



**EIGHTH
EDITION**

DELINQUENCY IN SOCIETY

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MATT DELISI



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To Adam and Andrea, may you love each other as much as I love you.

—RMR

To Henry, Hugh, James, and Zöe, who are my constant reminders of the joys and delights
of young folks.

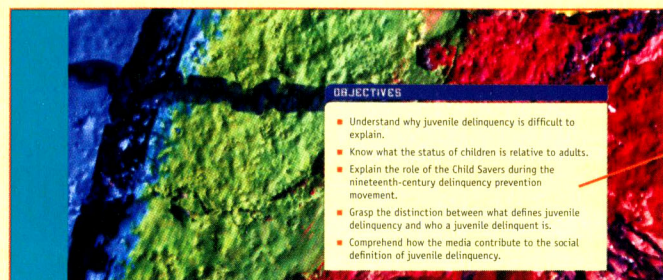
—JDH

To Jamison, Landon, and Finley.

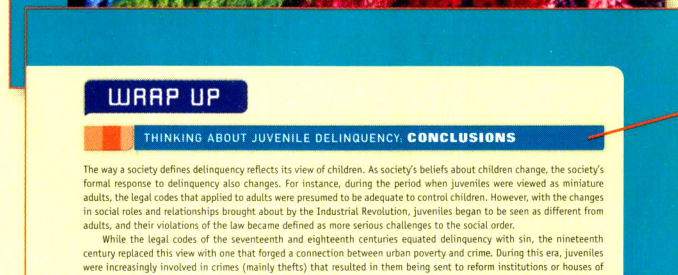
—MD

Resource Preview

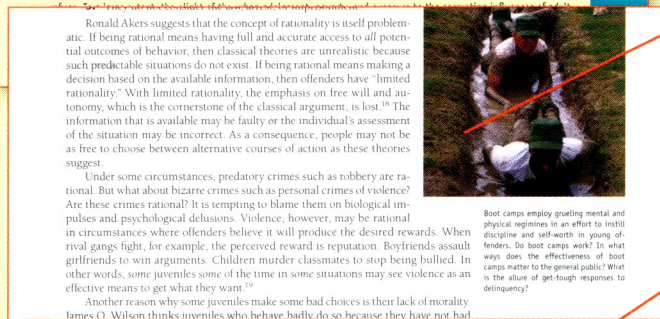
The *Eighth Edition of Delinquency in Society* contains many of the outstanding pedagogical features we introduced in previous editions.



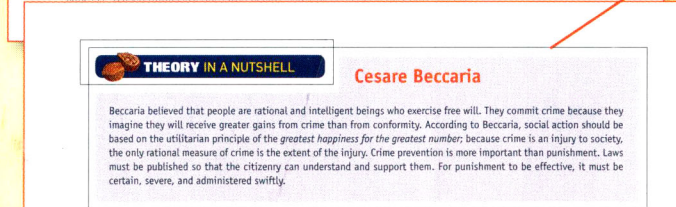
Chapter Objectives. Each chapter begins with an easy-to-follow list of the major topics that will be discussed. These objectives immediately alert students to the central issues of the chapter as well as to the order in which they are presented.



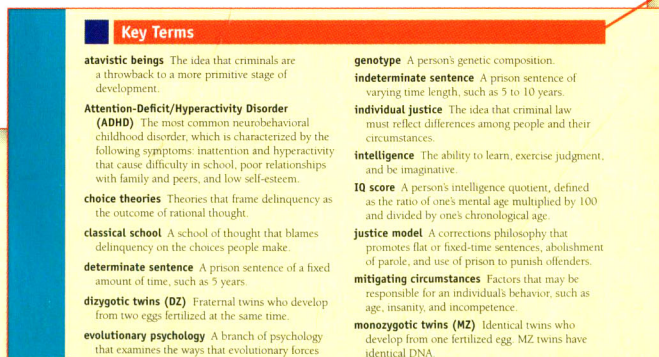
Thinking About Juvenile Delinquency. A wealth of provocative questions focusing on important issues is located at the end of each chapter. The questions are designed to stimulate discussion in class and sharpen student critical-thinking skills.



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. 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.

Case, Name, and Subject Indexes. Separate case, name, and subject indexes are provided at the end of the book to help students in their search for particular issues or concerns.

Thematic boxes. The *Eighth Edition* includes two brand new box features to make the text more relevant and interesting for students.

