Criminal Behavior 12th edition Bartol Test Bank

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Online Instructor's Manual with Test Bank

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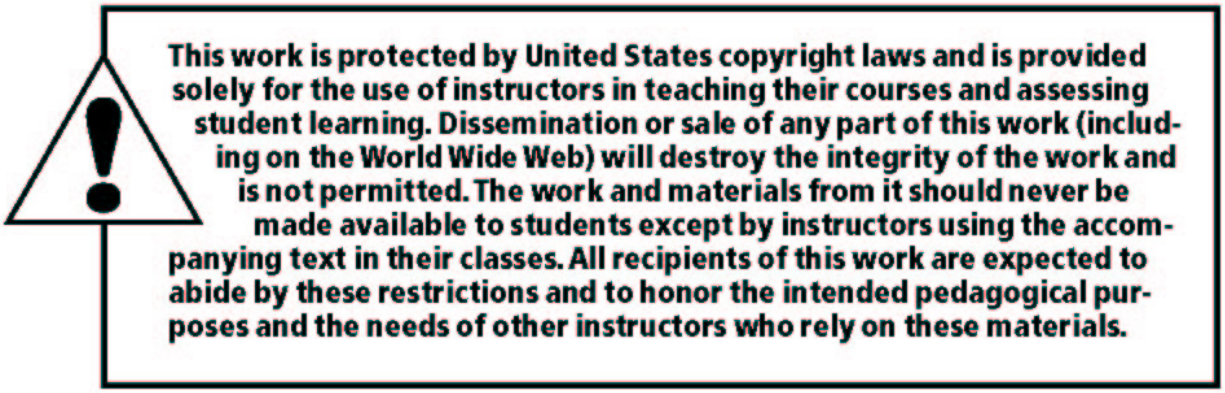
Criminal Behavior
A Psychological Approach

Twelfth Edition

Curt R. Bartol, PhD
Anne M. Bartol, PhD

Boston Columbus Indianapolis New York San Francisco Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

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To the Instructor

This *Instructor's Manual* (IM) *with Test Bank* is designed to accompany and complement the text *Criminal Behavior* by Curt Bartol and Anne Bartol, and to help make your job more manageable and your teaching more effective. It provides you with a comprehensive summary of the information in the textbook and serves as an easy-access reference to the issues presented in the textbook and to complementary materials.

The chapters of the IM correspond directly to those in the textbook. Each chapter contains the following sections:

Chapter Overview: This section provides a detailed summary of the chapter.

Learning Outcomes: These are the learning outcomes from each chapter and are presented in the IM for your convenience.

Chapter Outline: This includes an outline of the main topics covered in the chapter, as well as a list of teaching suggestions for each topic. Suggestions for relevant video material (available online) that may be show in class or assigned to students for out-of-class viewing is also included.

List of Changes/Transition Guide: This section identifies the main changes that have been made to the text in each chapter since the previous edition, making it easy to update lesson plans, assignments, and other course materials to reflect the new edition.

Suggested Answers to End-of-Chapter Assignments: The textbook contains a number of Review Questions at the end of each chapter. Although students' personal opinions may play a role in their answers to some of these questions, most responses can be assessed in terms of basic information and common themes found throughout the textbook. Sample suggested answers to the questions are provided.

In addition, sample syllabi are provided for courses using *Criminal Behavior*. Both 10-week and 15-week samples are included.

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Sample Syllabi

10-Week Course

COLLEGE NAME AND ADDRESS

COURSE TITLE AND SECTION

INSTRUCTOR'S NAME:

OFFICE LOCATION:

HOURS:

EMAIL ADDRESS:

COURSE DESCRIPTION:

This course is designed to provide an understanding of criminal behavior and antisocial behavior from a psychological perspective. Contemporary research, theory, and practice concerning the psychology of crime will be explored. Students will learn about the factors associated with the onset and maintenance of antisocial and criminal behavior.

Because some criminal behavior begins early, antisocial conduct in juveniles is covered in detail, although the great majority of juveniles who offend also stop before reaching adulthood. Information about juveniles will include not only the type and extent of their offending, but also current research on the developing brain during adolescence. Many youth today also are victims of crime or deprived of educational and economic opportunities that place them at risk of future offending.

