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 all readings and make sure that your notes are complete.
   2. Revisit page 1 of your syllabus to ensure you understand the course objectives. This is what I do before I *write* the test.
   3. The exam **emphasizes work since the midterm**, but briefly review the extent and distribution of delinquency to connect theory and policy to real trends.
   4. Study this outline as you review your course notes.

B. Outline <u>each</u> of the sample questions (see below).
   1. Talk to each other as much as your schedule permits!
   2. Working in groups is fine, but beware of "free riders."

C. Contact us or check reserve readings if you are confused about particular points. Ask questions!

OUTLINE SINCE MIDTERM

I. <u>Defining and understanding "gangs" [class exercise and handout]</u>
   - A. Thrasher 1927- interstitial, integrated by conflict, attached to territory
   - B. Gangs versus delinquent groups and youth subcultures
   - C. Police perspective: Sgt. Mike Martin (videotape)
   - D. Gang leader perspective: Kody Scott/Sanyika Shakur (Monster)

II. <u>Social-Structural Theories of Delinquency</u>
   - A. Shaw & McKay's Social Disorganization Theory (1920s)
     1. Background: reacting against 19th c. biological determinism
     2. Assumptions
     3. Conceptual Tools
        - a. Social Disorganization
        - b. Cultural Transmission
        - c. Ethnic Succession
     4. Policy: The Chicago Area Projects
     5. Critique and Extensions (Rob Sampson and Collective Efficacy)
   - B. Anomie and Opportunity (Lower-Class-Based) Theories
     1. Background: Durkheim and Anomie
     2. Merton's Anomie Theory (1938)
        - a. Anomie
        - b. Common cultural success goals & stratified opportunity structure
        - c. Reference Groups and Relative Deprivation
        - d. Typology of Individual Adaptations to Anomic Strain
        - e. Typology of Societies
     3. Cloward & Ohlin's Differential Opportunity Theory (1960)
        - a. Illegitimate Opportunity Structure

b. Typology of Delinquent Gangs
c. Policy: Mobilization for Youth; Work as a turning point

4. Cohen's Status Frustration Theory (1955)
    a. Malicious, negativistic, and nonutilitarian delinquency
    b. Middle-class Measuring Rod
    c. Reaction formation
5. Critique and Extensions

C. Conflict and Marxian Theories
1. Background: Classes, Conflict, and Materialism
2. Typology of crimes and critique of criminology
3. Critique and extensions
    a. Greenberg: Delinquency and age structure of advanced capitalism; Culture conflict v. class conflict; left realism; social threat; Africana CJ

D. Sex Stratification, Female Delinquency, and the Gender Gap
1. Biological and Psychological Approaches
2. "Chivalry" and Early Sex-Role Theories
3. Converging rates: "Emancipation" vs "Marginalization" vs "Less Chivalry"
4. Hagan's Power-Control Theory
5. Feminist theories of Patriarchy, Victimization, Survivorship (Chesney-Lind)
6. Extensions: Messerschmidt's "masculinities and crime"

III. <u>Delinquent Careers in the Juvenile Justice System</u>

A. Film: *Angels with Dirty Faces*

B.The Juvenile Justice System
1. Handout: Adult vs Juvenile system
2. Goals and Functions

C. Juvenile Corrections in Minnesota - MCF-Red Wing
1. Profile of residents and recidivism rates
2. Extended Juvenile Jurisdiction (EJJ)
3. Red Wing today: treatment and services
4. Changes

D.Juvenile Court
1. Historical Ideal: Intake, Adjudication, Disposition, Aftercare stages
2. Founding principles
3. Constitutional challenges
4. Trends in case processing
5. Current practices
    a. Increasing formality
    b. Stubborn problems
    c. Barry Feld: Abolish the Juvenile Court

E.Policing and Juveniles
1. Discretion
2. Attitudes
3. Career considerations

F.<u>Monster</u>: Kody Scott/Sanyika Shakur's case history
1. Chronology: Delinquent career in the JJS
2. Shakur's challenge to "so-called experts." Do the conceptual tools of sociological theories help explain this life history?
3. Critical reviews of *Monster* and class exercise

IV. Prevention and Control

A. Predelinquent Intervention:

1. Individualized Treatment (L2)
    a. Roots in historical ideal of the juvenile court
    b. Prediction/classification: MMPI and the Gluecks
    c. Cambridge-Somerville Youth Study
    d. Effectiveness?
2. DARE (L3)
3. Chicago Area Projects (L4)
    a. Roots in social disorganization theory
    b. Community organization
    c. Effectiveness?

B. Preadjudication Intervention: Diversion (L5)
    a. Roots in labeling theory
    b. Effectiveness?

C. Postadjudication Intervention: Deterrence

1. Scared Straight and deterrence (L7)
    a. Roots in deterrence/rational choice theory
    b. Also at Predelinquent & Preadjudication stages
    c. Perceptions of severity of punishment
    d. Effectiveness?
2. Institutionalization (L10)
    a. Deterrence and the "suppression effect"
    b. Incapacitation and the chronic offender
    c. Effectiveness?

D. Postadjudication Deinstitutionalization

1. Probation and Parole (L6)
    a. PSI/Social history
    b. Intensive Supervision Programs (ISPs) and intensive aftercare
    c. Effectiveness?
2. Community Treatment (L8)
    a. Roots in differential association theory
    b. Provo and Silverlake
    c. Massachusetts Experiment
3. Boot camps (L9)

E. Lundman's Recommendations (L11):

1. Abandon traditional delinquency prevention, DARE, traditional area projects, boot camps, and scared straight
2. Diversion for status & minor property offenders
3. Routine probation as most frequent sentence option
4. Community treatment for nonviolent offenders
5. Institutions only for personal index offenders

F. Chesney-Lind's recommendations (Ch. 11) and the "ideal program"

1. Sensitivity to issues of abuse, rape, violence
2. Emphasize skill building, especially in employment
3. Housing, medical, and employment services for girls who can't go back

G. Reasons for optimism

1. Perry Preschool Project
2. Nurse and teacher home visits
3. Challenges of prevention programs

4. How to evaluate prevention programs

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 has used the concept.

