

Larry J. Siegel

Prepared by

Gary N. Keveles

Fifth Edition

Study Guide
to
Accompany

Criminology



STUDY GUIDE TO ACCOMPANY

CRIMINOLOGY

Fifth Edition

Larry J. Siegel
University of Massachusetts—Lowell

Prepared by
Gary N. Keveles
University of Wisconsin—Superior

West Publishing Company

Minneapolis/St. Paul New York Los Angeles San Francisco

ISBN 0-314-05814-1

Student Introduction

How do people learn anything? For many of us, learning a complicated subject often requires a plan of action. We need a method to help us grasp and hold on to difficult concepts and theories. Educators know that the more you think and write about what you've learned, the greater the probability that you'll understand and retain the material. A study guide offers a means for you to be an active learner, that is, you become engaged. Used correctly, a guide should assist in your learning process. A good guide should help you do well in a particular course of study.

This guide is a practical book. A sincere and thoughtful student will find the work quite useful as a supplementary aid. It has been designed to help you comprehend the concepts, theories, and issues related to the field of criminology. Specifically, the guide has been structured to provide you with valuable tools for mastering the content presented in the fifth edition of Criminology written by Larry J. Siegel, an unequalled introductory text to the field.

The guide's structure is simple and straight forward. Each chapter is broken into five sections. Each section represents a different level of learning. First, you will find a list of **LEARNING OBJECTIVES** that should orient you to the content and help you broadly conceptualize the learning expectations for the chapter. Secondly, a **SUMMARY** provides a brief look at the major themes in the chapter. It will not, however, be a substitute for carefully reading the text chapter. Third is a list of **KEY TERMS, CONCEPTS, AND PERSONS**. This list should be examined to sensitize you to the specialized vocabulary and important persons in criminology. Fourthly, the **FILL-IN REVIEW** should help you to recall significant material. Finally, the **SELF-TEST** provides several ways for you to assess your understanding of the material through a variety of practice exercises.

Below please find a brief series of recommendations about how this workbook can best be used in both internalizing the materials in the text and preparing you for examinations:

1. Use the text and study guide together.
2. Skim through the text to get an idea of what you will be reading.
3. Survey the chapter to be studied. Briefly examine the important sections and themes that are covered.
4. Turn to the study guide and read the **LEARNING OBJECTIVES** to familiarize yourself with the key issues that will be examined in the chapter.
5. Read the **CHAPTER SUMMARY** to get an overview of the chapter's contents.

6. Review the **KEY TERMS, CONCEPTS, AND PERSONS** to help you in identifying significant points as they appear in the chapter. They are listed in the order in which they appear in the text. (As a review exercise, you may later want to write brief explanations or definitions of the key terms, etc.)
7. Carefully read the chapter itself. Highlight and outline as you review the chapter.
8. Go back to the study guide and try to complete the **FILL-IN REVIEW**. Write in what you believe is the correct concept or term in the blank space provided without the use of the text for reference.
9. Turn to the **ANSWER SECTION** at the back of the chapter to evaluate your accuracy in completing the **FILL-IN REVIEW** section.
 - a. The text should be reviewed until all the correct answers can be identified and understood.
 - b. Many of the items to be completed have been sequentially arranged with text material. Hopefully, this ordering will help you locate the correct responses in the text. Nevertheless, some items are not arranged in sequence and represent a further challenge to you.
10. Before taking the **SELF TEST**, you should review the aims of the **LEARNING OBJECTIVES**, reread the **SUMMARY**, and think about the meanings of the **KEY TERMS, CONCEPTS, AND PERSONS**. This would be your final review before taking the self test for the first time.
11. Take the **SELF TEST** as if it were the actual exam. This section contains True/False, Multiple Choice, Matching, and Essay Questions.
 - a. There are at least 20 items in each of the True/False and Multiple Choice sections and 12 items typically in the Matching.
 - b. Most of the material in this section has also been presented in sequential order with the text narrative. Some items, however, are not arranged in sequence. These items represent a slightly greater degree of difficulty.
 - c. Often you will discover that each question item tests a different concept, problem, or issue. Therefore, it may be prudent for you to try to answer every question.
 - d. Please note that **SELF TEST** questions vary in complexity. Questions have been designed along a difficulty continuum. Items measure comprehension at the outstanding level (A), above average (B), average (C), and even a few at the below average (D) level.
 - e. Have patience if you do not do as well as you would like. Good results may require your studying the material several times and testing yourself each time. Reread and rethink the textbook and review the study guide until you feel confident with the ideas. Be aware of your own attention span. Take time off between study sessions to refresh and reward yourself. Spaced or distributed learning is more productive than intensive, one shot learning.