Examples of specific crimes and topics discussed in the course are homicide, including family, serial and mass homicide; intimate partner violence; sexual offending; hate (bias) crimes; corporate and political crime; and terrorism. Although most offenders are not mentally disordered, mental illness does play a part in some offending, and that topic is addressed in the course as well.

This course stresses critical thinking, writing, and communication skills through the process of reading course material and critically reflecting on course content in the form of writing assignments and discussion board participation.

REQUIRED TEXTS AND RESOURCES:

Bartol, C. R. & Bartol, A. M. (2021). *Criminal Behavior: A Psychological Approach* (12th ed.). New York: Pearson

Selected readings

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LEARNING OUTCOMES

1. Explain and analyze various psychological and developmental factors that contribute to criminal behavior
2. Recognize the various types of crime and typologies
3. Apply research and theory to understanding concepts
4. Critically analyze the relationship between criminal behavior and mental health
5. Understand sources of information and measurements of crime, including their limitations

EVALUATION

Mid-term Examination 25%
Final Examination 25%
Papers/Written Assignments 40%
Attendance and Class participation 10%

COURSE CALENDAR

Week 1
Chapter 1: Introduction: Extent and Measurement of Criminal Behavior

Week 2
Chapter 2: Developmental Risk and Protective Factors

Week 3
Chapter 3: Biological/Neurological Factors
Chapter 4: Learning and Situational Factors

Week 4
Chapter 5: Human Aggression and Violence

Week 5
Chapter 6: Juvenile Delinquency

Week 6
Chapter 7: Psychopathy
Chapter 8: Crime and Mental Disorders

Week 7
Chapter 9: Homicide, Assault, and Intimate Partner and Family Violence
Chapter 10: Multiple Murder, School, and Workplace Violence

Week 8
Chapter 11: Psychology of Modern Terrorism

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Week 9

Chapter 12: Sexual Assault

Chapter 13: Sexual Assault of Children and Youth

Week 10

Chapter 14: Burglary, Home Invasions, Thefts, and “White-Collar” Offenses

Chapter 15: Violent Economic Crime, Cybercrime, and Crimes of Intimidation

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15-Week Course

COLLEGE NAME AND ADDRESS

COURSE TITLE AND SECTION

INSTRUCTOR'S NAME:

OFFICE LOCATION:

HOURS:

EMAIL ADDRESS:

COURSE DESCRIPTION:

This course is designed to provide an understanding of criminal behavior and antisocial behavior from a psychological perspective. Contemporary research, theory, and practice concerning the psychology of crime will be explored. Students will learn about the factors associated with the onset and maintenance of antisocial and criminal behavior.

Because some criminal behavior begins early, antisocial conduct in juveniles is covered in detail, although the great majority of juveniles who offend also stop before reaching adulthood. Information about juveniles will include not only the type and extent of their offending, but also current research on the developing brain during adolescence. Many youth today also are victims of crime or deprived of educational and economic opportunities that place them at risk of future offending.

Examples of specific crimes and topics discussed in the course are homicide, including family, serial and mass homicide; intimate partner violence; sexual offending; hate (bias) crimes; corporate and political crime; and terrorism. Although most offenders are not mentally disordered, mental illness does play a part in some offending, and that topic is addressed in the course as well.

This course stresses critical thinking, writing, and communication skills through the process of reading course material and critically reflecting on course content in the form of writing assignments and discussion board participation.

REQUIRED TEXTS AND RESOURCES:

Bartol, C. R. & Bartol, A. M. (2021). *Criminal Behavior: A Psychological Approach* (12th ed.). New York: Pearson

Selected readings

LEARNING OUTCOMES

1. Explain and analyze various psychological and developmental factors that contribute to criminal behavior
2. Recognize the various types of crime and typologies

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3. Apply research and theory to understanding concepts
4. Critically analyze the relationship between criminal behavior and mental health
5. Understand sources of information and measurements of crime, including their limitations

EVALUATION

Mid-term Examination 25%
Final Examination 25%
Papers/Written Assignments 40%
Attendance and Class participation 10%

