Sixth Edition



IN SOCIETY

Robert M. Regoli John D. Hewitt

# **Delinquency in Society**

Sixth Edition

Robert M. Regoli



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**DELINOUENCY IN SOCIETY, Sixth Edition** 

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If it is true that in teaching we learn, we have had the good fortune to do quite a bit of both since the first edition of Delinquency in Society was published in 1991. Its continued success is a reflection of what we learn from the comments and suggestions of our students, our colleagues, and their students around the country who read the book. We do enjoy hearing compliments, but we pay very careful attention to the suggestions for improvements. Such suggestions have resulted in a number of changes to the sixth edition, which we have detailed below. One of the changes is an expanded discussion of our theory of differential oppression, which is at the heart of our child-centered approach. This approach suggests that juvenile delinquency represents the culmination of a process that begins at conception and evolves through adolescence. We believe that the vulnerable and unequal status of children in society, which leads to their oppression, determines the nature of their relations with others and, hence, behaviors that come to be viewed as delinquency. It is the relationships in which children find themselves that serve as the breeding ground for juvenile delinquency. While this approach does not excuse the criminal behavior of children, we believe it helps to contextualize its origins and thus may provide better understanding for the eventual reduction of delinquent behavior.

## THE SIXTH EDITION

While this edition continues to provide a comprehensive theoretical framework for understanding the evolving phenomenon of delinquency and society's response to the problem, it has been thoroughly updated to reflect the most current trends and developments in delinquency, including discussions of the history, institutional context, and societal reactions to delinquent behavior. Perhaps the most significant singular change has been the expansion of our discussion of theories of delinquency and associated policy implications. Among the important changes found in this edition are the following:

- Chapter 1, "Defining Delinquency," now includes a discussion of achieving juvenile justice without stigma and an expanded discussion of definitions of delinquency.
- There is expanded discussion of the *UCR*, victimization, and self-report studies in Chapter 2, "Measuring Delinquency."
- Chapter 3, "Violent Youth Crime," has been thoroughly updated with a new discussion of the decline in youth violence. In addition, there is a new From the Bench box, which examines court decisions on gun-free school zones.
- The major changes to Chapter 4, "Illegal Drug Use and Delinquency," include an expanded discussion on the relationship between drugs and delinquency and new sections on juvenile drug courts and drug testing in schools.
- Chapter 5, "Individual Theories: Choice and Trait Explanations," now combines the discussion of classical and neoclassical theories with biological and psychological explanations of delinquency.

- Chapter 6, "Cultural Deviance, Strain, and Social Control Explanations,"
  has an expanded discussion of these major sociological theories and new
  discussion of the work of Walter Reckless and reformulations of
  Sutherland's theory of differential association.
- There is updated and expanded discussion of labeling theory, the work of Willem Bonger, Richard Quinney, John Hagan, and Mark Colvin, in Chapter 7, "Labeling and Conflict Explanations," along with a greatly expanded discussion of our differential oppression theory.
- Chapter 8, "Developmental Theories," contributed by Christopher Kierkus, is an entirely new chapter and provides an expanded discussion of some of the most contemporary thinking about the causes of juvenile delinquency.
- Chapter 9, "Female Delinquency Theories," has been thoroughly updated and now contains a new discussion of general strain theory and females and expanded discussion of power-control and differential oppression theories as they relate to female delinquency. A new box on improving programming for girls has been added.
- Chapter 10, "Family and Delinquency," has expanded discussions of the relationship between religion and delinquency and of child maltreatment as well as new discussions of corporal punishment and delinquency and the effects of parental deviance.
- The discussion in Chapter 11, "Schools and Delinquency," has been heavily revised and reorganized, including expanded discussion of teacher victimization and new boxes on zero-tolerance and school violence around the globe.
- Chapter 12, "Peer Group and Gang Delinquency," includes new discussions on Native and Hmong gangs, G.R.E.A.T. programs, and practical steps to reduce peer-influenced delinquency.
- Chapter 13, "Police and Delinquency," has expanded discussions of children and the law and police discretionary arrests of juveniles as well as new sections on juveniles and the police and community-oriented policing. There are also new boxes focusing on police and curfew enforcement, police diversion in Canada, and significant Supreme Court decisions affecting police handling of juvenile suspects.
- Chapter 14, "The Juvenile Court," has been thoroughly updated and
  includes new sections on the jurisdiction of the court, restorative justice,
  and status offenders in the juvenile court. A series of From the Bench
  boxes briefly summarize important court cases affecting juveniles in
  juvenile court.
- Chapter 15, "Juvenile Corrections," has an expanded discussion of juvenile aftercare and new discussion of juvenile chain gangs, wraparound programs, and treatment, education, vocational training, and recreation in juvenile correctional facilities. The debate over the juvenile death penalty and its being declared unconstitutional by the U.S. Supreme Court is also discussed.

