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Part 2
Theories of Deviance
Article Questions

Chapter 6: Functionalism: The Normal and the Pathological by Emile Durkheim

Multiple Choice Questions

1. According to Durkheim, crime is present in

    a. a majority of societies.
    b. all types of societies.
    c. modern as opposed to traditional society.
    d. pathological societies.

ANS: B REF: Page 73

LEARNING OBJECTIVE: FUNC.DURK.15.06.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

2. Durkheim suggests that crime is

    a. abnormal for all societies.
    b. normal for modern but not traditional societies.
    c. abnormal because it indicates collective sentiments are not working.
    d. normal because no society is exempt from it.

ANS: D REF: Page 74

LEARNING OBJECTIVE: FUNC.DURK.15.06.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

3. A society of saints according to Durkheim would likely

   a. experience high rates of crime.
   b. define some minor faults or acts as crimes.
   c. enjoy a near zero rate of crime.
   d. NOT have to be concerned with punishing criminal acts at all.

ANS: B REF: Page 75

LEARNING OBJECTIVE: FUNC.DURK.15.06.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

4. Durkheim suggests that crime is

   a. both necessary and useful to society.
   b. neither necessary nor useful to society.
   c. sometimes necessary and sometimes useful to society.
   d. always necessary but never useful to society.

ANS: A REF: Page 76

LEARNING OBJECTIVE: FUNC.DURK.15.06.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

5. In order for murder to disappear in society, Durkheim suggests which of the following?

   a. elect officials who are willing to commit adequate police resources.
   b. target the individuals and social classes most likely to commit murder.

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c. collective sentiment against murder must become very strong throughout all segments of society.
d. communities must punish murder by enacting death penalty legislation.

ANS: C REF: Page 75

LEARNING OBJECTIVE: FUNC.DURK.15.06.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

6. According to Durkheim, the punishment of Socrates for his crime

a. illustrates that freedom of thought is universally valued though seldom permitted.
b. illustrates that crime is relative and its definition varies over time and place.
c. demonstrates the positive function of crime in promoting social change.
d. demonstrates the utility of punishment as a deterrent against radical ideas.

ANS: C REF: Page 76

LEARNING OBJECTIVE: FUNC.DURK.15.06.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

Essays or Discussion Questions

1. Discuss the role of collective sentiments in Durkheim's definition of crime. What role do such sentiments play in his view of the inevitability of crime? Explain.

LEARNING OBJECTIVE: FUNC.DURK.15.06.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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evidence.
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KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

2. What is the function of crime for society according to Durkheim? Relate his view of the significance of Socrates. Do you agree with Durkheim? Why or why not? Explain.

LEARNING OBJECTIVE: FUNC.DURK.15.06.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

3. Durkheim discusses a society of saints as a social order in which crime will still occur. How is this possible—explain fully.

LEARNING OBJECTIVE: FUNC.DURK.15.06.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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Chapter 7: Social Structure and Anomie by Robert K. Merton

Multiple Choice Questions

1. Which choice reflects the typology of individualized adaptations set forth by Merton?

    a. Conformity, innovation, ritualism, retreatism, and rebellion
    b. Conformity, deviance, delinquency, retreatism, and rebellion
    c. Conformity, creativity, aggression, retreatism and rebellion
    d. Conformity, deviance, delinquency, creativity, and rebellion

ANS: A REF: Page 82

LEARNING OBJECTIVE: STRC.MERT.15.07.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

2. When individuals use illegitimate means for achieving the cultural goal of being successful, like winning whatever it takes, this is defined by Merton as

    a. conformity.
    b. rebellion.
    c. innovation.
    d. retreatism.

ANS: C REF: Pages 82-83

LEARNING OBJECTIVE: STRC.MERT.15.07.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

3. The collectively shared and promoted American dream of material success is used by Merton to illustrate

    a. anomie.
    b. cultural goals.
    c. institutional means.

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d. innovation.

ANS: B REF: Pages 80-81

LEARNING OBJECTIVE: STRC.MERT.15.07.04
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

4. According to Merton, anomie and demoralization occurs when

a. people feel that they need more money than they have.
b. people feel that the American dream is unattainable.
c. people no longer share the same sense of cultural goals.
d. people can no longer support institutional norms for attaining cultural goals.

ANS: D REF: Page 80

LEARNING OBJECTIVE: STRC.MERT.15.07.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

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5. Conformity includes all of the following except

    a. pursuit of collective ends is permitted via institutional norms, for example, getting a good education leads to a good job.
    b. there is widespread agreement about cultural goals and institutional norms.
    c. institutional norms are more highly valued than are cultural goals.
    d. everyone values fair play (the means) along with winning the game (the goal.)