COURSE CALENDAR

Week 1
Chapter 1: Introduction: Extent and Measurement of Criminal Behavior

Week 2
Chapter 2: Developmental Risk and Protective Factors

Week 3
Chapter 3: Biological/Neurological Factors

Week 4
Chapter 4: Learning and Situational Factors

Week 5
Chapter 5: Human Aggression and Violence

Week 6
Chapter 6: Juvenile Delinquency

Week 7
Chapter 7: Psychopathy

Week 8
Chapter 8: Crime and Mental Disorders

Week 9
Chapter 9: Homicide, Assault, and Intimate Partner and Family Violence

Week 10
Chapter 10: Multiple Murder, School, and Workplace Violence

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Week 11
Chapter 11: Psychology of Modern Terrorism

Week 12
Chapter 12: Sexual Assault

Week 13
Chapter 13: Sexual Assault of Children and Youth

Week 14
Chapter 14: Burglary, Home Invasions, Thefts, and “White-Collar” Offenses

Week 15
Chapter 15: Violent Economic Crime, Cybercrime, and Crimes of Intimidation

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Chapter 1

Introduction to Criminal Behavior

CHAPTER OVERVIEW

Crime in the United States, including violent crime, has fallen since a high point in the 1990s. This is surprising in light of its coverage in both news and entertainment media and in proclamations of political candidates. The falling crime rate is good news, but it does not imply that efforts to reduce it further are not needed, nor can crime rates of the future be predicted with confidence. There is continuing need to study and prevent the behavior that is defined as criminal, but this is a complex undertaking. It involves theorizing, data gathering, and the development of strategies for its prevention and control, as well as treatment of individuals who engage in criminal activity.

This chapter introduces readers to the major theoretical viewpoints on crime and the dominant methods used to measure it. The authors also discuss the difficulty in defining criminal behavior for purposes of examining it from a psychological perspective. Although criminology is an interdisciplinary enterprise, the approach in this text is predominantly psychological, with research and theory in that field emphasized throughout the book.

The authors review the dominant methods of measuring crime, emphasizing that each has its strengths and weaknesses. The U.S. government's major measures—the summary system of the Uniform Crime Reports (UCR) and the National Incident-Based Reporting System (NIBRS)—are covered in detail and may be quite unfamiliar to those students without backgrounds in criminal justice studies. Likewise, they are likely to be unfamiliar with the government's major approach to measuring victimization, the National Crime Victimization Survey (NCVS). It is more likely that they have been exposed to academic research on victimization, such as reports of stalking, domestic violence, or campus sexual assaults. Official victimization data confirms that crime is decreasing, but it is always important to acknowledge that crime victims often do not wish to report crime to either government or private researchers. In fact, self-report data—in which people report their own offending, indicate that much criminal behavior is never unearthed. Official, victimization, and self-report data sources are revisited throughout the text, so it is important that students grasp their strengths and weaknesses early in their study.

The topic of juvenile delinquency is introduced briefly, not because delinquency is on the increase but because many serious and chronic offenders began their offending early in their development. Delinquency has its own chapter in Chapter 6, but information about juveniles is woven into many other chapters as well.

CHAPTER OBJECTIVES

- Emphasize that such behavior has multiple causes, manifestations, and developmental pathways.
- Identify the different perspectives of human nature that underlie the theoretical development and research of criminal behavior.
- Introduce various theories that may help explain crime.
- Describe the three major disciplinary approaches in criminology: sociological, psychological, and psychiatric.

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- Point out that the study of criminal behavior and delinquency, from a psychological perspective, has shifted from a personality toward a more cognitive and developmental focus.
- Define criminal behavior and juvenile delinquency.
- Introduce the reader to the various ways of measuring crime.

LECTURE OUTLINE

THEORIES OF CRIME

- Just-worlders
- A scientific theory is a set of interrelated concepts, definitions, and propositions that present a systematic view of phenomena
- Theory verification or falsification
- The primary purpose of theories of crime is to identify the causes or precursors of criminal behavior
- Models of behavior are graphic representations of a theory or a concept
- Classical theory views free will as the hallmark of human behavior
- Positivist theory is closely aligned with the idea of determinism
- **Movie Suggestion:** One Year in a Life of Crime