## **OVERVIEW OF CONTENTS**

Section 1, "Nature and Extent of Delinquency," introduces students to historical and contemporary perceptions of children and how their misbehaviors have been defined as delinquent. It examines the major sources of data on delinquency and problems with measuring the extent of delinquency. Students are also given indepth coverage of two of the most critical areas of contemporary delinquency in the chapters on youth violence and illegal drug use.

Section 2, "Explaining Delinquency," provides students with an easy-tounderstand discussion of all the major theoretical approaches to explaining juvenile delinquency. Students will be able to examine the substantial contributions of individualistic theories focusing on biological and psychological explanations and the dominant sociological theories ranging from social disorganization, strain, and social control to labeling, conflict, and developmental theories, as well as specialized explanations of female delinquency.

Section 3, "The Social Context of Delinquency," contextualizes delinquency within three major social settings: the family, the school, and peer groups and the gang. Students will be introduced to provocative discussions dealing with the relationship of family structure and process on delinquency, the nature of delinquency within schools and how schools may contribute to the problem of delinquency, and the extensive problems related to peer-group relations and juvenile gangs.

Section 4, "The Juvenile Justice System," examines the formal societal response to delinquency within the context of the police, the courts, and corrections. Each chapter provides extensive, cutting-edge coverage of procedures and issues critical in the juvenile justice system's attempt to prevent and control delinquency.

## **LEARNING AIDS**

The sixth edition of *Delinquency in Society* contains many of the outstanding pedagogical features we introduced in previous editions, as well as a number of significant new learning aids.

- Getting Connected. At the end of each chapter, Internet sites are identified
  that will provide students with the most current information available on
  various chapter topics. Each of these sites is now accompanied by exercises
  students can use to guide their exploration of the topic.
- Chapter Outlines. Each chapter begins with an easy-to-follow outline of
  the major topics that will be discussed. These outlines immediately alert
  students to the central issues of the chapter as well as to the order in which
  they are presented.
- Think about It Questions. Each chapter contains a wealth of provocative
  questions focusing on important issues. The questions are located in the
  margins next to the topics they explore further and are designed to stimulate discussion in class and sharpen student critical thinking.
- Critical-Thinking Questions for Photographs. The wealth of new photographs in the book are accompanied by intriguing questions or extended narratives designed to encourage critical thinking.