The study of criminal behavior is both fascinating and exciting. We hope that your introductory experience to this field meets your expectations. Good luck and enjoy your exploration!

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1 Crime and Criminology

LEARNING OBJECTIVES

1. Define criminology as an academic discipline and research enterprise.
2. Understand the crime problem in the United States as compared to other similarly situated nation states.
3. Describe criminology as an interdisciplinary science.
4. Compare the field of criminology to criminal justice.
5. Examine the similarities and differences between crime and deviance.
6. Highlight important benchmarks in the history of criminology.
7. Trace the development of sociological criminology.
8. Understand the many subareas that make up the criminological enterprise.
9. Compare the consensus, conflict, and interactionist view of crime.
10. List and discuss the different types of research methods used by criminologists.
11. Explain why ethical issues in criminology are so important

CHAPTER SUMMARY

Crime and criminal behavior are riveting topics because they touch everyone and are linked to so many problematic aspects of society. As compared to other similarly situated countries, the crime problem in the U.S. seems to be much more serious. The United States has led the world with its murder, rape and robbery rates.

Criminology uses scientific techniques to study crime and its control. Historically, criminology has been characterized as an interdisciplinary science. The field is closely aligned with the interests of those who study criminal justice. Important differences exist between crime and deviance. They are not identical terms.

Crime and criminality has been studied scientifically during the last two centuries. From medieval times to the eighteenth century, societal responses to crime and punishment were harsh. By the mid-eighteenth century, new concepts of law and justice were emerging. Cesare Beccaria, a founder of classical criminology, stressed free will and the need for a calibrated amount of painful punishment to deter criminal choices.

Positivism emerged in the late nineteenth century, an approach grounded on the use of scientific techniques to understand and solve problems. Positivists believed that human behavior is a function of external forces that are beyond individual control. Scientific theories developed which examined crime from biological, psychological and sociological frameworks.

One early biologically based approach was put forward by Cesare Lombroso (1835-1909). He believed that serious offenders inherited criminal traits. Born criminals are throwbacks to more primitive times when people were savages. Lombroso attracted a circle of followers who expanded upon his vision of biological determinism.

Sociological views stressed the influence of social forces and institutions on human behavior. Quetelet and Durkheim were pathfinders of sociological criminology. Durkheim maintained that crime is a normal and necessary social behavior. The Chicago School examined the social ecology of the city and then the problem of social disorganization. Other criminologists focused on the relationship between criminality and socialization.

Karl Marx offered an explanation of the development of human history that has had a profound impact on the development of conflict theory. Marx argued that the exploitive power of the dominant class influences lives both directly and indirectly. Although Marx did not write much about crime, his views were central for the development of conflict or Marxist criminology, a perspective which emphasizes political, economic and social conflict as important in understanding crime.

The various schools of criminology developed over a period of 200 years. The criminological enterprise consists of many subareas including criminal statistics, sociology of law, theory construction, criminal behavior systems, penology, and victimology.

Criminologists understand their field from different perspectives. Three common views of crime are called the consensus, the conflict, and the interactionist perspective. Each approaches the problem of crime with different assumptions about its causes and possible remedies. The consensus view suggests that most people have similar notions about crime. The conflict view argues that crime definition reflects the interests of the economically powerful. The interactionist approach stresses the relativistic nature of crime. People act according to their own interpretations of reality, according to the meaning things have for them. The interactionist view of crime is similar to the conflict perspective because they both suggest that behavior is outlawed when it offends people who maintain the social, economic, and political power necessary to have the law conform to their interests or needs. The consensus model of crime is probably accepted by a majority of practicing criminologists and is the one most often used in criminology texts.