ANS: C REF: Page 82

LEARNING OBJECTIVE: STRC.MERT.15.07.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

6. Using Merton's typology, a member of an organization who placed greater emphasis upon complying with bureaucratic procedures than on whether the underlying purpose was achieved would be an example of

    a. conformity.
    b. innovation.
    c. ritualism.
    d. bureaucracy.

ANS: C REF: Page 83

LEARNING OBJECTIVE: STRC.MERT.15.07.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

Essays or Discussion Questions

1. Using one example from Merton's typology, how could the relation between cultural goals and institutionalized means within a society exert pressures on individuals to adapt in ways that are nonconformist?

LEARNING OBJECTIVE: STRC.MERT.15.07.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence

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when writing or speaking to support conclusions drawn from the text.
NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

2. How does the misalignment or disconnection of cultural goals with institutional means contribute to what Merton calls a strain towards anomie and deviant behavior? Use examples from American society in your response.

LEARNING OBJECTIVE: STRC.MERT.15.07.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

3. The Civil Rights Movement of the 1950s-1960s challenged the status quo of racism, legal segregation and discrimination, through civil disobedience and other non-violent protest. Using Merton's typology as an explanatory framework, discuss whether this movement reflected one or more modes of individual and group adaptation: conformity, innovation, rebellion or a combination?

LEARNING OBJECTIVE: STRC.MERT.15.07.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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Chapter 8: Differential Association by Edwin H. Sutherland and Donald R. Cressey

Multiple Choice Questions

1. Differential association theory states that criminal behavior

    a. is biologically inherited.
    b. is learned in social interaction.
    c. results from associated strains.
    d. is the result of low IQ.

ANS: B REF: Page 85

LEARNING OBJECTIVE: DFFR.CRES.15.08.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

2. Learning of criminal behavior, according to Sutherland and Cressey, involves all of the following elements EXPECT:

    a. motives and attitudes.
    b. rationalizations for crime.
    c. techniques of committing crime.
    d. lax parental discipline.

ANS: D REF: Page 86

LEARNING OBJECTIVE: DFFR.CRES.15.08.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

3. Sutherland and Cressey suggest that American society

    a. offers a clear and consistent definition for adhering to laws.
    b. offers conflicting definitions regarding conformity with legal codes.

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c. causes crime because of differential opportunities.
d. could activate the media to alleviate crime.

ANS: B REF: Page 86

LEARNING OBJECTIVE: DFFR.CRES.15.08.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

4. Differential association theory states that a person becomes delinquent because

a. of an excess of childhood experiences such as abuse/neglect.
b. of a lack of social skills and the ability to interact with others.
c. one lives in a socially disorganized environment with few opportunities.
d. of an excess of definitions favorable to law violation.

ANS: D REF: Page 86

LEARNING OBJECTIVE: DFFR.CRES.15.08.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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5. Differential associations may vary in all of the following ways EXCEPT

   a. complexity.
   b. intensity.
   c. duration.
   d. frequency.

ANS: A REF: Page 86

LEARNING OBJECTIVE: DFFR.CRES.15.08.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

6. Differential social organization refers to the fact that

   a. high crime rates reflect social disorganization.
   b. communities have either favorable or unfavorable definitions of criminal behavior.
   c. most communities are organized for both criminal and anti-criminal conduct.
   d. differential rates of crime are a reflection of general needs and values.

ANS: C REF: Page 88

LEARNING OBJECTIVE: DFFR.CRES.15.08.04
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

Essays or Discussion Questions

1. Discuss the main elements of differential association theory and compare it with other theories which have been discussed regarding the nature of deviant behavior. What do you see as its main advantages and disadvantages as an explanation of deviance?

LEARNING OBJECTIVE: DFFR.CRES.15.08.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

2. Develop a comprehensive intervention program for countering delinquency based on differential association. Discuss the positives and negatives for your program.

LEARNING OBJECTIVE: DFFR.CRES.15.08.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

3. According to differential association theory, why does one youth who is intelligent, sociable, outgoing, active and athletic become a gang member while another youth with the same qualities becomes a model student-athlete?

LEARNING OBJECTIVE: DFFR.CRES.15.08.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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Chapter 9: Control Theory by Travis Hirschi

Multiple Choice Questions

1. Control theories according to Hirschi assume that delinquent acts result when

   a. an individual's bond to society is weak or broken.
   b. parental control is lax.
   c. definitions favorable to law-breaking are present.
   d. social bonds have been replaced by agents of social control.

ANS: A REF: Page 90

LEARNING OBJECTIVE: CONT.HIRS.15.09.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

2. Hirschi identifies all of the following as elements of the social bond EXCEPT

   a. attachment.
   b. commitment.
   c. involvement.
   d. integration.