- Theory in a Nutshell Asides. Many students have difficulty grasping the differences among the various theories of behavior. To make theories more manageable and understandable, each of the more important theories is presented in brief encapsulated form.
- Key Terms and Subject Glossary. Students are provided with succinct definitions of commonly used terms and descriptions of important concepts found in bold type throughout the text. For easy reference when students are preparing for exams, each chapter's key terms are defined at the end of the chapter in addition to being included in the Glossary.
- Name and Subject Indexes. Separate name and subject indexes are provided at the end of the book to help students in their search for particular issues or concerns.
- Unique and Exciting Boxes. To make the text more relevant and interesting
  for students, we have created four different thematic boxes and inserted
  them where appropriate within the text:
- A Window on Delinquency. A series of boxes discussing various facets of delinquency personalize the story of delinquency and bring into focus the different life situations of victims and offenders.
- Delinquency around the Globe. Thematic boxes providing students with brief glimpses into the nature of delinquency in other countries allow students to consider the similarities and differences among nations.
- From the Bench. A new series of boxes focusing on important judicial decisions in the area of juvenile justice. These boxes are included to assist students in understanding the essence of the major cases.
- Delinquency Prevention. A thematic box focusing on issues related to the prevention, reduction, or control of delinquency. Some of the programs discussed are well established and appear to most criminologists to be effective in achieving their goals. Other programs discussed hold great promise but are relatively new and untested.

## **SUPPLEMENTS**

#### For the Student

Online Learning Center Web site. This innovative, book-specific Web site offers content that is organized by chapter for ease of use in studying for exams or writing papers. This content includes quizzes with instant feedback so students can prepare for exams; flashcards, for studying key terms; and updates from the authors. This site also offers password-protected access to supplements for instructors. Also, new to the Web site is a link to Theoretical Developments in Juvenile Delinquency featuring brief descriptive essays and suggested readings.

#### For the Instructor

• Instructor's Manual/Testbank (prepared by Beverly Quist of Mohawk Valley Community College). Chapter outlines, key terms, overviews, lecture notes, discussion questions, a complete testbank, and more.

- Computerized Testbank. Easy-to-use computerized testing program for both Windows and Macintosh computers.
- PowerPoint Slides. Complete chapter-by-chapter slide shows featuring text, tables, and illustrations.

## **ACKNOWLEDGMENTS**

We would like to thank our team at McGraw-Hill for their continued support of *Delinquency in Society*. Carolyn Henderson Meier, acquisitions editor, worked with us through most of the project. Kevin Witt, our new editor, came on during the critical last months of production and provided thoughtful assistance. There are a number of other wonderful folks at McGraw-Hill who have contributed to this edition, including Dan Loch, marketing manager, Michele Borrelli, media producer, Diane Folliard, senior project manager, Craig Leonard, developmental editor, for his active role in developing our extraordinary supplements for students and professors; and Phil Butcher, publisher and friend. In addition, we want to thank Inge King, our photo editor, who directed the sixth edition's wonderful photo program, and Beverly Quist, who continues to produce the exceptional Instructor's Manual that accompanies this book.

We extend a very special thank you to Rachel Bandy, Matt DeLisi, and Chris Kierkus. Rachel constructed the timeline that appears on the inside of the front and back covers; Matt originally developed the provocative critical-thinking questions found in the Think about It margin features and in some of the photo captions; and Chris authored Chapter 8 on developmental theories.

We also would like to thank our colleagues and students for their solicited and unsolicited insights, guidance, criticism, and assistance, with special thanks to Gregg Barak, Ingrid Bennett, Dennis Blewitt, Bob Bohm, Sue Caulfield, Todd Clear, Frank Cullen, Lynnea DeHaan, Robert Duran, John Fuller, Lindsey Grall, Mark Hamm, Lou Holscher, Charles Hou, James Houston, Frank Hughes, Peter Iadicola, Beverly Kingston, Richard Lawrence, Gloria Mendoza, Bill Miller, Hal Pepinsky, Mike Radeler, Tom Reed, George Rivera, Rick Rogers, Vic Streib, Lisa Hutchinson Wallace, Jay Watterworth, Jules Wanderer, and Tom Winfree.

