 or 25. Explain the rationale for each position and state your own reasons for supporting one or the other (or maintaining the status quo).
4. If you could make **one** reform to how the US addresses youth crime, what would it be? Explain.
5. Compare the "official" and the "self-report" picture of US gang members, with regard to age, race, and sex.

LONGER ESSAYS (3+ BLUEBOOK PAGES)

6. Uggen suggests 6 recommendations to prevent and control delinquency. List these recommendations and his rationale for making them. Critique them based on some other perspective in your readings this semester.
7. Shaw and McKay found higher rates of juvenile arrest in neighborhoods with a higher rate of African-American and foreign-born residents.
 - A. Describe how social disorganization and cultural transmission explain this finding.

- B. Critique this finding based on Rios, labeling theory, and research on policing and official statistics.
- C. What does Rob Sampson's work show about immigration and community crime rates? Is this consistent with Shaw and McKay or a challenge to their theory?

8. A Chicago-school gang theorist defined gangs as "interstitial groups" that are "integrated through conflict" with "attachment to local territory." To what degree do the young men Rios studied fit these 3 elements of Thrasher's definition? Cite specific people and events to support your answer.

9. Police officers are often the "on-the-spot prosecutor, judge, and correctional system" with juveniles.
- A. Discuss the factors that appear to influence police discretion (1 paragraph) and the range of disposition options that officers may exercise (1 paragraph).
 - B. Do juveniles have favorable or unfavorable views of police? How have these attitudes changed in the past 20 years? (1 paragraph)
 - C. Based on what you've learned this semester, what changes would you suggest in policing juveniles. Explain your answer in a paragraph.

10. Merton's anomie theory was designed to explain differences in crime rates across societies and social classes. Can his theory explain differences in rates of delinquency between urban Oakland and rural Minnesota? Between the US and some other nation you know? How would his typology of *individual* adaptations (innovators, retreatists, ritualists or rebels) explain the persons and events described in Rios' *Punished*? How would Agnew's General Strain Theory explain the individual differences among the 40 youth that Rios studied?

11. In lecture, Uggen argued that age is the strongest correlate of crime and delinquency.
- A. How does Matza's "drift" theory explain how people "age out of" delinquency?
 - B. How does Cohen's "status frustration" theory explain how people "age out of" delinquency?
 - C. How does Greenberg's Marxian theory explain how people "age out of" delinquency?
 - D. Are these theories consistent or inconsistent with Moffitt's typology? Explain.
 - E. Which of the theories noted above is most consistent with Rios' account? What sort of "youth support complex" does he suggest to help young men move away from crime?

12. Assume you are a juvenile court judge. For each case, select a DISPOSITION (or sentence). EXPLAIN your choice based on the case file data, a theory of delinquency that seems appropriate, and the discussions in course materials about effectiveness of the disposition. Choose diversion, scared straight, probation, community treatment with multisystemic therapy, or institutionalization with cognitive behavioral therapy.

- A. Miley C., a female of 15, petition notes she is "beyond parental control" and truant. Her case file says she may have a history of physical or sexual abuse.
- B. Marshall M., a male of 17, for auto theft. His predisposition report says he has never been arrested but appears to be involved in an adult-run "chop-shop" in his high-crime neighborhood.
- C. Justin B., a male of 16, for robbery and aggravated assault. His predisposition report says he is gang-involved and has already served time for "shooting up a Taco Bell."
- D. Robin T., a male of 14, for sexual assault. His predisposition report says he was physically and sexually abused as a child and he was recently placed in foster care.

13. Assume that you are testifying before the Minneapolis City Council about youth crime. They have asked you to (1) EXPLAIN youth crime in terms of a delinquency theory (Choose social disorganization, anomie, deterrence, Marxian conflict, or feminist theory) and (2) recommend ONE of the programs below to address a perceived rise in juvenile violence. Assume each project will cost about \$3.5 million. (3) Explain why you expect your program to succeed and why you chose it over the other alternatives.

- **North Star Area Projects** fund a community center which includes a basketball court and pool area, a health center, and money for residents to set up their own anti-delinquency programs; OR
- **Operation Blue Blanket** funds 30 temporary patrol officers, 5 undercover officers, and permanent appointment of 5 community officers to establish police presence in the area; OR
- **Mobilization for Work:** funds a job center with vocational training and placement in skilled jobs.