

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- interterritorial, integrated by conflict, attached to territory
- B. Gangs versus delinquent groups and youth subcultures
- C. Police perspective: National Youth Gang Study (know basic trends since 1990s)
- D. Gang participant perspective: Rios

II. Social-Structural Theories of Delinquency

- A. Shaw & McKay's Social Disorganization Theory (1931)
 - 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
- B. Anomie and Individual Strain Theories
 - 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, and nonutilitarian delinquency; 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
 - a. Strain-> negative emotions -> Crime
 - 7. 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
 - 4. Wacquant (2012) – convergence of workfare and “prisonfare”
 - 5. 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
- 6. Lynch in CWB: e.g., environmental harms and radical criminology
- 7. Greenberg: Delinquency and age structure of advanced capitalism;
- 8. Extensions: Culture conflict v. class conflict; left realism; social threat;
- D. Female Delinquency, Feminist Theory, 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. Problems with "just add girls and mix"
 - 5. Hagan's Power-Control Theory
 - 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"

III. Delinquent Careers in the Juvenile Justice System

- A. Film: *Angels with Dirty Faces*
- B. The Juvenile Justice System
 - 1. Terms: Adult vs Juvenile system
 - 2. Goals and Functions
- C. Juvenile Court
 - 1. Historical Ideal: Intake, Adjudication, Disposition, Aftercare
 - a. Examples of careers in Rios & Kody Scott/Sanyika Shakur
 - 2. Founding principles
 - 3. Constitutional challenges and protections, 1966-2012
 - 4. Trends in case processing
 - 5. Current practices: Increasing formality; Stubborn problems; Feld: Abolish the Juvenile Court
- 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 et al. (2012): Applying life-course theory
- E. Policing and Juveniles
 - 1. Discretion
 - 2. Trends in youth attitudes toward officers by race
 - 3. Stop and frisk arrest rates by race
- F. Probation and Parole
 - 1. PSI/Social history
 - 2. Supervision Typology
 - 3. Lane et al (2007) Intensive Supervision (ISP) (Effectiveness v. probation) and aftercare
- G. Institutions: Juvenile Corrections in Minnesota
 - 1. Incapacitation and "suppression effect"
 - 2. Gendreau on "effective correctional intervention"
 - 3. Profile of residents and recidivism rates
 - 4. Extended Juvenile Jurisdiction (EJJ)
 - 5. Red Wing today: treatment and services
 - 6. Inderbitzin et al (2014) Juvenile Lifers
- H. Rosenfeld & Messner (2014) Social Welfare Critique of Crime Control
- I. Uggen's Recommendations
 - 1. Abandon harmful programs (Scared Straight)
 - 2. Expand diversion for status & minor delinquents (cost and availability)
 - 3. Maintain routine probation as most frequent sentence option (PSIs)

4. Apply effective community programs; Prevent: e.g., nurse visits; preschool; life skills; Treat: e.g., MST, FFT, in community
5. Reserve institutions for personal index (incapacitation & deterrence) – Treat: e.g., CBT; Family Integrated Trans.
6. Attend to abuse (can't always go back) Abandon traditional delinquency prevention, DARE, traditional area projects, boot camps, and scared straight

J.Uggen's Historical Outline: 1640s-2013

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.

Intake	Ethnic succession
Extended Juvenile Jurisdiction	Suppression effect
Malicious, Negativistic, and Non-utilitarian	Intensive Supervised Probation
Chivalry	Collective efficacy
Adjudication	Blueprints
Retreatist adaptation	Perry Preschool
<i>Roper v. Simmons</i>	Anomie
Surplus population	Robert Sampson
Social History /Pre-Disposition Report	Thrasher
Zone of transition	Meda Chesney Lind

SHORT ESSAYS (1-2 PARAGRAPHS)

1. Institutionalization.
 - A. Based on what we've learned in this course, for which group of juveniles (if any) 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 final lecture for details)?

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. Explain how social disorganization and cultural transmission explain this finding.
 - B. Critique this finding based on Rios, labeling theory, and your knowledge of 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?
4. Thrasher defines 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.
5. Uggen lists recommendations to prevent and control delinquency.
 - A. List these recommendations and his rationale for making them.
 - B. Critique this plan from the perspective of feminist researchers such as Chesney-Lind, who argue that delinquent girls have particular needs that aren't met in programs for boys.

C. What does the Lane et al. reading suggest about the types of gender-specific programming that might be most effective?

7. Police officers can be an “on-the-spot prosecutor, judge, and correctional system” with juveniles.
- Discuss the factors that appear to influence police discretion (1 paragraph) and the range of disposition options that officers may exercise (1 paragraph).
 - Do juveniles have favorable or unfavorable views of police? How have these attitudes changed in the past decade? (1 paragraph)
 - 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 differences in rates of delinquency between urban Oakland and rural Minnesota? 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 differences among the 40 youth that Rios studied?

9. In lecture, Uggen argued that age is the strongest correlate of crime and delinquency.
- How does Matza's "drift" theory explain how people “age out of” delinquency?
 - How does Cohen's "status frustration" theory explain how people “age out of” delinquency?
 - How does Greenberg's Marxian theory explain how people “age out of” delinquency?
 - 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?

10. 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.

- 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.
- 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.
- Robin T., a male of 15, for robbery and aggravated assault. His predisposition report says he is gang-involved and has already served time for “shooting up a Taco Bell.”
- Justin B., 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.

11. 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 and (2) recommend ONE of the programs below to address a perceived rise in juvenile violence.

- Theory: Choose social disorganization, anomie, general deterrence, Marxian conflict, or differential opportunity theory.
- 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 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 job placement in the skilled trades.
- Explain why you expect your program to succeed and why you chose it over the other alternatives.