

## The Criminological Theory-Video Nexus: A Quasi-Experimental Design to Test the Effectiveness of Using the Movie “Freeway” as a Teaching Aid

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### Abstract

*A quasi-experimental design was used to test the effects of viewing the movie “Freeway” on theory assessment scores for selected groups of undergraduate Criminal Justice students. The quasi-experimental group viewed the video and participated in an out-of-class study session to apply criminological theories to the events in the movie whereas the control group received only regular classroom instruction. It was found that the quasi-experimental group theory scores were significantly higher than the control group’s scores. The policy implications are that Criminal Justice instructors should consider using alternative means of teaching criminological theory in addition to regular classroom instruction.*

**Key terms:** criminological theory, quasi-experiment, pedagogy, teaching aids

### 1. Introduction

This study consisted of a quasi-experimental design whereby the control group received regular classroom instruction on criminological theory. The quasi-experimental group, on the other hand, was exposed to the movie Freeway and was offered the opportunity to interact with the researcher in an out-of-class discussion exercise. This group watched Freeway and the researcher stopped the video prior to scenes that allowed for application of various theories to the events that were about to take place. This project is not intended to be a definitive statement concerning how individuals learn best or by what means. That is well beyond the purview of the current study. However, this study is an attempt to determine the extent to which students’ performance on theory-related exercises may be improved through the use of a relevant social science-related movie that allows students to see criminological theory acted out by real people as opposed to simply reading about the theory or hearing a lecture.

### 2. Methods

The following theoretical typology adapted from Brown (2004) was used for this study:

**Insert table (1) about here**

This study involved subjects who were taking a sophomore level course in Criminal Justice. While it was not a theory course per se, it did have a significant theory component. A quasi-experimental design was used. The basic structure of the design was as follows:

	Treatment	Posttest
Experimental group	X	O
Control group		O
	Time 1	Time 2

Where: X = Treatment (viewing Freeway)

O = Assessment exercise to evaluate comprehension of criminological theories

Random assignment into the experimental and control groups was not feasible. Subjects were given the opportunity to participate by informing them that the exercise would be an out-of-class study session lasting approximately 2½ hours.

Sophomore level Criminal Justice classes were used over a two year period. Study sessions (i.e., administration of the video and subsequent discussion) took place on Friday evenings outside of regular class time. Due to the absence of randomization, it was considered important to insure comparability between experimental and control groups. The groups were deemed to be comparable on all relevant variables.

### **3. Synopsis of Freeway**

Freeway is about a girl (Vanessa) who lives in a severely economically depressed area of San Diego, California. She lives in a cheap hotel room with her mother (Ramona) and stepfather (Larry). Ramona is a drug-addicted prostitute who solicits on the street corner outside the hotel on a daily basis. Larry, a parolee, also is chemically addicted and spends most of his time involved in minor crimes involving drugs and theft and during his recreation time he likes to watch pornographic videos at the hotel. He also has a history of sexually abusing Vanessa.

Vanessa is a white 15-year-old, barely literate, high school student. She does not use drugs but most of her friends are delinquent including her African-American boyfriend (Chopper). Vanessa ultimately wants to make a trip to northern California to find her grandmother but Chopper cannot make the trip with her because he must stay in town to be sentenced the following week for a previous conviction. The video starts when Larry and Ramona are arrested on drug possession charges and taken away by the police. Afterwards, Vanessa's social worker is called to come to the hotel and take her to yet another foster home. Vanessa does not want to go to another foster home because she has been beaten by foster parents in the past so she flees. The primary objective of the video is to chronicle Vanessa's travels from San Diego to her grandmother's trailer in northern California. Vanessa has never met her grandmother but is confident that she will take her in.

It is along this journey that Vanessa meets Bob. Bob is a practicing psychologist for troubled boys but also is the notorious "Interstate-5 killer" who preys upon young girls who he deems to be surplus population (e.g., the homeless, drug addicts, runaways, prostitutes). Bob views it as his mission to rid the world of these types of "garbage people."