Unique and Exciting Boxes. We have created five different thematic boxes and inserted them where appropriate within the text:

Profiles in Delinquency. This exciting new feature in the *Eighth Edition* features photos and autobiographical insights from distinguished scholars writing about how they came to be criminologists and the kind of work they do today.

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 Controversies. An exciting new feature to the *Eighth Edition* is a new box feature called Delinquency Controversies that covers thought-provoking and controversial topics relating to the causes and control of juvenile delinquency. Examples of Delinquency Controversies include the role of abortion in reducing delinquency, the place of religion in schools, the importance of parenting for instilling behavior, and many others.

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.

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.

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CHAPTER 1 Defining Delinquency

PROFILES IN DELINQUENCY



From my days as a graduate student, I was bothered by how stereotypes about crime and crime victims seemed to pervade media accounts and public discussions.

The child molester was the man at the park or the playground. The missing child was grabbed by a stranger. It seemed to me that social science could perform a central service by making the variety of causes associated with crime more readily apparent to policy-makers and the general public. Systematic and representative samples based on scientific methodology would be a big help in this regard.

David Finkelhor
University of New

As the data came in, child molesters turned out to be mostly acquaintances, including

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CHAPTER 2 Measuring Delinquency

A WINDOW ON DELINQUENCY

Counting the Victims of Serial Murderers

Perhaps the most dramatic example of the difficulty of quantifying crime is estimating the number of people who are killed by serial killers. Some serial killers make exaggerated claims about the number of people whom they have murdered. For instance, Henry Lee Lucas once claimed more than 600 victims but actually killed only 10 or so people. Still other serial killers never divulge how many victims they murdered, even though many of them are linked to significantly more homicides than their convictions would suggest. Criminologists have produced wide-ranging estimates of the number of people killed each year by serial killers. Early estimates suggested that more than 500 serial killers murdered more than 6000 victims each year in the United States. More recent and conservative estimates placed the number of serial murder victims at between 40 and 180 each year.

Kenna Quinet suggests that the earliest, more shocking estimates of serial murder victims may actually be more accurate. When she analyzed data sets of missing persons, prostitutes, foster and runaway children, and unidentified deceased persons, she found a minimum estimate of 182 annual serial murder deaths and a maximum estimate of 1832

Status of Children

DELINQUENCY CONTROVERSY

The House of Prayer

One shocking incident of child maltreatment by religious leaders took place several years ago in Atlanta at the House of Prayer. What happened at the church captured worldwide attention because it raised troubling questions: Under what circumstances is it acceptable to physically punish children? Is it acceptable to whip children in public? Should the state and federal laws trump the religious beliefs of parents about how to rear their children?

Atlanta police arrested Pastor Arthur Allen and five members of his 130-member church, who had whipped children as a form of discipline. The leader of the House of Prayer and several other church members were charged with cruelty to children. Even though they had been arrested, church members said they would continue to whip unruly children. They believe parents have an absolute right to discipline their children however they see fit. According to these persons, what parents do to their children is no business of the state or federal government.

The beatings were done at the church, administered by parents and other adults with belts and switches, and under the supervision of Pastor Allen, who advised them on how severe the beatings should be. Allen based his decision on the seriousness of the offense considering how old the child was and whether the child had expressed remorse for his or her

Choice Theory

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DELINQUENCY AROUND THE GLOBE

Is Free Will a Myth?

Different theories make different assumptions about human nature and the most basic aspects of our behavior. For example, classical theorists assume that people exercise free will, which is the power to make decisions. But what if free will itself is a myth?

Neuroscientists at the Max Planck Society for the Advancement of Science in Germany performed magnetic resonance imaging (MRI) scans on 14 people, after instructing the study participants to decide spontaneously whether to press a button on their left or their right. MRI scans indicated a flurry of activity in the unconscious brain long before the subject made his or her "spontaneous" decision. This finding suggests that the outcome of a decision is shaped very strongly by brain activity much earlier than the point in time when a person feels that he is she is actually making a decision. Thus whether free will is, indeed, entirely free is an open scientific question.

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CHAPTER 1 Defining Delinquency

DELINQUENCY PREVENTION

The Orphan Trains

In the mid-nineteenth century, thousands of children who were orphans, runaways, and throwaways filled the streets of New York City. Many of them were incarcerated or put in poorhouses. Reverend Charles Loring Brace, who in 1853 established the Children's Aid Society to provide homeless children with shelter and education, took a more daring tack. Between 1854 and 1929, the Society ran "orphan trains" that carried 150,000 to 200,000 destitute children from New York to localities in the West, where they were adopted by Christian farm families.