THEORETICAL PERSPECTIVES ON HUMAN NATURE

- Conformity perspective views humans as creatures of conformity who want to do the "right" thing
- Nonconformist perspective views human beings as basically undisciplined and in need of being held in check
- Social control contends that crime and delinquency occur when an individual's ties to the conventional order or normative standards are weak or largely nonexistent
- General theory of crime proposes that crime and delinquency can be explained largely by deficits in self-control and self-regulation
- Learning perspective views humans as born neutral—they learn behavior and beliefs from social environment
- Social learning theory and differential association theory
    - Developmental criminology
    - Identify periods in human development across the life-course, sometimes conceived of as stages
    - Concept of emerging adulthood

DISCIPLINARY PERSPECTIVES IN CRIMINOLOGY

Sociological Criminology

- Society's influence on crime
- How crime is defined, how laws are enforced

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- Structuralists are more likely to look at the underlying foundations of society
- Culturalists view the values and patterns of living within a given group of people
- Unequal distribution of power in society

Psychological Criminology

- How criminal behavior is acquired, evoked, maintained, modified

Cognitive approach.

- Offenders' distorted cognitions
- Allow offenders to justify their behavior

Biological/neurological approach.

- Link between biology and human behavior
- Aggression and violent behavior

Developmental approach.

- Examines the changes and influences across a person's lifetime that may contribute to the formation of antisocial and criminal behavior
- Risk factors
- Contemporary Issues: Hate or Bias Crimes

Trait approach.

- People show consistent behavior across time and place, and these behaviors characterize personality
- Callous-unemotional traits

Psychiatric Criminology

- Training differences with psychology
- Contemporary versions more diverse, research-based
- Psychoanalytic tradition
- Freudian psychodynamic approach
  - Many versions
  - Not widely accepted by psychiatric criminologists
- Medical model of illness
- Diagnoses
- DSM-5

DEFINING AND MEASURING CRIME

- Shortcoming of legal definition
- Methods of measuring crime
- FBI Reporting Systems

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Uniform Crime Reporting System

- Most cited source of U.S. crime statistics
- Summary reporting system, to be phased out by 2021
- Supplementary Homicide Report
- Index crimes and non-index crimes (Part I and Part II)
- An offense is cleared when at least one person is arrested, charged with the commission of the offense, and remanded to the court for prosecution

UCR problems.

- Dark figure
- Hierarchy rule
- Contemporary Issues: The Problem of Internet-Facilitated Crime

National Incident-Based Reporting System (NIBRS).

- Initiated as supplement to UCR
- Group A offenses (46 serious)
- Group B offenses (11 less serious, arrest data only)
- Federal law enforcement agencies and 15 states report data through NIBRS

Self-Report Studies

- Individuals report own offending
- Most focus on delinquency, risk-taking behaviors associated with physical or mental health
- National Longitudinal Study of Adolescent Health
- Data is gathered through interviews or questionnaires

Drug use self-report surveys.

- Monitoring the Future Study
- NHSDA
- ADAM

Victimization Surveys

- Victims provide information on the crimes committed against them
- National Crime Victimization Survey (NCVS)
- Contemporary Issues: Immigrants and Victimization: Should They Trust the Government?
- **Movie Suggestion:** Frontline: Kids Caught in the Crackdown

JUVENILE DELINQUENCY

- Like adult crime, juvenile crime has decreased since the 1990s

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- Juveniles commit a disproportionate amount of crime, but not necessarily the most serious offenses
- A status offense is behavior forbidden only to juveniles because of their age
- **Movie Suggestion:** Frontline: The Plea

LIST OF CHANGES/TRANSITION GUIDE

- Major concepts and terms are in the margin
- Under sociological criminology, the paragraph about structuralists and culturalists has been removed
- One new contemporary issues box on immigration has been added. The other two boxes have been updated with new statistics and recent examples
- The description of the UCR has been revised to reflect the gradual end of SRS data

SUGGESTED ANSWERS TO END-OF-CHAPTER REVIEW QUESTIONS

1. Briefly explain the difference between psychological criminology and sociological criminology. How do these differ from a psychiatric approach to the study of criminal behavior?

Psychological criminology focuses on individual factors, such as developmental differences, traits, intelligence, resilience, mental disorders.

Sociological criminology focuses on social factors, such as peer influences, family processes, economic situations, group influences. However, psychological and sociological factors often overlap. Neither is the "only" explanation.

The psychiatric criminological approach is more focused on internal states, mental disorders, and diagnoses.

