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.**
   1. Complete CWB, Rios, and Article readings.
   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. It is fine to work together, but be a good group member.

**OUTLINE TO DATE**

I. **Extent and distribution of Juvenile Delinquency**
   I. Legalistic and Sociological Definitions of JD
      A. LEGAL: law violation by persons who have not reached age of majority
      B. SOC: concept of childhood, rules of age-appropriate behavior, formal institutional reaction
   II. The Official Delinquency Picture: UCR
      A. Index v. Non-index Crimes
      B. Status Offenses
      C. Correlates and Trends
      D. State and Local
      E. Critique
   III. The Self-Report Delinquency Picture: MTF
      A. Class Survey – methods and results
      B. Prevalence and Incidence
      C. Correlates and Trends
      D. Critique
   IV. The Crime Victimization Picture: NCVS
      A. Correlates and Trends
      B. Critique
   V. Summary of 3 pictures and “bivariate correlates” (age, sex, race...)
      A. 6 Social Sources of the crime drop (punishment, policing, opportunities, economics, demography, long-term social dynamics)

II. **Theories of Delinquency**
   I. Transition: from Correlates to Causal Models
      A. Why not skip theories?
      B. Criteria of Causality
      C. Levels ofExplanation
   II. Biology, Psychology, and Individual Treatment
      A. Background: early biological positivists
      B. Terrie Moffitt’s (1993) Adolescent-Limited and Life-Course Persistent typology
      C. CWB evidence on Moffitt
   III. Classical School: Deterrence and Rational Choice
      A. Background and Assumptions from Beccaria and Bentham
      B. Conceptual Tools: General and Specific Deterrence
      C. One model: \( Y = P(\text{reward}) - ((1-P)\text{costs}) \)
      D. Critique and Extensions; CWB summary
      E. Anthony Petrosino et al. on Scared Straight
   IV. Angels with Dirty Faces (1938) and discussion
A. Differential association, social control, and labeling interpretations

V. Sutherland’s Differential Association Theory (1939)
A. Background and Assumptions (cultural relativism; human flexibility; learning; groups)
B. Conceptual Tools
1. Normative Conflict
2. Culture and Subculture
3. Differential Association Process (know process, but needn’t memorize 9 propositions)
4. Differential Social Organization
C. Critique and Extensions (Akers; Sykes & Matza; Matsueda)
D. CWB Review by Akers & Jensen on Social Learning theory
E. Policy: Community Treatment/Guided Group Interaction (Provo and Silverlake)
F. Clampet-Lundquist et al. 2011. “Moving to Opportunity” Reading (effects and group differences)

VI. Hirschi’s Social Control Theory (1969)
A. Background and Assumptions (roots in Hobbes, Durkheim); normative consensus; crime is “natural”; absence of controls -> JD
B. Conceptual Tools: The Social Bond (Attachment, Commitment, Involvement, Belief)
C. Critique and Extensions (Gottfredson & Hirschi; Sampson & Laub)
D. Compare Differential Association and Social Control

VII. Matza’s Drift Theory (1964)
A. Conceptual Tools: Drift, Neutralization, “Sounding”

VIII. Labeling and Symbolic interaction in Life Course
A. Background: Self-image and identity; and Assumptions (Cooley; Mead); relativism, labels, power
B. Conceptual Tools
1. Primary Deviance
2. Secondary Deviance
3. Rule creators/moral entrepreneurs
C. Critique and Extensions: Matsueda’s symbolic interactionist theory
E. Policy: Diversion, decriminalization, due process, deinstitutionalization
F. Wilson & Hodge 2013. Meta-analysis on diversion
1. Intervention v. Caution programs
2. Effectiveness relative to standard treatment

IX. Rios: know specific people and events & connect to delinquency theories
A. Gang definitions
B. Transition to social-structural theories

**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. For all of the boys in Rios’ sample (p. 57), their first encounters with police took place...
   a. in the streets
   b. in or near their homes
   c. in or near their schools
   d. in or near the police station
   e. none of the above – few boys in the sample had ever interacted with the police

3. According to Petrosino et al. (p.53) , Scared Straight programs result in
   a. “a decrease in criminality in the experimental group when compared to a no-treatment control”
b. “an increase in criminality in the experimental group when compared to a no-treatment control.”
c. “no difference in criminality in the experimental group when compared to a no-treatment control.”
d. None of the above. Petrosino et al. evaluated diversion programs rather than Scared Straight

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. Some delinquent acts are “predominantly male” and others as “about equally male and female.” Based on national surveys and/or our class self-report survey, briefly discuss at least 1 “predominantly male” act and 1 act that females are about as likely to report as males.

IV. Sarah 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 Sarah is likely to become a criminal? Explain in a paragraph.
B. Would social control theory predict that Sarah 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 The Daily Show 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 juvenile court official asks you, a local delinquency expert, to assist with a recent case: “before a 9-year-old boy stowed away on a flight to Las Vegas last week, he had already stolen a car, sneaked into a Bloomington water park without paying and come under the scrutiny of child protection investigators.” Because of his age, he cannot be charged with a crime. How might you use our course materials to help make sense of this history and suggest some treatment alternatives. What is typical about it and what is atypical? Be sure to address the behaviors, age, and the conceptual tools of the theories, and the past success of the programming options you discuss.

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?
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. Rios and individual-level delinquency  
A. Are the data from Rios’ first three chapters 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 ethnography is not consistent with the other theories mentioned? (1-2 bluebook pages)  
C. What are the strengths and limitations of the ethnographic approach to studying delinquency? What sort of biases might enter if we had no other sources of data on delinquency? (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 Rios’ ethnography. (1-2 pages)  
B. Do you think delinquency came naturally for the boys that Rios studied, or did it have to be learned in interaction with family and friends? Explain. (1-2 paragraphs)  

XII. Throughout the course, we consider how delinquency theory maps onto delinquency policy.  
A. To what degree are diversion programs consistent with the concepts and assumptions of labeling theory? How successful are these programs? Name several of their advantages and disadvantages.  
B. To what degree is community treatment consistent with the concepts and assumptions of differential association theory? Is it successful relative to, say, institutionalization?  
C. To what degree is scared straight consistent with the concepts and assumptions of deterrence theory?  
D. How would you implement a program based on social control theory? Is there any program in Sherman et al’s What Works summary that applies the principles of social control theory?  
E. 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 theft according to the self-report data presented in lecture and your texts. Does the "self-report picture" for this crime match the "official picture"? (1 paragraph)  
C. According to Uggen and McElrath (2014), what factors might account for the big decline in theft and (especially) motor vehicle theft? (1 paragraph)  
D. Of the individual-level theories we’ve discussed, which one seems most useful for explaining overall crime trends over the last 20 years? Refer to the assumptions and concepts of the theory in your answer. (1 paragraph)