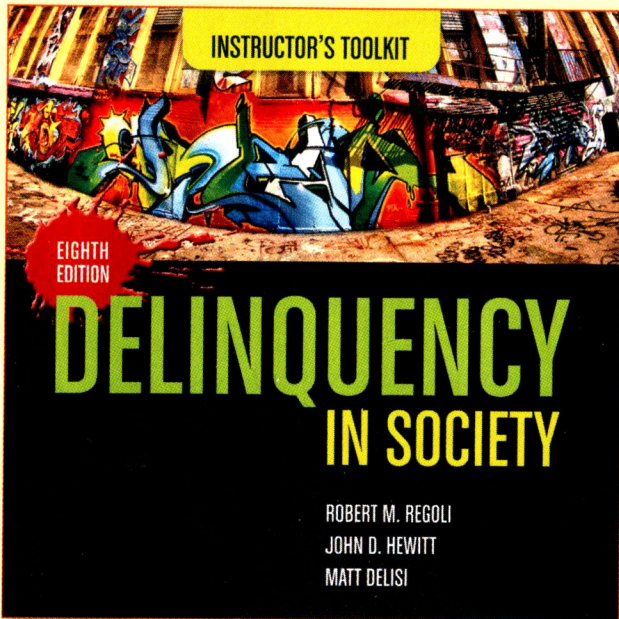
The process of finding new homes for the children was haphazard at best. At town meetings across the country, farming families took their pick of the orphan train riders. Children who were not selected got back on board the train and continued to the next town. The children who were selected, and their new adopted parents, had one year to decide whether they would stay together. If either party decided not to continue the arrangement, the child would be returned to the Children's Aid Society, board the next train out of town, and be offered to another family.

Although approximately 40 percent of the orphan train riders were female, Brace referred to his passengers almost exclusively as "lads." Female orphan train riders were treated decidedly different than the males. Brace felt that street-girls were less salvageable and "hopeless" after the age of 14 because he perceived them to be "weak in flesh" and prematurely "womanly." The Children's Aid Society did, however, continue to send girls to the underdeveloped West, where overworked farm wives were in dire need of relief. Orphan train girls were often treated harshly by their host families and considered cheap domestic help. It was assumed that getting married was the best outcome that could be expected for the female orphan.

Resources

Instructor Resources

This text is the core of an integrated teaching and learning system, which includes ancillaries developed by educators in the field; Anna Elizabeth Koloski, Iowa State University and Beverly Quist, Mohawk Valley Community College.



Instructor's ToolKit CD-ROM

ISBN-13: 978-0-7637-8242-9

Preparing for class is easy with the resources found on this CD-ROM, including:

- **Lecture Outlines** offer complete, ready-to-use lesson plans that outline all of the topics covered in the text. All outlines can be adapted to your unique course.
- **PowerPoint Presentations** provide ready-to-use presentations that are both educational and engaging. Slides can be modified and tailored to meet your needs.
- **Electronic TestBank** contains multiple-choice and scenario-based questions, allowing you to create custom-made classroom tests and quizzes quickly by selecting, editing, organizing, and printing a test along with an answer key that includes page references to the text.
- **Imagebank** supplies images from the text that can be used in multimedia lectures and in handouts.

The resources found on the Instructor's ToolKit CD-ROM are formatted for online course management systems and can be customized to fit your course needs.

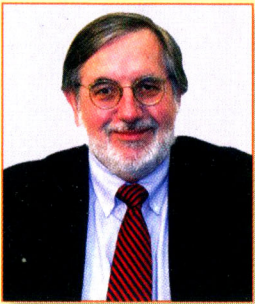
Technology Resources

Essential components to the learning system include additional resources available on this companion Web site. Students are able to grasp key concepts about the juvenile delinquency and explore topics in greater depth.

Make full use of today's teaching and learning technology with criminaljustice.jbpub.com/DelinquencyinSociety. This site has been specifically designed to complement *Delinquency in Society, Eighth Edition*. Some of the resources available include:

- Practice Quizzes
- Chapter Outlines
- Critical Thinking Questions
- Web Links
- Glossary
- Flashcards
- Crosswords

Foreword



I have been told that when a book reaches its third edition—which is a rare occurrence—it has achieved the status as a “classic” in the field of criminology. Robert Regoli, John Hewitt, and Matt DeLisi’s *Delinquency in Society* thus must be seen as an inordinately special contribution.