### **4. Experimental Group Theory Application Used in the Study**

Once the exercise began, the video was stopped immediately prior to a scene that illustrated a salient criminological theory. Subjects were told the following: 1) which category of theory was about to be illustrated; 2) the specifics of the scene (for example, who participates, direct quotes relevant to theory, etc.); and 3) specifically how to apply the theory to the scene. After viewing the scene, the researcher asked the subjects if they had any questions pertaining to that segment of the video. The following is a discussion of theories addressed in the aforementioned manner.

### **5. Rational Choice Theories: Deterrence and Routine Activities**

According to the Brown (2004) typology, rational choice theories addressed in Freeway include the following: 1) deterrence, and 2) routine activities. According to deterrence theory, fear of punishment will reduce crime but deterrability varies by both crime and personality type (Brown, 2004). For crime type, the most highly deterrable crimes are those that are public, mala prohibita, instrumental (involving personal gain), and rational. At 47:08 of the video, Vanessa shoots Bob in the back of the head. Her stated objective was to prevent him from killing other girls in his role as the I-5 killer. At that time, the researcher addressed the experimental subjects concerning the deterrability of Vanessa with reference to the attempted murder. It was pointed out to subjects that this particular crime had characteristics that rendered it very low in deterrability. Table 2 illustrates the differential deterrent effects of the attack on Bob.

#### **Insert table (2) about here**

Subjects were instructed that due to the nature of this crime type, Vanessa did not appreciate the possibility of future punishment. She never had time, or wherewithal, to consider the certainty, swiftness, or severity of any potential consequences of her actions. In sum, her behavior was very low in deterrability.

With reference to deterrability by personality type, Brown (2004) points out that people with the following traits are most often deterred by threat of punishment: 1) older; 2) high stakes in conformity; 3) future-oriented; 4) deliberate; and 5) non-risk takers. At the time of Bob's shooting by Vanessa, subjects were instructed that, once again, Vanessa is very low in deterrability.

In sum, both Vanessa's crime type and personality traits are the antithesis of those required to be responsive to the fear of future punishment. It was expected that this type of illustration of deterrence theory propositions would result in greater theory assessment exercise scores for the experimental group compared to the control group members who only received regular classroom instruction covering deterrence theory propositions.

## **5.2 Routine Activities**

Routine activities theory assumes that a crime may occur if three conditions are simultaneously present: 1) the presence of motivated offenders; 2) availability of suitable targets; and 3) the absence of capable guardians (Cohen and Felson, 1979). This theory assumes that motivated offenders are in abundant supply and essentially de-emphasizes them. Therefore, this represents a theory of crime as opposed to a theory to explain the motivations of criminals (Brown, 2004). As a result, the first proposition is basically assumed to be a constant. This theory was illustrated when Vanessa was originally picked up hitchhiking by Bob after her car broke down at an entrance to the freeway (23:00). Vanessa violated propositions two and three of routine activities theory. First, she made herself a suitable target by hitchhiking, dressing very scantily, and by being young, petite and female. She violated proposition number three by hitchhiking alone, having no family members looking for her, and for having a boyfriend who had recently been killed by rival drug dealers (hence he could not offer protection). Therefore, the kidnaping by Bob and subsequent assault, battery and attempted rape may be explained by this theory.

## **5.3 Social Structure Theories and Strain**

In the video, Vanessa is immersed in conditions conducive to explanation using Merton's strain theory. According to Merton (1968), most individuals long for middle-class status and consequently pursue the "American Dream" (e.g., accumulation of wealth, job security, etc.). While most people use proper institutionalized means of achieving these goals (e.g., work, study, saving, delayed gratification, etc.), the lower class experiences blocked opportunities because of a differential distribution of the institutionalized means (e.g., conflict at home, poor neighborhood schools, etc.). The result is frustration/strain caused by blocked goals. Consequently, members of the lower class adapt to the strain in a variety of ways. The most salient mode of adaptation to Criminal Justice is that of the innovator. The innovator is the individual who substitutes criminal means to achieve accumulation of wealth. The following quotes from the video clearly illustrate strain:

- 6:26: At Vanessa's home/hotel room Larry and Vanessa are arguing. Larry screams at Vanessa, "your mother and me have spent the whole morning securing rent vouchers and we'd appreciate a little consideration!"
- 9:17: Ramona, Vanessa's mother, is soliciting (i.e., Merton's innovator) on the street corner. She is offering to perform oral sex on men stopped at the light in exchange for \$35.
- 12:34: Vanessa says to an investigating police officer, "my parents is (sic) just going through a hard time is all, with the finances and everything."
- 1:07:57: Shortly after attacking a fellow inmate at the juvenile detention center, Vanessa is sedated. She has a dream of the ideal living conditions with her grandmother. It consists of her grandmother standing in front of a trailer surrounded by cheap stuffed animals. This illustrates Vanessa's perception of blocked opportunities and heightened sense of relative deprivation.
- 49:00: Vanessa robs Bob for lack of money (innovation).
- 1:28:45: After escaping from the juvenile detention center, Vanessa is forced to turn to prostitution for money. She offers sex to men driving past her street corner and offers to perform oral sex on them for \$20 each (innovation).

Each of these situations illustrates strain theory in action. Vanessa has aspirations consistent with the accumulation of wealth and the accoutrements of middle-class status. However, she lives in abject poverty, has no social support system at home from her criminal parents, has a dead gangster boyfriend as well as friends who are severe delinquents and these factors result in her opportunities being severely hampered. She turns to prostitution and robbery as innovative ways of adapting to her strained conditions.

## **5.4 Social Process Theories and Differential Association**

Differential association theory posits that crime is learned through communication with significant others. The learning includes drives, techniques, and rationalizations.

Rationalizations are important in that they allow an individual to define the legal codes in a way that is conducive to criminality. In other words, if an individual is exposed to an excess number of definitions of the legal codes that favor criminality relative to definitions of the legal codes promoting conformity, that person is at risk of becoming delinquent (Sutherland, 1924). Events consistent with differential association theory occur in the video at the following times:

- 5:12: Vanessa comes home and sees her mother turning tricks on the street corner.
- 6:40: Vanessa asks Larry (her stepfather), “don’t it bother you your own wife bringin’ off strange guys for money?” Larry responds, “I make her use mouthwash after.”
- 19:28: Chopper (the love of Vanessa’s life) says to her, “I gotta be in court next week for sentencing.” He then gives her an illegal gun to help her finance her trip to her grandmother’s trailer.
- 1:08:53: While in the juvenile detention center Vanessa makes an illegal knife/shank using a toothbrush and cellophane. She later indicates that she learned this from her stepfather.
- 1:16:45: One of Vanessa’s classmates is being interviewed by the police with reference to the shooting of Bob. Vanessa’s friend tells the police that she and Vanessa used to turn tricks in front of a convenience store in the sixth grade but that they “was only going to jack’em off is all.”

Consistent with differential association theory, Vanessa is exposed to definitions of the legal codes favorable to law violation. At each stage noted above, the video was stopped and subjects were instructed concerning the relevance of each scene with reference to differential association theory and the process of learning criminal techniques and the necessary rationalizations.

## **5.5 Social Bond Theory**

Social bond theory asserts that crime is the result of weakened bonds. Humans are assumed to be self-serving by nature and as such are motivated to become criminal unless restrained. The primary impediment to crime is the strength of these bonds. Hirschi (1969) argued that the four most influential bonds are: 1) attachment; 2) commitment; 3) involvement; and 4) belief. It is the strength of these four bonds that help to explain why conformists avoid law violation. Attachment generally reflects the sensitivity to the opinions of others. To the extent that an individual is concerned about how he/she is viewed by significant others, the attachment bond is considered strong. Commitment refers to one’s concern for future educational and occupational goals. To the extent that an individual is concerned about future education and reputation within the community, the individual is bonded to conformity by this bond. Involvement refers to the conventional activities designed to prevent juveniles from having too much spare time. If an individual has afterschool activities, for example, he/she is less free to deviate from conventional societal norms. Belief refers to a respect for conventional order. For example, to the extent that the juvenile accepts that American society is just, fair and equitable, the individual is believed to be strong on belief. During Vanessa’s exploits in Freeway, several instances arise consistent with social bond theory:

### **5.5.1 Attachment**

- 27:41: Vanessa says to Bob: “My momma is a whore.” By extrapolation this illustrates Vanessa’s potential lack of concern for the opinions of her mother. Hence, she is freer to deviate than if she was well bonded to her mother.
- 28:20: Vanessa says to Bob: “my father’s next parole officer ain’t even been born yet.” Bob responds: “you really don’t have anyone.”
- 41:38: Bob screams at Vanessa: “you mean like that whore mother of yours?”

### **5.5.2 Commitment**

- 1:00– Vanessa is seen in school learning to read. Her teacher is attempting to get her to understand how to phonetically sound out the phrase, “the cat drinks milk.” Vanessa thinks this is funny and easily becomes preoccupied with French-kissing her boyfriend as a way of celebrating the fact that she pronounced the phrase accurately. This illustrates Vanessa’s lack of commitment to the conventional social order related to academic/educational, and occupational goals.

### 5.5.3 Involvement

- 7:00: Vanessa's afterschool activities include: 1) watching pornographic videos with her sexually abusive stepfather; 2) lecturing her mother about performing oral sex on strange men in broad daylight; 3) watching her stepfather smoke crack on the couch of their hotel room/home; 4) talking to the police about the sexual abuse by her father; and 5) arguing with her social worker about her new foster care placement. Clearly, Vanessa does not have the advantage of afterschool activities consistent with the conventional legal order (e.g., cheerleader practice, math club, etc.).

### 5.5.4 Belief

- 16:20: Immediately after having her mother and father taken away for soliciting, possession of illegal drugs, and deviant sexual conduct with a minor, Vanessa says to her social worker, "God I hate pigs (police) so much."
- 52:10: Vanessa is arrested for possession of an illegal gun. She yells at the police officer, "God, half the GD world's got a gun. Your gonna thrown me in the back of this GD car?" Vanessa's attitude is extremely inconsistent with the concept of a strong belief bond. Rather than having a great deal of respect for the existing legal order, Vanessa is extremely cynical and harbors very powerful anti-establishment views which frees her to deviate.

## 5.6 Labeling Theory

Labeling theory argues that the criminal act itself is of secondary importance. The most critical aspect of labeling involves understanding the fact that there is no such thing as intrinsic deviance. Deviance or criminality is conferred upon a neutral act by groups with the political and/or economic power to do so. Therefore, it is paramount to understand the criminalization process as opposed to the actual etiology of the criminal act. Also, labeling theorists argue that negative labels (e.g., criminal, incorrigible child, delinquent, deviant) actually increase criminality through the self-fulfilling prophecy. If negative labels are attached to an individual for long enough, the individual will begin to behave in ways that are consistent with the deviant label (Lemert, 1951).

Freeway illustrates the labeling process in several situations. With reference to the study of the criminalization process, subjects were instructed about various aspects of the video and how the behaviors of the powerless were more likely to be targeted for criminalization compared to equally harmful behaviors that would be committed only by the middle and upper classes. For example, Ramona was arrested for soliciting as a prostitute on the street corner. Subjects were informed during this scene that middle and upper class prostitution is relatively ignored by the legal codes as well as the police. It is probably not uncommon, for example, for sex to be exchanged for grades from a teacher, promotions from employers at the workplace, dating partners in exchange for heart-shaped boxes of candy on Valentine's Day, etc. However, these behaviors are never criminalized yet Ramona is accosted by the sheriff's deputies and carted away for offering to perform oral sex for \$25. Similarly, Larry is arrested for possession of illegal drugs while many prescription drugs that are equally addictive and mind-altering are basically ignored by traditional law enforcement.

