Soc 4141 Midterm Examination Guide (Uggen)

To prepare for the midterm exam, I suggest that you:

A. **Catch up on anything you may have missed or put off.**
   2. Make sure that your lecture notes are complete.

B. **Try to see the big picture:**
   1. Revisit your syllabus to ensure that you understand the course objectives.
   2. Study this outline as you review your course notes

C. **Outline the sample questions (see below).**

D. **Be specific.** Show your knowledge by citing specific evidence.

E. **Talk to each other** and contact me if you are confused on particular points.

**OUTLINE TO DATE**

I. Extent and distribution of Juvenile Delinquency
   A. Legalistic and Sociological Definitions of JD
   B. The Official Delinquency Picture: UCR
      1. Index vs Nonindex Crimes
      2. Status Offenses
      3. Correlates and Trends
      4. State and Local
      5. Critique
   C. The Self-Report Delinquency Picture: MTF
      1. Class Survey – methods and results
      2. Prevalence and Incidence
      3. Correlates and Trends
      4. Critique
   D. The Crime Victimization Picture: NCVS
      1. Correlates and Trends
      2. Critique
   E. Summary of 3 pictures

II. Theories of Delinquency
   A. Transition: from Correlates to Causal Models
      1. Criteria of Causality
      2. Levels of Explanation
   B. Classical School: Deterrence and Rational Choice
      1. Background and Assumptions,
      2. Conceptual Tools: General and Specific Deterrence
      3. Critique and Extensions
      4. Policy: Scared Straight and ... 
   C. Biology, Psychology, and Individual Treatment
      1. Background: early biological positivists
      2. Moffitt’s (1993) typology
      3. Lundman on individual treatment
   D. Sutherland’s Differential Association Theory (1939)
      1. Background and Assumptions
      2. Conceptual Tools
         a. Normative Conflict
b. Culture and Subculture
c. Differential Association Process (know process)
d. Differential Social Organization
3. Critique and Extensions (Sykes & Matza; Matsueda)
4. Policy: Community Treatment/Guided Group Interaction, (DARE?)

E. Hirschi’s Social Control Theory (1969)
1. Background and Assumptions
2. Conceptual Tools: The Social Bond (know elements)
3. Critique and Extensions (Gottfredson & Hirschi; Sampson & Laub)
4. Policy: Boot Camps (?) and …
5. Compare Differential Association and Social Control

F. Matza’s Drift Theory (1964)
1. Conceptual Tools: Drift, Neutralization, "Sounding"

G. Labeling and Societal Reaction
1. Background: Self-image and identity; and Assumptions
2. Conceptual Tools
   a. Primary Deviance
   b. Secondary Deviance
   c. Rule creators/moral entrepreneurs
3. Critique and Extensions: Matsueda’s symbolic interactionist theory
4. Policy: Diversion and …

III. Applications
A. Cross – life history of Kurt Cobain
B. Chesney-Lind & Sheldon delinquent girls

SAMPLE QUESTIONS

I. Sample Multiple Choice Questions
1. A key assumption of Hirschi’s social control theory is that
   (a) various subcultures in society endorse different norms and values
   (b) there is general consensus in society over values and beliefs
   (c) societal reactions to deviance increase the likelihood of future deviance
   (d) criminologists must ask why we disobey the law rather than why we obey it.
   (e) none of the above

2. Cross writes that Kurt Cobain ingested all of the following drugs, except...
   a. ritalin
   b. heroin
   c. LSD (acid)
   d. cocaine
   e. none of the above – he used all of these drugs at some point

4. According to Lundman, Community Treatment programs are:
   a. “are much less effective than institutionalization”
   b. “are much more effective than institutionalization”
   c. “are just as effective as institutionalization”
   d. “are dangerous and should be discontinued”
   e. a and d.

SHORT ESSAYS (1-2 PARAGRAPHS)
I. A recent Minnesota House Republican Agenda stated that juvenile crime is "more violent, sophisticated and prevalent than before." Write a paragraph supporting, qualifying, or refuting this statement. Be sure to refer to the trends in self-report and victimization surveys as well as official statistics.

II. Briefly explain Moffitt's typology, citing an example of each type of delinquent. What sort of policies does this model imply?

III. Chesney-Lind & Sheldon describe some delinquent acts as "predominantly male" and others as "about equally male and female." Briefly discuss at least 1 "predominantly male" act in our class survey and 2 acts that females are about as likely to report as males.

IV. Carla has close and intimate relationships with both her parents and friends. Both parents and friends, however, often violate the law.
   A. Would differential association theory predict that Carla is likely to become a criminal? Explain in a paragraph.
   B. Would social control theory predict that Carla is likely to become a criminal? Explain in a paragraph.