2. Provide examples of crime control or crime prevention policies—other than those mentioned in the chapter—that are consistent with (a) classical theories of crime and (b) positivist theories.

Classical theories: Tough on crime policies like long sentences, police practices to crack down on neighborhoods, anything to discourage criminal activity.

Positivist theories: social programs to help families; access to services such as health care, better education; substance abuse education; treatment.

3. Identify and provide one example of each of the three predominant methods of measuring crime.

Official: UCR; Victimization: NCVS. Self-Report: Monitoring the Future

4. How does the NIBRS differ from the UCR's Summary Report Statistics (SRS)?

The NIBRS provides rich detail on circumstances surrounding a reported crime such as information about victims, place of occurrence, how police responded, whether anyone was under influence of drugs, and much more.

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5. List the strengths and weaknesses of self-report surveys.

Strengths: Many offenses that never come to attention of police; anonymity, so no contact with police; often crimes committed by youth.

Weaknesses: Respondents may not take it seriously; typically restricted to youth or to incarcerated offenders; offenses tend to be minor—people rarely admit to major crimes; incarcerated offenders may over-report.

6. What are status offenses and how do they differ from other juvenile offenses?

Status offenses are not crimes if committed by adults. Other juvenile offenses are also adult crimes. Status offenses may reflect an underlying serious problem (e.g., violence in the home, so the juvenile runs away). There is resistance to removing status offenses from juvenile courts. Status offenders also may commit "true" crimes (e.g., burglary, theft).

7. Compare and contrast the FBI's Uniform Crime Reports and the National Crime Victimization Survey, focusing on (a) how the data are obtained and (b) what type of information is available from each.

The data in the UCR are all obtained by law enforcement—mainly reported crime and arrests. UCR will change to NIBRS, so more data will be obtained.

NCVS has no police involvement and is conducted by Census workers. Respondents tell how they have been victimized, include details on the incident. NCVS indicates many crimes never reported to police. It includes information on why crimes were not reported, and if reported, how police responded.

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Test Bank

Chapter 1 Introduction to Criminal Behavior

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

1) Criminal behavior is best defined as 1) _____
   A) an intentional act in violation of a criminal code.
   B) antisocial behavior.
   C) deviant behavior.
   D) a failure to impede the criminal process.

2) The end result of a theory that is not verified is 2) _____
   A) justification.
   B) clarification.
   C) subjugation.
   D) falsification.

3) Which piece of data would be included in the UCR? 3) _____
   A) A reported robbery with no arrest
   B) A reported simple assault with no arrest
   C) A reported statutory rape with no arrest
   D) A reported forgery with no arrest

4) All of the following are consistent with the developmental approach to the study of crime EXCEPT 4) _____
   A) examining factors that place a child at risk of engaging in serious delinquency.
   B) searching for protective factors in a child's life.
   C) identifying the age of onset of antisocial behavior.
   D) obtaining a child's IQ score as he or she enters adolescence.

5) According to the authors, our inability to prevent crime is largely due to the 5) _____
   A) complexity of the issue.
   B) declining interest in the field of criminology.
   C) difficulty in defining relevant terms.
   D) lack of available research funding.

6) After hearing that her neighbors' home was burglarized, Dee told her co-worker that her neighbors were asking for the burglary because they never locked their doors and didn't have a security system. Dee's statements reflect the 6) _____
   A) just-world hypothesis.
   B) self-fulfilling prophecy.
   C) fairness doctrine.
   D) cognition distortion.

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7) Dr. Brown is a developmental criminologist. Dr. Brown's research most likely examines 7) _____

A) how violent individuals learn their aggressive behavior.
B) when robberies most frequently occur.
C) the unequal power distribution among members of society.
D) demographic features of offenders who participate in burglary.

8) Sara is a 23-year-old, single, college graduate who has just moved into her first apartment. She is working as a barista at the local coffee house while she considers her career options. Which term best describes Sara's current life stage? 8) _____

A) Life-course persistent
B) Adolescent-limited
C) Emerging adulthood
D) Social control

9) Positivist theory is to _____ as classical theory is to _____. 9) _____

A) determinism; free will
B) jurisprudence; behavior
C) predictability; social norms
D) cognitions; biology

10) Which perspective on crime is most closely linked with the humanistic perspective? 10) _____

A) Determinism
B) Conformity
C) Learning
D) Strain

11) Which statement reflects the basic premise of strain theory? 11) _____

A) Crime occurs when society places too much value and emphasis on doing the right thing for the highest number of individuals.
B) Crime occurs when one's level of stress outweighs one's coping mechanisms.
C) Crime occurs when there is a discrepancy between the materialistic values and goals cherished in our society and the availability of legitimate means for reaching these goals.
D) Crime occurs when a society's values are too materialistic.