This project was initiated two decades ago and has yielded eight editions! Some readers were not yet born or were toddlers when the first edition was published in 1991. Quite remarkably, this classic text has educated a full generation of college students.

What makes *Delinquency in Society* so special? For one thing, it is “good looking.” It is wonderfully designed, colorful, and easily navigated by readers. But being easy on the eye, as the saying goes, does not make a book meritorious. Attractiveness is not equivalent to substance. When one peeks beneath the surface, the object of our attention might prove disappointing, if not vacuous. This is not the case with *Delinquency in Society*—for three reasons.

First, this is indeed a book of substance. The scholarship informing *Delinquency in Society* is impeccable. The text is state-of-the-art, reflecting the latest theoretical and empirical writings. As I reviewed chapters, I found myself spending a wealth of time reading the references. Most students will take this admission as a sign that I live an emotionally impoverished life! After all, who thinks that looking at references is “neat”? Well, I confess that I do, but only when I discover that a book’s authors supply a compendium of the best research on topic after topic. My message is not that, as a reader of this text, you should dwell on the reference section. Rather, I simply wish to instill some appreciation that Professors Regoli, Hewitt, and DeLisi have spent endless hours reading and synthesizing the latest research in an effort to make each chapter both current and correct criminologically. This commitment to “getting things right” is what separates the wheat from the chaff among scholars and among the textbooks they publish.

Second, Professors Regoli, Hewitt, and DeLisi are skilled writers. They have a unique ability to take

complex topics and complex literature and to sift out the golden nuggets to be shared with readers. On any given topic, their discussion captures the key points and conveys them in an accessible way. Further, the authors are capable of what sociologists call “taking the role of the other” and what the rest of us call “standing in someone else’s shoes.” This sensitivity to how students learn most effectively has been culled from years of working closely with undergraduates in their own classrooms. Accordingly, they do not write above or down to their readers. Rather, as outstanding scholar-teachers, they write directly to you, their readers. *Delinquency in Society* is thus a textbook that will reward your commitment to read its pages. You will learn a great deal.

Third, Professors Regoli, Hewitt, and DeLisi have large hearts. They care deeply about delinquent youths in American society. As Paul Brodeur once commented, “Statistics are human beings with the tears wiped off.” In the sanctity of one’s office, it is easy for scholars examining intricate research findings to objectify and become somewhat detached from their subject matter—in this case, from youngsters in trouble with the law. But the field of criminology is ultimately about people—lives tragically wasted, victims and communities harmed, and public monies wasted on ineffective and needlessly harsh policies. Make no mistake about it, the authors of *Delinquency in Society* have a firm commitment to science and the truth—no matter where this pursuit might lead them. Still, they also are in this field to produce and share knowledge that can make a difference—that can help us to create a society in which juvenile delinquents shed and cause fewer tears. I am persuaded that *Delinquency in Society* achieves its goals admirably. Readers will emerge from the book’s pages devoid of simplistic thinking, troubled by the futility of much that is done in the name of “juvenile justice,” and equipped with an expanded empathy, rooted in science, for the nation’s wayward youths.

Let me reiterate that not all textbooks on delinquency are the same. *Delinquency in Society* stands out—and is in its *Eighth Edition*!—because, in the end, Professors Regoli, Hewitt, and DeLisi are quality scholars and quality people. They bring to their writing integrity and passion. They care about their

subject matter and feel privileged, as authors, to be welcomed into your lives and minds.

Readers thus are fortunate to have the opportunity to learn from, and be inspired by, these nationally respected criminologists. Indeed, you are about to embark on an exciting excursion across the pages of their classic text. Enjoy your travels but also pause along the way to study the sights carefully. At the conclusion of this journey, your understandings about delinquency will be deepened, if not transformed in

significant ways. And if you are like me, you will place *Delinquency in Society* in a prominent position in your personal library—a valuable resource to be kept handy and to be consulted time and again. How enlightening and what fun reopening its pages promises to be!