Doing criminology means engaging in research. Research takes several different forms, depending on the nature of the problem and the goals of the study. Many investigations involve crime measurement by means of survey research. Longitudinal research involves the monitoring of a group of people who share a like characteristic over time. Aggregate data research makes use of large data bases. Experimental research involves manipulation of the lives of subjects in a study. Observational research may involve going into the field and participating in group activities.

Ethical issues include the following: What is to be studied? Who is to be studied? How should studies be conducted? Ethical issues in criminology are often downplayed. Yet criminological policy and research can directly influence the lives and privacy of its subjects. Funding sources may influence the direction of research, resulting in the selection of only "safe" causal factors to examine. Subjects are often misled about the purposes of the research. Is it ever permissible to deceive subjects in order to collect data?

KEY TERMS AND CONCEPTS

Intimate violence	Penology
Criminologist	Recidivate
Criminology	Victimology
Verified principles	Consensus view of crime
Hypotheses	Conflict view of crime
Interdisciplinary	Interactionist view of crime
Criminal Justice System	Moral entrepreneurs
Etiology	Survey research
Deviant behavior	Cross-sectional research
Legalized	Sampling
Decriminalized	Population
Rational choice	Self-report surveys
Criminal anthropology	Victimization surveys
Bourgeoisie	Attitude surveys
Proletariat	Longitudinal research
Criminal enterprise	Cohort
Criminal statistics	Aggregate data
Survey instruments	Uniform Crime Report
Theories of crime causation	Experimental research
Criminal behavior systems	Quasi-experiment
White-collar crime	Time-series design
Crime typology	Observational research

FILL-IN REVIEW

1. As the Gainesville killings show, criminal acts may be the work of strangers who prey upon people they have never met. Or, they can involve friends and family members in acts of _____ violence.
2. The percentage of the population sent to prison and jail in the United States exceeds that of such notoriously punitive countries as the Soviet Union and _____.
3. _____ is the scientific approach to the study of criminal behavior.

4. While for most of the twentieth century, criminology's primary orientation has been _____, today it can be viewed as an integrated approach to the study of criminal. However, it has been deeply influenced by the contributions of persons in several diverse fields.
5. The _____ tradition developed as the scientific method began to take hold in Europe. This movement was inspired by new discoveries in biology, astronomy, and chemistry.
6. _____ behavior is behavior that departs from social norms.
7. The study of criminal _____ is one of the most crucial aspects of the criminological enterprise because without valid and reliable data sources, efforts to conduct research on crime and create criminological theories would be futile.
8. The study of _____ involves the correction and control of known criminal offenders.
9. Lombroso believed that criminals suffer from _____ anomalies--physically, they are throwbacks to more primitive times when people were savages.
10. Quetelet was a Belgian mathematician who began what is known as the _____ school of criminology.
11. According to the _____ view, the definition of crime is controlled by wealth, power, and position and not by moral consensus or the fear of social disruption.
12. The _____ view of crime is similar to the _____ perspective because they both suggest that behavior is outlawed when it offends people who maintain the social, economic, and political power necessary to have the law conform to their interests or needs.
13. Most surveys involve _____--selecting for study a limited number of subjects who are representative of entire groups sharing similar characteristics, called _____.
14. _____ surveys ask participants to describe in detail their recent and lifetime criminal activity.
15. _____ research involves the observation of a group of people who share a like characteristic (cohort) over time.

16. The _____ is an annual report that reflects the number of crimes reported by citizens to local police departments and the number of arrests made by police agencies in a given year.
17. To conduct _____ research, criminologists manipulate or intervene in the lives of their subjects in order to see the outcome or effect the intervention has.
18. A common criminological method is the first-hand _____ of criminals in order to gain insight into their motives and activities.
19. A critical issue facing students of criminology involves recognizing the field's political and social consequences. All too often, criminologists forget the social _____ they bear as experts in the area of crime and justice.
20. Crime, argued _____, can also be useful, and on occasion even healthy, for a society to experience.