12) Social control theory is an example of 12) _____

A) the nonconformist perspective.
B) the conformity perspective.
C) Merton's strain perspective.
D) the confirmation perspective.

13) Sociological criminology would be LEAST concerned with which of the following? 13) _____

A) Personality characteristics of rapists
B) Gender of victims of aggravated assault

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C) Age characteristics of murderers
D) Relationship of victim to offender

14) Which term is central to the psychodynamic approach? 14) _____
A) Heredity
B) Motive
C) Trait
D) Personality

15) Which psychologist would most likely have prescription privileges? 15) _____
A) A psychologist working on a military base in Florida
B) A psychologist working in a prison in California
C) A psychologist working on a college campus in New York
D) A psychologist working in mental health hospital in Virginia

16) According to the UCR, all of the following offenses are considered violent crimes EXCEPT 16) _____
A) forcible rape.
B) robbery.
C) arson.
D) nonnegligent manslaughter.

17) Three disciplines that have traditionally dominated the study of crime are 17) _____
A) psychology, anthropology and economics.
B) psychology, sociology and anthropology.
C) sociology, psychology and psychiatry.
D) psychology, anthropology and medicine.

18) Sigmund Freud is most associated with which one of the following fields? 18) _____
A) Sociological criminology
B) Contemporary psychiatric criminology
C) Psychological criminology
D) Traditional psychiatric criminology

19) Psychological criminology recently shifted its focus to a more _____ and _____ approach to the study of criminal behavior. 19) _____
A) trait-focused; instrumental
B) cognitive; developmental
C) forensic; scientific
D) personality; biological

20) The biological approach to criminal behavior often focuses on 20) _____
A) cognitions.
B) traits.
C) pathways.
D) aggression.

21) Behaviors that are forbidden only to juveniles because of their age are known as 21) _____
A) juvenile delinquency.
B) status offenses.

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C) public order violations.
D) Part I crimes.

22) Which statement is most accurate about official crime statistics such as the UCR? 22) _____
A) They typically overestimate the true incidence of crime.
B) They typically underestimate the true incidence of crime.
C) They overestimate juvenile crime but underestimate adult crime.
D) They overestimate the number of sexual offenses but underestimate property offenses.

23) Compared to the UCR, the NIBRS 23) _____
A) includes demographic data about the arresting officer.
B) includes conviction data as well as arrest data.
C) provides more detailed information about a criminal event.
D) provides information on international crime.

24) The UCR's four violent crimes are 24) _____
A) homicide, sex offenses, arson, and robbery.
B) aggravated assault, homicide, larceny-theft, and vandalism.
C) murder and nonnegligent manslaughter, rape, robbery, and aggravated assault.
D) burglary, larceny-theft, motor vehicle theft, and arson.

25) All of the following information is found in the Uniform Crime Reports EXCEPT 25) _____
A) homicide rates.
B) crime rates.
C) clearance rates.
D) conviction rates.

26) Which statement is true about self-report studies of criminal behavior? 26) _____
A) They attempt to measure only prior involvement in felonies.
B) They suggest that crime is committed by all socioeconomic classes.
C) They have been found to be more accurate with female subjects.
D) They are based on data provided by law enforcement.

27) Historically, most self-report investigations focused on 27) _____
A) homicide.
B) sexual assault.
C) adult offending.
D) delinquency.

28) Which crime is the exception to the hierarchy rule? 28) _____
A) Homicide
B) Rape
C) Arson
D) Robbery

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29) When a person is arrested for a crime, charged with the offense and remanded to the court for prosecution, the offense is considered to be 29) _____

A) cleared by arrest.
B) remanded by exceptional means.
C) adjudicated as detected.
D) mandated in hierarchy.