Francis T. Cullen
University of Cincinnati

Acknowledgments

We would like to thank our team at Jones and Bartlett for their support in developing the *Eighth Edition* of *Delinquency in Society*, with a very special thank you to our Acquisitions Editor, Jeremy Spiegel, for his unwavering support and enthusiasm for the project. Other folks at Jones and Bartlett also have been extraordinarily helpful in developing this book. Our Senior Production Editor, Renée Sekerak, was always there to help regardless of when we needed assistance. Our copyeditor, Jill Hobbs, did exceptional work on further clarifying the meaning of our sentences and paragraphs. The photo research team at Jones and Bartlett is among the best we have ever worked with in our more than 30 years of writing books.

We also would like to thank our colleagues and students for their solicited and unsolicited insights, guidance, criticism, and assistance. Special thanks to Roy Austin, William Sims Bainbridge, Albert Bandura, Rachel Bandy, Gregg Barak, Joanne Belknap, Ingrid Bennett, Donna Bishop, Dennis Blewitt, Abraham Blumberg, Bob Bohm, Alan Bruce, Lisa Campione, Sue Caulfield, Todd Clear, James Chriss, Mark Colvin, Herb Covey, Donald Cressey, Frank Cullen, Nanette Davis, Lois DeFleur, Robert Duran, Del Elliott, Robert Evans, David Finkelhor, John Fuller, Frederick Galt, Patrick Gerkin, Lindsey Grall, Mark

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We would like to give very special thanks to our wives, Debbie, Avis, and Melissa, who have stood beside us as we worked on this project, providing encouragement, love, and both solicited and unsolicited insights that strengthened the final product.

Other colleagues who were selected by Jones and Bartlett to review the text helped improve this *Eighth Edition* in innumerable ways. We extend our sincere gratitude to those reviewers listed below.

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About the Authors

Robert M. Regoli is Professor of Sociology at the University of Colorado. In 1975, he received his PhD in Sociology from Washington State University. Professor Regoli has found himself in assorted roles in the criminal justice system. In addition to having published more than 100 scholarly papers and authoring more than 10 books on topics ranging from police cynicism and causes of delinquency to unreported rule infractions in prisons, he also has been a crime victim, misdemeanor offender, criminal complainant and witness, jury member, and legal consultant. Dr. Regoli is also a past-President and Fellow of the Academy of Criminal Justice Sciences, former Executive Editor of *The Social Science Journal*, recipient of two William J. Fulbright senior specialist awards, and member of Phi Beta Kappa.

John D. Hewitt is Professor of Criminal Justice at Grand Valley State University. He was born in Carmel, California, grew up in Indiana, and then completed his undergraduate work at Western Washington State College, and his PhD at Washington State University. He has taught for more 30 years at small and large state colleges and universities, as well as in small liberal arts colleges in the Midwest and West.

During his career, Dr. Hewitt was a member of the Board of Directors of the Delaware County Youth Services Bureau, president of the Board of Directors at Bethel Place for Boys, and testified as an expert witness in Arizona on the identification of youth gangs in schools. He has written extensively about issues of crime, criminal justice, and delinquency, including co-authoring *Exploring Criminal Justice*, *Exploring Criminal Justice: The Essentials*, and *The Impact of Sentencing Reform*, as well as numerous articles on issues ranging from the oppression of children and adolescent risk taking to youth gangs and violence and juvenile justice policy in The People's Republic of China.

Matt DeLisi is Coordinator of Criminal Justice Studies, Associate Professor of Sociology, and Faculty Affiliate with the Center for the Study of Violence at Iowa State University. Professor DeLisi has published nearly 100 scholarly works and his research interests are juvenile delinquency, career criminals/criminal careers, psychopathy/psychopathology, molecular and behavioral genetics, inmate behavior, and testing criminological theories. Professor DeLisi is a member of the Academy of Criminal Justice Sciences and American Society of Criminology.

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Preface

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 *Eighth Edition*, which we detail below.

While the *Eighth 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 juvenile delinquency, including discussions of the history, institutional context, and societal reactions to delinquent behavior. In addition, we have made four important organizational changes. The first change involves combining two chapters on violence and drug use into a single chapter and moving that chapter to the section of the text on the social context of delinquency. The second change involves a minor reorganization of the theory chapters, dividing the chapter on individual theories of delinquency into two chapters (Chapter 3, Choice and Biological Theories, and Chapter 4, Psychological Theories). The third involves combining the three chapters on law enforcement, courts, and corrections into a single chapter on the juvenile justice system (Chapter 13, The Juvenile Justice System). Lastly, an entirely new chapter, Delinquency Prevention (Chapter 14), has been developed for this edition.