ANS: D REF: Pages 89-92

LEARNING OBJECTIVE: CONT.HIRS.15.09.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

3. Hirschi suggests that the internalization of norms by an individual represents

   a. attachment.
   b. integration.
   c. involvement.
   d. moral belief.

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ANS: A REF: Page 90

LEARNING OBJECTIVE: CONT.HIRS.15.09.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

4. Hirschi defines participation in conventional activities as

   a. ritual behavior.
   b. involvement.
   c. moral belief.
   d. compliance

ANS: B REF: Page 92

LEARNING OBJECTIVE: CONT.HIRS.15.09.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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5. Unlike cultural deviance theory, control theory assumes the existence of

   a. social integration.
   b. a shared value system.
   c. threats to social order.
   d. a system of social control.

ANS: B REF: Page 93

LEARNING OBJECTIVE: CONT.HIRS.15.09.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

6. The concept of commitment assumes that

   a. most people are not deviant because they share the same value system.
   b. most people conform because they are well integrated.
   c. most people conform because of social attachment.
   d. most people are not deviant because they have too much to lose.

ANS: D REF: Page 92

LEARNING OBJECTIVE: CONT.HIRS.15.09.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

7. The view that "idle hands are the devil's workshop" is an expression of which element of social bonds?

   a. commitment.
   b. attachment.
   c. involvement.
   d. integration.

ANS: C REF: Page 93

LEARNING OBJECTIVE: CONT.HIRS.15.09.02

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NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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KEYWORDS: Bloom's: Remembering, Understanding

Essays or Discussion Questions

1. Discuss at least two elements of social bonds which Hirschi describes. Offer examples of each.
LEARNING OBJECTIVE: CONT.HIRS.15.09.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

2. What do you find most interesting and/or compelling about Hirschi's control theory as an explanation of delinquency? Do you think it fully accounts for all aspects and all types of deviance, delinquency or crime? Why or why not?
LEARNING OBJECTIVE: CONT.HIRS.15.09.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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3. Why does control theory assume that most people will act conventionally? Describe the kinds of rational decisions that individuals might make when committed to conventional lines of action such as higher education and occupational careers.
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NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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Chapter 10: Feminist Theory by Meda Chesney-Lind

Multiple Choice Questions

1. Chesney-Lind argues that theories developed to explain male delinquency

   a. recognized female delinquency was different from that of males.
   b. can adequately explain female delinquency.
   c. cannot adequately explain female delinquency.
   d. fully recognized the important role of patriarchy.

ANS: C REF: Page 99

LEARNING OBJECTIVE: FEMN.CHES.15.10.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

2. A feminist approach to delinquency means constructions of female behavior which

   a. recognize the growing equality of gender roles.
   b. are sensitive to the matriarchal context.
   c. recognize that men and women engage in deviant acts.
   d. are sensitive to the patriarchal context.

ANS: D REF: Page 99

LEARNING OBJECTIVE: FEMN.CHES.15.10.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

3. Feminist analysis of delinquency would examine ways in which agents of social control such as the police and courts

   a. actively attack matriarchal institutions.
   b. act in ways to reinforce woman's place in society.
   c. conspire to limit women's rights.
   c. act in the best interests of every child.

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ANS: B REF: Page 99

LEARNING OBJECTIVE: FEMN.CHES.15.10.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

4. A feminist would respond to the claim that the women's liberation has caused an increase in female crime as follows

   a. emphasize that the women's movement has produced positives.
   b. agree that as women become liberated the likelihood of crime increases.
   c. insist that equal attention be paid to increases in male crime in this period.
   d. focus instead on girl's lives and problems especially poverty and racism.

ANS: D REF: Page 100

LEARNING OBJECTIVE: FEMN.CHES.15.10.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

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5. Chesney-Lind reports that nationally girls are more likely to be referred to juvenile courts by non-law enforcement sources. This suggests

   a. parents and others employ a double standard of adolescent behavior.
   b. people are more shocked by female crime.
   c. boys tend to commit more crime away from home and conceal it from parents.
   d. girls are more likely to confess crime to their parents.

ANS: A REF: Pages 100-101

LEARNING OBJECTIVE: FEMN.CHES.15.10.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

6. Studies of delinquent girls in custody and on the streets

   a. a commitment to delinquent behavior.
   b. a low rate of sexual abuse but a high rate of physical abuse.
   c. a high rate of sexual and physical abuse.
   d. a high rate of sexual abuse but a low rate of physical abuse.