30) ADAM, Monitoring the Future, and NSDUH are all examples of surveys that collect data on 30) _____

A) hate crime.
B) drug use.
C) sex offending.
D) status offenses.

TRUE/FALSE. Write 'T' if the statement is true and 'F' if the statement is false.

31) There is no all-encompassing psychological explanation for crime. 31) _____
32) Free will is the hallmark of classical theory. 32) _____
33) The legacy definition of rape included rape of males and females. 33) _____
34) Criminology is the psychological study of crime. 34) _____
35) The most cited source of U.S. crime statistics is the Uniform Crime Reporting Program. 35) _____
36) The great majority of crime in the United States and other countries is neither serious nor violent. 36) _____
37) In general, individuals sentenced to prison accurately represent the "true" criminal population. 37) _____
38) Most antisocial behaviors go undetected by law enforcement. 38) _____
39) According to crime experts, the dark figure represents the most violent crimes. 39) _____
40) The book primarily focuses on mentally disordered offenders. 40) _____
41) Antisocial behavior is synonymous with criminal behavior. 41) _____
42) UCR data consistently indicate that the most frequently occurring Part I crime is murder. 42) _____
43) Reported studies of self-reported criminal activity by adults are conducted primarily with adults who are incarcerated. 43) _____
44) Like adult crime, juvenile crime overall has increased since the 1990s. 44) _____
45) Child abuse is an example of a status offense. 45) _____

SHORT ANSWER. Write the word or phrase that best completes each statement or answers the question.

46) The main source of victimization data on crime is the _____. 46) _____
47) Theories of crime can be divided into classical and _____ schools. 47) _____
48) Belief in a(n) _____ just-world is associated with less compassion for others and a derogation of victims of crime. 48) _____
49) The modern form of classical theory is _____ theory. 49) _____

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50) Strain theory originated in the work of sociologist _____. 50) _____

51) The terms emerging adulthood and pathways are associated with the _____ focus in criminology. 51) _____

52) Research conducted by _____ criminologists has allowed us to conclude that juveniles as a group are over-represented in nonviolent property offenses. 52) _____

53) How individual criminal activity is acquired, evoked, maintained, and modified is a focus of _____ criminology. 53) _____

54) According to the developmental approach, poor nutrition and early school failure are _____ factors for antisocial behavior. 54) _____

55) The only major data source permitting a comparison of national data broken down by age, sex, race, and offense is the _____. 55) _____

56) The UCR's definition of rape has recently been broadened to include _____ as victims. 56) _____

57) With the exception of substance abuse, studies of self-reported criminal activity are conducted primarily with adults who are _____. 57) _____

58) NCVS data consistently show that males are most likely to be victimized by _____. 58) _____

59) Truancy and running away are examples of _____ offenses. 59) _____

60) The focus of the textbook is the repetitive and _____ offender. 60) _____

MATCHING. Choose the item in column 2 that best matches each item in column 1.

Match the terminology below to items 1-10.

61) Dark figure	A)	The attitudes, beliefs, values, and thoughts that a person holds about the social environment, interrelations, human nature, and themselves	61) _____
62) Crime rate	B)	Contends that a deficit of self-regulation is the key factor in explaining crime and delinquency	62) _____
63) Cognitions	C)	Serious habitual actions that violate personal rights, laws, and/or widely held social norms	63) _____
64) Model	D)	The percentage of crime known to police per 100,000 population	64) _____
65) Learning perspective	E)	Behaviors forbidden only to juveniles because of their age	65) _____
66) Sociological criminology	F)	The overall number of criminal offenses that go undetected or are unknown by law enforcement agencies	66) _____
67) Developmental approach	G)	Views human beings as born neutral and subject to developmental changes throughout the life-course	67) _____

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68) Status offenses	H)	A graphic representation of a theory or a concept, designed to enhance its understanding	68) _____
69) Antisocial behavior	I)	Examines the changes and influences across a person's lifetime that may contribute to the formation of antisocial and criminal behavior	69) _____
70) Self-control theory	J)	Probes the situational or environmental factors that are most conducive to criminal action	70) _____

ESSAY. Write your answer in the space provided or on a separate sheet of paper.

71) How does Robert Merton's Strain Theory explain crimes of the rich and powerful?

72) Discuss the developmental approach to explaining delinquency and criminal behavior.