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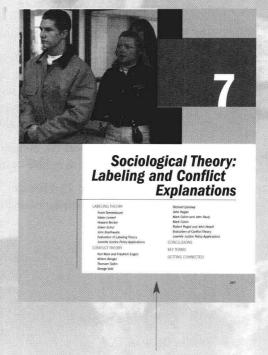
Major writing projects always take their toll on those people closest to the authors; for us, those people are our families. We would like to give very special thanks to our wives, Debbie and Avis, who once again stood beside us as we worked on this project, providing encouragement, love, and both solicited and unsolicited insights that strengthened the final product.

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## A Guided Tour of Delinquency in Society

As noted in the Preface, this text reflects the authors' commitment to a "child-centered" approach to juvenile delinquency. This approach is based on the idea that juvenile delinquency is the culmination of a process that begins at conception and evolves through adolescence. In the authors' view, the vulnerable and unequal status of children in society—one which leads to their oppression determines the nature of their relations with others, and hence, behaviors that come to be viewed as delinquency. It is the relationships in which children find themselves that serve as the breeding ground for juvenile delinquency. While this approach does not excuse the criminal behavior of children, it may help to contextualize the behavior's origins and thus may provide better understanding for the eventual reduction of delinquent behavior.



Absolutely critical to any course in juvenile delinquency is early, clear, comprehensive coverage of the major theoretical approaches to explaining juvenile delinquency.

t h a p t e r - 7 — Secondical Sheety: Labeling and Conflict Explanations — 2

focus on civil rights also emerged, followed by student protests a few years later. In sociology, labeling theory assumed new prominence and popularity; it was antiestablishment, fiberal, unconventional, and hip. Its gurn was Howard Becker, who achieved fame with two books. Outsiders and The Other Side. 11

Becker began by attacking criminologies, claiming that their research had contreed on the quotion the general public consult year show of incliners. Why do they do till Chrimologies assume such a question is amoverable because cite breaking in a inherently deviated and some characterise of rule breaker makes them do in other words, it is assumed they are a particular kind of person. Becker diagnosed, and he also cutterful that criminologies for final depth for long of the other to control, those who make the decisions about who is deviant and who should be mittintunalled. Chimologies its order words, that were the decisions about who

isonalized, Criminologists, in other worth, play a part in the oppression of children. Decisians are not a homogeneous group. Some children who are labeled to want have not broken any rule (the falsels) account), and others have broken many rules but have no be made and applications of the control broken than the rules but have no been caught or of fischialy labeled (the secret deviature). As a result, criminologists study people who lave limit an common. Becker was thus common to know how people caught of the label, suggesting that whether an activity is "distington by the product of the control of the carriery study. That is, behavior is entired mean after the activity in the label." That is, behavior is entired mean after mean after means of an activity in Rules are not always.

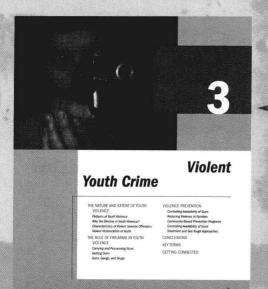
Next, Becker considered the process of becoming deviant. The first step is to commit a deviant acr, even if it is unintentional. The juvenile may have no idea that others call what he or she did "deviant." The next step is getting caught, which

others call what he or she did pours the spoilight on the person and her or his behavior. Now the youth acquires a new statu or label such as a "shur," i "mental," or a "juvenile dein queen." The labeled child in pueen." The labeled child in presumed to be likely to engage in deviant behaviors repeatedly Police will round up suspects. Police will round up suspects and that act occurs in the community to some later time. People ce.

Heward Becker

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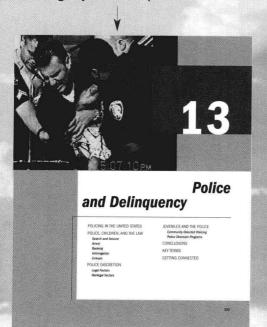
signos, which is a sugare block becomes generalized on that specules accused on the control of This critical coverage is neatly encapsulated in **Theory in a Nutshell** boxes throughout section 2 of the text, making it easier for students to grasp the differences between important theories and study for exams.