MEDIUM ESSAYS (2-3 BLUEBOOK PAGES)

V. Uggen argues that the "official picture" of juvenile delinquency is somewhat different than the self-report picture.
   A. Briefly explain these differences.
   B. What methodological factors might account for these differences?
   C. How would labeling theory account for these differences?

VI. Uggen will appear on ABC's Nightline tonight. He will use our class self-report survey to make general statements about crime among college students.
   A. Summarize the results of our survey in a paragraph.
   B. Compare and contrast our results with those found of the Monitoring the Future survey in a paragraph
   C. Write a paragraph critiquing the self-report method in general and our survey in particular
   D. Write a paragraph critiquing Uggen's use of these data for this purpose.

VII. Does rational choice theory only apply to economic or property crimes? Explain why or why not using the assumptions and conceptual tools of the theory. Cite specific examples.

VIII. A reporter asks you, a local delinquency expert, to explain a recent event: "Vulcan King" Thomas Trudeau, 54, is charged with three counts of fifth-degree criminal sexual conduct. According to the criminal complaint, a "Krewe" of Vulcans surrounded women in a bar and held up their capes while Trudeau ran a garter up their legs, poked their crotches, and grabbed their breasts under their clothes. Give an account of this event from a delinquency theory we have discussed. What is typical about it and what is atypical? Be sure to address the group nature of the behavior, the age of the delinquents, and the conceptual tools of the theory.

LONGER ESSAYS (3+ PAGES)
IX. Feminist criminologists, such as Meda Chesney-Lind have argued that female delinquency cannot be explained by theories designed to explain the behavior of boys: the "just adds girls and mix" approach to female delinquency is ineffective.
   A. What do arrest and self-report data tell us about gender differences in delinquency? Write a paragraph based on Chesney-Lind and Shelden’s Chapters 2 and 3.
   B. How would Sutherland's differential association theory explain this gender gap? (1 paragraph)
   C. How would Hirschi's social control theory explain this gender gap? (1 paragraph)
   D. How would labeling theory explain this gender gap? (1 paragraph)
   E. Which of these explanations do you find most convincing? (1 paragraph)

X. Cobain
   A. Are the data from Cross’ presentation of Cobain’s life history more consistent with a social control or a differential association or a labeling or a rational choice interpretation of delinquent behavior? Cite specific people and events regarding the role of the family, schools, peers, and other factors. (2-3 bluebook pages)
   B. Briefly explain why his life history is not consistent with the other theories mentioned? (1-2 bluebook pages)
   C. What are the strengths and limitations of the life history approach to studying delinquency? What sort of biases might enter if we relied too much on this particular life history? (1-2 paragraphs)

XI. Sutherland wrote that criminals learn both “techniques of committing crime” and “motives, drives, rationalizations and attitudes” about crime.
   A. Briefly explain what sort of things are learned, citing at least 3 examples of each type of learning in Cross’ presentation of Cobain’s life history. (1-2 pages)
   B. Do you think delinquency came naturally for Kurt Cobain, or did it have to be learned in interaction with his family and friends? Explain. (1-2 paragraphs)

XII. Lundman's *Prevention and Control* text discusses the policy implications of several theories of delinquency.
   A. To what degree is community treatment consistent with the concepts and assumptions of differential association theory? Is it successful relative to, say, institutionalization?
   B. To what degree are diversion programs consistent with the concepts and assumptions of labeling theory? Name several advantages and disadvantages of diversion programs.
   C. To what degree are boot camps consistent with the concepts and assumptions of Hirschi’s social control theory? How else would you implement a program based on social control theory? Explain.
   D. Identify which approach you find most promising in preventing and/or controlling delinquency and explain why you find it convincing in a sentence or two.

XIII. The FBI Uniform Crime Reports divides its crime index of serious offenses into "crimes against persons" and "crimes against property."
   A. About what percentage of total juvenile arrests are for personal index crimes such as armed robbery? How has this changed since 1960? Since the mid-1990s? (1 paragraph)
B. Explain the sex and race distribution of armed robbery according to the self-report data presented in lecture and your texts. Does the "self-report picture" for this crime match the "official picture" with regard to sex? (1 paragraph)

C. Use the assumptions and concepts of differential association theory to briefly explain why fewer youth engage in robbery than in larceny-theft. (1 paragraph)

D. Critique your answer in (C) from the perspective of social control theory. Which theory do you think best accounts for this behavior? Why? (1 paragraph)