ANS: C REF: Page 101

LEARNING OBJECTIVE: FEMN.CHES.15.10.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

7. A feminist theory of delinquency recognizes the dilemmas facing abused girls at home

   a. may lead them to embrace a commitment to a life of crime.
   b. may lead them to embrace religion as an alternative survival strategy.
   c. may lead them to seek help from the criminal justice system.
   d. may lead them to become runaways and engage in further delinquent acts to survive.

ANS: D REF: Page 102

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LEARNING OBJECTIVE: FEMN.CHES.15.10.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

Essays or Discussion Questions

1. Identify and discuss the basic elements to a feminist theory of delinquency. Why is this approach a more reasonable and more adequate explanation of female delinquency?

LEARNING OBJECTIVE: FEMN.CHES.15.10.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.03 – Assessment, Diagnosis and Evaluation
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

2. Explain how and why patriarchy creates a different situation for understanding male and female delinquency, for example, with respect to sexual and physical abuse at home.

LEARNING OBJECTIVE: FEMN.CHES.15.10.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.03 – Assessment, Diagnosis and Evaluation
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

3. Why does Chesney-Lind discuss the double-standard in relation to male and female delinquency? Provide at least two examples of how the double-standard impacts the differential treatment of boys and girls in connection with the juvenile justice system.

LEARNING OBJECTIVE: FEMN.CHES.15.10.03
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.03 – Assessment, Diagnosis and Evaluation
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

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Chapter 11: The Constructionist Stance by Joel Best

Multiple Choice Questions

1. Berger and Luckmann (1966) in a book on the sociology of knowledge introduced the concept of

   a. labeling theory.
   b. social construction.
   c. social interaction.
   d. social problems.

ANS: B REF: Pages 105-106

LEARNING OBJECTIVE: CONS.BEST.15.11.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

2. Labeling theory, a popular approach to studying deviance in the 1960s, came under attack from all of the following EXCEPT

   a. social constructionists.
   b. conflict theory.
   c. feminist theory.
   d. gay activists.

ANS: A REF: Page 106

LEARNING OBJECTIVE: CONS.BEST.15.11.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

3. In response to attacks on labeling theory, Kitsuse (1977) and others

   a. emphasized conflict theory could not explain deviant social interaction.
   b. began a new emphasis on power in the study of deviant social interaction.
   c. acknowledged labeling theory must be sensitive to gender issues.

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d. began to study the construction of social problems.

ANS: D REF: Page 106

LEARNING OBJECTIVE: CONS.BEST.15.11.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

4. Kitsuse (1977) redefined the study of

a. social deviance as a form of institutional interaction often involving power elites.
b. social problems as a form of male domination as predicted by feminist theory.
c. social deviance as a majority-minority interaction between interest groups.
d. social problems as claims that particular conditions be viewed as public issues and to study the claims makers.

ANS: D REF: Page 106

LEARNING OBJECTIVE: CONS.BEST.15.11.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

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5. The new constructionist approach to the study of social problems offered all of the following advantages EXCEPT

   a. competitive advantage in that no competing theories of social problems existed.
   b. flexibility in terms of the study of various actors involved.
   c. a greater sensitivity to women's concerns and issues of patriarchy.
   d. flexibility to criticize some claims as distorted or unfounded.

ANS: C REF: Page 106

LEARNING OBJECTIVE: CONS.BEST.15.11.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

6. Medicalization refers to the

   a. definition of deviance as a form of illness requiring medical treatment.
   b. social construction of medicine.
   c. definition of key medical and health issues related to poverty.
   d. process whereby a society enjoys a low rate of illness and death.

ANS: A REF: Page 107

LEARNING OBJECTIVE: CONS.BEST.15.11.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
United States – IRA.02 – Instructional Strategies and Curriculum Materials
United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding

Essays or Discussion Questions

1. Discuss 1970s criticisms of the 1960s labeling theory approach to studying deviance. Do you think these criticisms had merit? Why or why not?

LEARNING OBJECTIVE: CONS.BEST.15.11.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient

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evidence.
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United States – IRA.04 – Creating a Literate Environment
KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

2. Discuss the constructionist approach to studying social problems. What are the advantages of this redefinition of social problems? Are there any disadvantages that you can think of?

LEARNING OBJECTIVE: CONS.BEST.15.11.02
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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KEYWORDS: Bloom's: Remembering, Understanding, Analyzing, Creating, Evaluating

3. Explain what changes occurred in the study of deviance when social constructionists shifted their attention in the 1970s to the claims makers rather than on the labeling of deviance.

LEARNING OBJECTIVE: CONS.BEST.15.11.01
NATIONAL STANDARDS: United States – CCSS.Reading.01 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NATIONAL STANDARDS: United States – CCSS.Writing.01 – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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