SELF TEST

True/False

1. The United States punishes both violent and property crimes more strictly than Germany.
2. Lombroso believed that serious offenders, those who engaged in repeated assault- or theft-related activities, inherited criminal traits.
3. The rape rate in the United States is 26 times higher than that of Japan.
4. The objective of criminology, according to Sutherland and Cressey, is the development of a body of specific rules of procedure which would result in the equal application of treatment techniques to criminals.
5. All crimes are deviant.
6. Many deviant acts are not criminal.
7. Fortunately, existing typologies often agree, allowing for standards to exist within the field.

8. According to the consensus view, crimes are behaviors believed to be repugnant to all elements of society.
9. The consensus model of crime is probably accepted by a majority of practicing criminologists and is the one most often used in criminology texts.
10. Nearly 10,000 people were prosecuted throughout Europe for witchcraft during the sixteenth and seventeenth centuries.
11. One principle of the positivism school is that human behavior is a function of external forces that are within an individual's control.
12. The consensus view of crime would include violations of human dignity.
13. The interactionist perspective attributes economic and political motives to the process of defining crime.
14. From the interactionist perspective, laws against pornography and drugs are believed to be motivated more by moral crusades than by capitalist sensibilities.
15. To those who subscribe to the consensus view, crime has no meaning unless people react to it.
16. Surveys include interviewing or questioning a group of subjects about research topics under consideration.
17. Cross-sectional research is among the most widely used methods of criminological study.
18. Aggregate data can be used to focus on the macro psychological forces which affect crime.
19. A quasi-experiment is undertaken when it is impossible to randomly select subjects or manipulate conditions.
20. Criminological experiments are common because they are relatively easy and cost effective to conduct.
21. To obtain data, criminologists often mislead people as to the true purpose of their efforts.

MULTIPLE CHOICE

1. An element of the positivist tradition:
 - a. human nature is a function of internal forces
 - b. solve problems through the use of the scientific method
 - c. human behavior is within the control of individuals
 - d. none of the above ("a" thru "c")

2. Public opinion polls indicate that about _____ percent of Americans feel it is not safe to walk at night in their own neighborhood.
 - a. 30
 - b. 50
 - c. 70
 - d. 80

3. According to a report of the Sentencing Project, a private non-profit agency devoted to improving the justice system, the United States led the world with its _____ rate.
 - a. arson
 - b. prostitution
 - c. embezzlement
 - d. murder

4. In 1990/1991, the rate of incarceration per 100,000 population in the United States was approximately:
 - a. 155
 - b. 255
 - c. 455
 - d. 855
 - e. 955

5. The _____ school sociologists and their contemporaries focused on the functions of social institutions and how their breakdown influences behavior.
- New York
 - West Coast
 - French
 - British
 - Chicago
6. Criminal justice scholars are mostly interested in:
- examining and describing the etiology of crime
 - explaining and analyzing the nature of crime in society
 - describing the behavior of agencies of justice
 - none of the above ("a" thru "c")
7. The sale and possession of marijuana was legal in this country until _____, when it became illegal under federal law.
- 1837
 - 1857
 - 1937
 - 1957
8. Which of the following is an example of a new version of a traditional or common act that Michigan has passed legislation to make a felony:
- computer fraud
 - assisted suicide
 - airplane hijacking
 - illegally tapping into TV cable lines
 - paint sniffing

9. In The Division of Labor in Society, Durkheim described the consequences of the shift from a small, rural society which he labeled mechanical, to the more modern _____ society with a large urban population, division of labor and person isolation.
- a. "organic"
 - b. "anomic"
 - c. industrial
 - d. none of the above ("a" thru "c")
10. The various schools of criminology developed over a period of _____ years.
- a. 50
 - b. 100
 - c. 200
 - d. 300
 - e. 400
11. In one famous article, which appeared in 1937, Anslinger told how "an entire family was murdered by a youthful addict in Florida ... [who] with an axe had killed his father, mother, two brothers, and a sister." The young person was addicted to:
- a. marijuana
 - b. heroin
 - c. cocaine
 - d. LSD
 - e. none of the above ("a" thru "d")
12. Oppressive labor conditions prevalent during the rise of industrial capitalism convinced _____ that the character of every civilization is determined by its mode of production--the way its people develop and produce material goods (materialism).
- a. Kevorkian
 - b. Cooley
 - c. Marx
 - d. Whyte