1. Intake
2. Extended Juvenile Jurisdiction
3. Reaction formation
4. Chivalry
5. Aftercare
6. Egalitarian household
7. Retreatist adaptation
8. *Roper v. Simmons*
9. Surplus population
10. Thrasher
11. Life course criminology
12. Zone of transition
13. Ethnic succession
14. Suppression effect
15. Adjudication
16. Collective efficacy
17. Perry Preschool
18. Anomie
19. Robert Sampson
20. Social History Report/Pre-Disposition Report

SHORT ESSAYS (1-2 PARAGRAPHS)

1. Is Lundman optimistic or pessimistic about institutionalization?
   A. For whom is institutionalization the best sentencing option?
   B. Why do you think that even well-run institutions such as MCF - Red Wing have historically had high recidivism rates? How might they be reduced?

2. Trends in juvenile justice.
   A. How have constitutional challenges to the juvenile justice system changed its mission and practices since the 1960s? (1 paragraph)
   B. Why does Barry Feld argue that we should abolish the juvenile court (see lecture for details on Feld's proposal)?

MEDIUM ESSAYS (2-3 BLUEBOOK PAGES)

3. Using arrest statistics, Shaw and McKay found higher rates of delinquency in neighborhoods with a higher rate of African-American and foreign-born residents.
   A. Critique this finding using your knowledge of official statistics.
   B. Now assume that the finding is correct. Show how Shaw and McKay's theory of social disorganization and cultural transmission explains this finding.
   C. How does labeling theory explain this finding?

4. Thrasher defines gangs as "interstitial groups" that are "integrated through conflict" with "attachment to local territory." To what degree do Monster's Eight-Tray Gangsters fit these 3 elements of Thrasher's definition? Cite specific people and events to support your answer.

5. Lundman (Chapter 11) lists recommendations for future programs and Chesney-Lind and Shelden (Chapter 11) discuss the "ideal program" and future directions to prevent and control delinquency.

A. List Lundman's recommendations and his rationale for making them.
B. Critique Lundman's plan from the Chesney-Lind-Shelden perspective. Would Lundman's recommendations have a negative effect on delinquent girls? Or are they "gender-neutral?" Identify 3 counter-recommendations from Chesney-Lind and Shelden's discussion of existing programs and discussion of future/ideal programs.
C. Whose account do you find most convincing? Explain what is missing in the other account (if you think both are equally convincing, explain how they might be integrated into a unified strategy for the prevention and control of delinquency.

6. Chesney-Lind and Shelden provide a feminist critique of several delinquency theories

A. They critique Merton's anomie theory on the grounds that "women should experience more strain than men and hence should commit more crime than men." Briefly explain anomie theory and discuss how Merton might reply to this critique.
B. They critique Hagan's power-control theory on the grounds that it neglects "social class, negative parental sanctions, and victimization." Briefly explain power-control theory and discuss how Hagan might reply to this critique.

7. Police officers can be "on-the-spot prosecutor, judge, and correctional system when dealing with a juvenile offender."

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 decade? (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.

LONG ESSAYS (3+ PAGES)

8. Merton's anomie theory was designed to explain differences in crime rates across societies and social classes. Can his theory explain the differences in rates of delinquency between South Central Los Angeles and rural Washington? How does his typology of *individual* adaptations (innovators, retreatists, ritualists or rebels) help explain the persons and events described in *Monster*? In *Heavier than Heaven?*

9. 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. How does Shakur explain the process of "reconnecting"? Which of the theories noted above is most consistent with Shakur's account?

10. Assume you are a juvenile court judge. From the options listed below each case, select (1) a THEORY to help us understand the delinquent behavior; and, (2) your DISPOSITION (or sentence). EXPLAIN your choice based on the case file data, the conceptual tools of the theory, and the discussions by Lundman and B&B about effectiveness of the disposition.

A. Avril L., 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.

1. Theory: Choose deterrence, labeling, or feminist theory.
2. Disposition: Choose diversion, boot camps, scared straight, probation, Provo-type community treatment, or institutionalization.

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.

1. Theory: Choose anomie, differential opportunity, or conflict theory.
2. Disposition: Choose diversion, boot camps, scared straight, probation, Provo-type community treatment or institutionalization.

C. Fifty C., a female of 15, for assault and auto theft. Her predisposition report says she is gang-involved and has already served time for "shooting up a hot dog stand."

1. Theory: Choose social disorganization or conflict theory
2. Disposition: Choose diversion, boot camps, scared straight, probation, Provo-type community treatment or institutionalization.

D. Michael J., 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.

1. Theory: Choose differential association or social control theory
2. Disposition: Choose diversion, boot camps, scared straight, probation, Provo-type community treatment, outpatient sex offender treatment, or institutionalization.

11. Assume that you are testifying before lawmakers about youth crime in your neighborhood in the Twin Cities. The lawmakers have asked you to (1) EXPLAIN youth crime in terms of a delinquency theory and (2) recommend ONE of the programs below to address a perceived rise in juvenile violence. Explain why you expect the program to succeed.

1. Theory: Choose social disorganization, anomie, general deterrence, Marxian, or differential opportunity theory.
2. Policy: Assume each project will cost $2.5 million.

- **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 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 job placement in the skilled trades.