## 6.0 Results: Experimental and Control Groups

Subjects were acquired from undergraduate Criminal Justice courses at two universities in two southern states in the United States over a period of two years. Random assignment into groups was not feasible or practical. Members of the experimental group were informed that a video would be shown for the purpose of illustrating criminological theories. No rewards or special treatments were offered. Subjects were told that participation was voluntary. The video was shown on Friday evenings. Members of the experimental group viewed the video "Freeway" while control group members only received regular classroom instruction on criminological theory. For the experimental group, subjects were shown Freeway and at each point addressed above, the video was stopped for discussion of the particular theory involved. When a theory was addressed by a particular scene it was pointed out to experimental subjects how to apply the events to the theory. Subjects were then asked if they had any questions. If any subject asked a question, it was answered by the researcher as directly and succinctly as possible, focusing exclusively on how the theory and its relevant propositions applied to the scene depicted in the video. An assessment exercise was administered on each following Monday and scores for experimental and control groups were compared. The device used to assess the impact of viewing the video was identical to the one administered to the control group (see Appendix B).

To measure inter-rater reliability, another evaluator was recruited to assess the quality of responses for both the experimental and control groups. The inter-rater reliability test yielded a correlation of  $r = .93$  between raters. As a result, it was concluded that the process was high in reliability.

In order to ensure that groups were comparable, comparisons were made. Table 3 examines the makeup of each group. As Table 3 indicates, the groups are remarkably similar on all control variables suggesting that there was little systematic bias in the creation of the quasi-experimental and control groups. In sum, the experimental and control groups are similar enough to allow for a determination of the effects that viewing the video had on theory assessment scores.

**Insert table (3) about here**

The only areas of substantial differences are in gender, classification, and social class. Women and seniors are overrepresented in the experimental group. Also, the experimental group has a higher concentration of subjects who characterize themselves as lower-middle class.

### **7.0 Analysis**

A 2-independent sample T-test was performed to test for mean differences between the experimental and control groups (Table 4). Judging from the T-test, there is a statistically significant difference between experimental and control groups for theory assessment scores. The observed mean difference of 27.6 points in favor of the experimental group is too large to have occurred by chance. The 95% confidence interval also illustrates a large mean score difference in favor of the experimental group. The actual mean difference is somewhere between 21 and 33 points as 95% of all intervals constructed in this fashion will contain the true population difference. In sum, experimental subjects outperformed control group members.

**Insert table (4) about here**

In order to account for extraneous variables that may have impacted theory scores, a multiple regression analysis was performed. The goal was to determine if the experimental group would still outperform the control group while controlling for potential confounding variables. A correlation matrix was created using: 1) race, 2) sex, 3) classification (Fr., So., Jr., Sr.), 4) political orientation (0 = most liberal, 10 = most conservative), 5) prior theory course (no, yes), 6) GPA, 7) hours of work performed per week by subjects, 8) marital status, 9) number of children, 10) social class (upper, upper-middle, middle, lower-middle, lower), 11) hours of classes taken during the semester, and 12) theory assessment score. All potential independent variables were measured either at the interval or dichotomous level with the exception of classification (1- 4 scale) and social class (1-5 scale). Inclusion of these types of variables is justified in a correlation matrix and multiple regression equation (Bachman and Paternoster, 2004). The only potential independent variables that met the criteria for strength of correlation with theory scores (sig.  $p < .05$ ) were: 1) classification, 2) political orientation, 3) prior theory course, 4) GPA, 5) hours of class/semester, and of course 6) group (experimental or control).

Table 5 illustrates the multiple regression findings.