In addition, Chapter 1, "Defining Delinquency," now includes an expanded discussion of Mary Ellen Wilson, the first child abuse victim removed from her home. The chapter also includes discussion of research studies examining the role of violent music and video games on delinquency.

Chapter 2, "Measuring Delinquency," has been expanded to include the latest information on serious,

violent, and chronic juvenile offenders and special attention to the Dunedin Multidisciplinary Health and Human Development Study.

Chapter 3, "Choice and Biological Theories," contains new Mapping Delinquency Theory figures to illustrate how biological concepts translate into delinquency, new box features on rational choice theory and predatory criminal behavior, the criminology of the brain, and the long-term effects of lead on delinquent and criminal behavior. The chapter also contains the most contemporary research from neuroscience researchers which show how biological and biosocial processes help to explain delinquent behavior.

Chapter 4, "Psychological Theories," has been overhauled and includes new sections on personality theory, moral development, aggression, oppositional defiant disorder, and conduct disorder. In addition, the section on psychopathy has been expanded. New box features include the dark triad of psychopathic personality, juvenile super-predators, and revised Mapping Delinquency Theory figures.

Chapter 5, "Sociological Theories: Cultural Deviance, Strain, and Social Control," includes greatly expanded coverage of collective efficacy and neighborhood differences in exposure to violence.

Chapter 6, "Sociological Theories: Labeling and Conflict," has been entirely updated to include the most recent assessments of Regoli and Hewitt's theory of differential oppression.

Chapter 7, "Developmental Theories," contains new sections on the contributions of David Farrington, Sarnoff Mednick, and Patricia Brennan to developmental theories of delinquency. New box features include the development of an extreme delinquent career and Mapping Delinquency Theory figures.

Chapter 8, "Female Delinquency Theories," includes a new section on girls and violence and findings from the influential Girls Study Group convened by the Office of Juvenile Justice and Delinquency Prevention. New box features include child marriage/divorce, female involvement in violent delinquency, and Mapping Delinquency Theory figures.

Chapter 9, "The Family and Delinquency," contains expanded sections on the maltreatment of children and new box features on risk and protective factors for child maltreatment and corporal punishment.

Chapter 10, "Schools and Delinquency," now includes an expanded discussion of school associated violent deaths, the role of the school environment and delinquency, updating and expansion of U.S. Supreme Court cases focusing on the rights of children in school, and a more thorough presentation of the impact of "zero-tolerance" policies and delinquency prevention.

Chapter 11, "Violence, Drug Use, and Delinquency," has been overhauled to explore two particular forms of delinquency: violence and drug use. New box features highlight youth violence, youth victimization, and updated figures on youth substance abuse.

Chapter 12, "Peer Group and Gang Delinquency," includes added focus on co-offenders and expanded coverage of female gang delinquency.

Chapter 13, "The Juvenile Justice System," is a thoroughly restructured chapter combining key material from the chapters on police, courts, and corrections in the previous edition. This streamlined chapter gives students a clear and concise overview of the juvenile justice system as it operates today.

Chapter 14, "Delinquency Prevention," is an entirely new chapter for this edition. Topics include a discussion of the control and management of delinquency, distinctions between primary, secondary, and tertiary prevention approaches, key risk factors in early childhood development, important features of model and promising prevention programs, and which prevention programs do not appear to be effective.

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.

Section 2, "Delinquency Theories," provides students with an easy-to-understand discussion of all the major theoretical approaches to explaining juvenile delinquency. Students will be able to examine the substantial contributions of choice theories, trait 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 major social settings: the family, school, violence and drug use, 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 contribute to delinquency, the ways that two specific forms of delinquency—violence and drug use—are more broadly related to antisocial behavior of adolescents, and the extensive problems related to peer-group relations and juvenile gangs.

Section 4, "Special Topics," the final section of *Delinquency in Society*, examines our society's approaches to dealing with the problem of delinquency. Students will be introduced to the juvenile justice system, including issues of police search and seizure, the use of discretion and decisions to arrest and interrogate juveniles, major stages of the juvenile court process, alternatives available within the correctional system for juvenile offenders, and the waiver of juveniles to criminal court. However, the juvenile justice system becomes a factor when we have failed to prevent youth from engaging in delinquency in the first place. Students will develop an understanding of the importance of identifying risk factors in early childhood and promising approaches for the prevention of delinquency.



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