73) Compare and contrast the FBI's Uniform Crime Reports and the National Crime Victimization Survey, focusing on: a) how the data are obtained, and b) what type of information is available from each.

74) How is the hierarchy rule relevant to the dark figure of crime? Provide an example of the hierarchy rule and discuss how your example would impact official crime data.

75) How does the legal definition of crime limit our understanding of criminal behavior? What role does culture play in one's definition of crime?

1) A
2) D
3) A
4) D
5) A
6) A
7) A
8) C
9) A
10) B
11) C
12) A
13) A
14) B
15) A
16) C
17) C
18) D
19) B
20) D
21) B

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22) B
23) C
24) C
25) D
26) B
27) D
28) C
29) A
30) B
31) TRUE
32) TRUE
33) FALSE
34) FALSE
35) TRUE
36) TRUE
37) FALSE
38) TRUE
39) FALSE
40) FALSE
41) FALSE
42) FALSE
43) TRUE
44) FALSE
45) FALSE
46) NCVS
47) positivist
48) general
49) deterrence
50) Merton
51) developmental
52) sociological
53) psychological
54) risk
55) UCR
56) males
57) incarcerated
58) strangers
59) status
60) persistent (also accept violent)
61) F
62) D

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63) A

64) H

65) G

66) J

67) I

68) E

69) C

70) B

71) Answers will vary but should include that even though these individuals have greater access to the legitimate means of reaching goals, they have a continuing need to accumulate even greater wealth and power and maintain their privileged status in society.

72) This approach examines the changes and influences across a person's lifetime that may contribute to the formation of antisocial and criminal behavior. These are usually called "risk factors." Examples are poor nutrition, the loss of a parent, early school failure, or substandard housing. However, the developmental approach also searches for "protective factors," or influences that provide individuals with a buffer against the risk factors. A caring adult mentor and good social skills are examples of protective factors. If we are able to identify those changes and influences that occur across the developmental pathways of life that divert a person from becoming caring, sensitive, and prosocial, as well as those that steer a person away from a life of persistent and serious antisocial behavior, we gain invaluable information about how to prevent and change delinquent and criminal behavior.

73) The UCR:

- Provides a variety of information relating to crimes that come to the attention of local and state law enforcement.
- Data are obtained directly from law enforcement agencies.
- Includes both reported crime and arrest data.
- Reported crime data focus on eight offenses (four violent and four property), called Part 1 crimes. This section of the UCR gives us the crime rate, which is the percentage of crime known to police per 100,000 population. These data also include the city and region where the crime was committed as well as whether the crime was cleared. Arrest data, provided for both Part 1 and Part 2 crimes, give us the age, gender, and race of persons arrested.

National Crime Victimization Survey:

- Workers for the Bureau of the Census interview a large national sample of households.
- The same households are interviewed every six months for a period of three years, and during each session, they are asked about crime they had experienced over the past six months. Victims are able to describe the impact of crime and characteristics of violent offenders. Designed to measure the extent to which households and individuals are victims of rape and other sexual assault, robbery, aggravated assault, simple assault, household burglary, motor vehicle theft, and theft. It also provides many details about the victims (such as age, race, sex, marital status, education, income, and whether the victim and the offender were related to each other) and about the crimes themselves.
- It is a good source of information about crime incidents, independent of data collected by law enforcement agencies throughout the country.

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74) Answers will vary but should include: The hierarchy rule stipulates that when a number of offenses have been committed during a series, only the most serious offense is included in the UCR data. The overall number of criminal offenses that go undetected or are unknown is the dark figure and is difficult to estimate. In addition, official data like the UCR program are routinely criticized for errors and omissions, so the data can be misleading.

75) The legal definition is behavior in violation of the criminal code. To be convicted of a crime, a person must have acted intentionally and without justification or excuse. Our inability to prevent crime is also partly because we have trouble understanding criminal behavior and identifying and agreeing upon its many causes. Trying to study crime and criminal behavior presents many problems for social scientists. The subjects of study are most typically captive, such as prisoners or delinquents in institutions. They are not necessarily representative of the true criminal population. Likewise, the universe of crime itself defies any attempt at determining "how much" occurs. As we see below, although various methods have been used to do this, none provides sufficient and comprehensive information.

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