Chapter 3, Violent Youth Crime, has been thoroughly updated with a new discussion of the decline in youth violence. In addition, there is a new *From the Bench* box, which examines court decisions on gun-free school zones.

Thorough updates throughout reflect the most current trends and developments in delinquency.

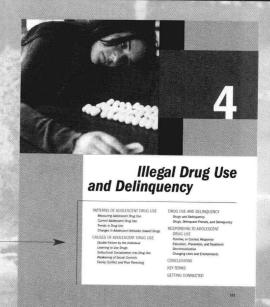
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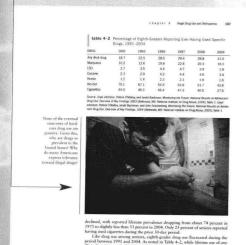
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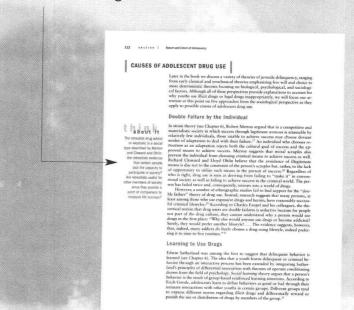
Easy-to-follow chapter-opening outlines of the major topics that will be discussed immediately alert students to the central issues of the chapter as well as the order in which they are presented.



The wealth of new photographs in the book are accompanied by intriguing questions or extended narratives designed to stimulate class discussion and critical thinking.

Each chapter also contains a wealth of provocative discussion questions about important issues. The questions are located in the margins next to the topics they explore further and are designed to stimulate discussion in class and to sharpen students' critical-thinking skills.





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#### 2 A WINDOW ON DELINQUENCY

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girls as possible—the more girls he has ses with, the higher his esteem in the eyes of his with, the higher his esteem in the eyes of his girls some; he also must prove he is getting it. This leads him to talk about girls and sex wim any other young man who will listen. "Labels may also be used to control boys. If his pean suspect him of becoming too commetted to a girl, they are likely to senction him with "de girl, they are likely to senction him with "de personned by the sencior him with "de personned by the personned by the sencior him with "de personned by the sencior him with "

Many of the interviews Mark Totten conducted with 90 Canadian boys ages 13 to 17 in Ottawa, Ontario, reflected the boys' willingness to use demierancy labels to control girls. Steve, a 15-year-old, responded to Totten's

No, not roally ... I think most of them are stude totales. If not them batch, slut, when all the locations are student to the student to the them to the student. It is all allows whoming your place in society. Some gifts do, but most gifts don't know what they're supposed to ... We did them that gits should on what we want them to. And it possed us off when they want them to. And it possed us off when they are supposed to the student was put joining around, calling them names—shut, care, whore, bitch, fat come—wall do it.

When boys label gifts in this resource is and of their operation and control of gifts, should not be surprising that boys also a proses an attitude of lengative fatalisms and part of their operated in those generators of gifts. Printigues to those generators of gifts, brintigues of their part of their part of their part of gifts, printigues of their part of their part of gifts, printigues of their part of gifts, printigues of

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A Window on Delinquency. A series of boxes discussing various facets of delinquency personalize the story of delinquency and bring into focus the different life situations of victims and offenders.

Unique,
exciting box program makes
material more relevant for
students.

**Delinquency Around the Globe.** Thematic boxes providing students with brief glimpses into the nature of delinquency in other countries allow students to consider the similarities and differences among nations.

FROM THE BENCH

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tially affect any sort of interstate commerce." in 1996, Congress remarked the act [18 U.S.C.S. 921(a)(25)) to include an explicit interstate commerce element. It states, "It shall be unlawful for any individual knowingly to possess a finearm that has moved in or that otherwise affects interstate or foreign commerce at a place that the individual knows, or hus reasonable cause to believe, is a school zone."