**Insert table (5) about here**

Judging from Table 5, even after controlling for potentially confounding independent variables, group membership (experimental or control) remains the strongest predictor of theory assessment scores. From this it can be concluded that the most salient variable, in terms of predicting theory scores, is whether or not the subject received the treatment/video and took part in the theory application exercise. Those who did participate outperformed those who did not, regardless of their political orientation, class load, GPA or classification. Similarly, a subject's sex, marital status, hours worked during the week, number of children, and social class can be ruled out as predictors given that none of these independent variables were even significantly correlated with theory scores. Conclusions about race cannot be made due to the lack of variation in that variable.

### **8.0 Discussion**

This project consisted of a quasi-experimental design using a control group that received no special treatment (i.e., regular classroom instruction) and a comparison/quasi-experimental group that saw the movie Freeway and participated in a theory application discussion session. The theory classification scheme used was derived from Brown (2004) and included copious relevant theories.

Of course not all criminological theories are addressed by any video but Freeway does offer an excellent opportunity to address some of the most salient ones that are typically presented in Criminal Justice courses. While this test certainly is not meant to be definitive, it at least suggests that this video does have some pedagogical value and that disadvantages such as coming from the lower class can be partially offset via experimentation with alternative teaching styles and activities. While it is true that the best performers on theory scores were those with higher GPAs as well as juniors and seniors, the effects of these variables are nevertheless substantially overshadowed by receiving the treatment. The policy implications of this study suggest that Criminal Justice instructors should experiment with out-of-class exercises designed to offer students the opportunity to study criminological theory outside of tradition lecture formats.

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### Appendix A

**Table 1: Criminological Theories Addressed in Freeway by Classification**

#### Rational Choice

Deterrence

Routine Activities

#### Social Process Theories

Differential Association

Social Bond/control

#### Social Reaction

Labeling

#### Social Structure

Strain

**Table 2: Differential Deterrability Based on Crime Type and Personality Concerning Vanessa's Attack on Bob**

#### Crime Characteristics Consistent With Low Deterrability

- **Private:** the attempted murder took place in remote part of the desert in Southern California;
- **Mala in se:** the crime was a cold-blooded attempt at murdering an unarmed man who was crying and pleading for his life as opposed to simply a regulatory offense;
- **Expressive:** Vanessa was seeking vengeance for an earlier attack (Bob had recently assaulted and threatened to rape her post mortem). She was very angry and also stated that it was her job to kill sick guys before they can kill somebody else.
- **Irrational:** Vanessa was very emotionally outraged and had not planned the attack. She only gained the upper hand by accident (she suddenly remembered while being attacked that she had a gun in her bag in the backseat of the car).

**Personality Characteristics of Vanessa Consistent With Low Deterrability**

- **Age:** Vanessa is 15 years old and therefore very low in deterrability;
- **Stakes in Conformity:** Subjects were told that Vanessa is from a severely dysfunctional family living in abject poverty;
- **Present Oriented:** It was pointed out to subjects that Vanessa demonstrated characteristics consistent with being present-oriented (e.g., not considering the consequences of fleeing her social worker, the attack on Bob, escaping from juvenile detention, etc.) = low deterrability;
- **Impulsivity:** Subjects were instructed that Vanessa uses very little planning (e.g., similar behavior is noted above);
- **Risk Taker:** Vanessa’s behavior is consistent with risk-taking (e.g., carrying an illegal firearm, drinking and driving under age, entering the café covered in blood)

**Table 3: Demographic Comparison of Control and Quasi-Experimental Groups**

<b>GENDER</b>	<b>Control</b> (N = 176)	<b>Quasi experimental</b> (N = 128)	
Male	54%	38%	N = 144
Female	46%	62%	N = 160
<b>RACE</b>			
White	95%	94%	N = 296
Nonwhite	5%	6%	N = 8
<b>CLASSIFICATION</b>			
Freshman	30%	19%	N = 76
Sophomore	38%	31%	N = 108
Junior	18%	6%	N = 40
Senior	14%	43%	N = 80
<b>POLITICAL ORIENTATION</b> (0 = Most Liberal 10 = Most Conservative)			
	Mean = 5.1	Mean = 5.4	
<b>PRIOR THEORY COURSE?</b>			
Yes	4%	18%	N = 32
No	96%	81%	N = 272
<b>GPA</b>	Mean = 2.86	Mean = 2.95	
<b>HOURS WORKED PER WEEK</b>	Mean = 24.8	Mean = 21.4	
<b>% SINGLE</b>	82	88	
<b>NO. OF CHILDREN</b>	Mean = .32	Mean = .44	



**Table 3 (con't)**

**SOCIAL CLASS**

Upper	0 %	0 %
Upper – Middle	14 %	13 %
Middle	55 %	31 %
Lower – Middle	27 %	50 %
Lower	4 %	6 %

**TABLE 4: 2 Independent Sample T-Test for Mean Differences Between Control and Quasi-Experimental Groups for Theory Scores**

Group	N	Mean	T	Sig. Level
<b>Control</b>	128	57.8%	9.7	.000
<b>Experimental</b>	176	85.4%		

95% Confidence Interval [21.9-----33.1]  
For Mean Difference

**TABLE 5: Ordinary Least Squares Regression With Theory Scores Dependent**

	Unstandardized coefficient	Standardized Coefficient	Sig.
Constant	-38.3		.002
Political Orientation 0 = most lib. 10 = most conserv.	1.9	.17	.000
Group 0 = Experimental 1 = Control	- 23.9	-.43	.000
Classload	4.6	.26	.000
GPA	1.5	.28	.000
Classification	3.6	.15	.002

R Square = .45

## **Appendix B: Testing Device to Assess Theory Scores**

### **Social Bond**

Hypothetical: The Mayor of the city has asked you to create a program to help reduce crime in the long term. She is an avid proponent of social bond theory. The Mayor wants you to recommend programs that might be put in place to strengthen bonds in the areas of: 1) attachment, 2) belief, 3) commitment, and 4) involvement. Explain how these bonds, when weakened, can free an individual to commit delinquent acts and offer strategies as to how they may be made stronger.

### **Routine Activities**

You are leading a seminar on a university campus for 18-year-old freshman females. Your goal is to get them to understand how to apply routine activities theory to their daily lives so as to reduce their likelihood of becoming a crime victim. With reference to routine activities theory, offer recommendations to the girls as to how to avoid becoming a victim of acquaintance rape.

### **Strain**

Chris is an inner-city teenager who lives in an extremely dilapidated part of town in a government subsidized housing project. All his life he has been exposed to media influences which encourage him to seek material gain, status, and security. It seems that anytime he watches a TV program, there is constant glorification of wealth. With reference to strain theory, explain why Chris is a good candidate for becoming a juvenile delinquent. Discuss the process by which Chris might become delinquent. What are the assumptions of human nature made by strain theory paying particular attention to the goals-means disjuncture. How do lower class people vary in how they adapt to strain according to this theory? What are the policy implications of strain theory?

### **Deterrence**

With reference to Classical Criminology, what are the main assumptions of human nature? Paying particular attention to the principles of punishment as espoused by classical theorists, how can crime be reduced? With reference to the crime of spontaneous violence, address why this crime type has a relatively high or low level of deterrability. Be sure to focus on variability in deterrability by: a) types of persons, and b) types of crime.

### **Differential Association**

Explain how crime and delinquency are caused from a differential association perspective. What are the primary sources of learning? Be sure to address the role of definitions favorable to criminal law violation v. definitions unfavorable to criminal law violation. Also, explain how exposures to criminogenic definitions of law can vary as discussed by Sutherland. Give examples. From a parental standpoint, what are the policy implications of this theory?

## **Appendix B (con't)**

### **Labeling**

Explain the "societal reaction" approach to crime causation. Be sure to carefully distinguish between primary and secondary deviance. Explain Becker and Lemert's approach to labeling theory. Be sure to address the role of moral entrepreneurs and how they contribute to crime via campaigns to outlaw behaviors. Create a hypothetical example to illustrate your points.