A number of individual-level risk factors for youth violence, such as above, migulaverses, and behaviored disorders, as brought in the familiar's schools cvery due to individual youths. A you will read in greate detail in Chapter 11, which was book reperfuence a concentration of these characteristics, the environteristic of the control of the control of the characteristics, the environteristic of the control of the control of the characteristics, the environspect of reachers, other authority figures, and other students become normalizetion of the effective in reduce youth violence in achool sertime. One such protol of the control of the reduce of the control of t

**From the Bench.** A new series of boxes focusing on important judicial decisions in the area of juvenile justice. These boxes are included to assist students in understanding the essence of the major cases.

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uverile come in not the comman of children leven in any particular country. Children with committee country. Children and committee committee committee committee for a variety of reasons, ranging from needin shopping money for retalization to racism. For comparative purposes, the first excerpt composta curve committee in the United States As you read it and then read crimes committed by children from other regions on the world committee country of the country of the world country of the country of the country of the world country of the country of the country of the world country of the country of the country of the country of the shrinded to any race, sex, age, or location.

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themselves.

In St. Peteraburg, Russia. a group of drusken teernagers beat and stabbed a crushen teernagers beat and stabbed a wounded her fabber and 11-year oed cours. The attackers—about 10 to 12 youths armed with kinnes, brass fruucklee, chains, and buts—assaulted the three Central Asians in a courtyand in the city creiter. Many lights come to Russia in hopes of making a living, and see often targeted in

such attacks.

In Darwin, Australia, two teenagers mudered two Thai prostitutes. The boys tied of the women and tossed them alive into a proposition inforced tween.

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in Stewards, Nova Social, a youth wise In Stewards, Nova Social, a youth wise charged with the deraitment of a passenger train that injured 24 people. The juvenile was charged with demaging property that caused danger to life. Nine of the Via Rail train's 14 cars went off the track, with one smashing into a building. There cars topplet onto their sides, and one lay mangled on top of a feed store and warehouse. **Delinquency Prevention.** A thematic box focusing on issues related to the prevention, reduction, or control of delinquency. Some of the programs discussed are well established and appear to most criminologists to be effective in achieving their goals. Other programs discussed hold great promise but are relatively new and untested.

Brief end-of-chapter Conclusions sections summarize chapter material for students and help them prepare for exams.

DELINOUENCY PREVENTION

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In 2004, the White House armounced it was budgeting \$145 million to continue funding of list antifung advertising campaign advapanding its strategy to include information or teens and parents to promote early intervention against drug use.

curren: The White House. The National Drug Control Strategy. 001 (Washington, DC: Office of National Drug Control Policy, 001). The White House, National Drug Control Strategy. 2004.

drug court program and compared the outcomes for 114 youths placed in the drug court with 204 inveniles placed on standard probation. They report there was "no significant difference in marijuans use between youths in drug court and those on standard probation...... [and that youths in drug court were 2.7 incms more likely to test positive for cocaine than youths in the comparison when the probation of the positive for cocaine than youths in the comparison constant of the probation of the proba

Drugs are widely used, and while most drug our is legal, many adolescents are involved in the our of afficial drugs. Adolescent drug oue is legal, many adolescents are involved in the our of afficial drugs. Adolescent drug one continues to be one of the most important problems facing shilders today, he spite of declines in reported 1979s, pacified by the drug 1978s, presented and our exceeded in the early 1979s, and the property of the proper

Students are provided with succinct definitions of commonly used terms and descriptions of important concepts found in bold type throughout the text. For easy reference when students are preparing for exams, each chapter's key terms are defined at the end of the chapter in addition to being included in the glossary.

so identified that

At the end of each chapter, Internet sites are also identified that will provide students with the most current information available on various chapter topics. Each of these sites is now accompanied by exercises students can use to guide their exploration of the topic.

Necessaries Schael A school of frought that consider miligating droumstances when determining capacity for definitions, which is the school and the school and school

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