

The Chicago School

Criminology

■ Group Quiz

1. During which time period, characterized by rapid industrialization and urbanization, did the Chicago School emerge?

- A. late 1700s
- B. mid 1800s
- C. early 1900s
- D. late 1900s

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2. Two major methods of study were employed by the Chicago School. The first was the use of official data and the second was the use of:

- A. statistics
- B. GIS
- C. DNA testing
- D. life history

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3. According to Chicago School theorists, what was the primary explanation for the emergence of crime?

- A. social disorganization
- B. social learning
- C. social control
- D. social bonding

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4. According to Shaw and McKay, juveniles who live in socially chaotic areas have greater opportunities for exposure to delinquent and criminal values. This explanation for the process by which delinquency develops is referred to as:

- A. ecological theory
- B. concentric zone theory
- C. cultural transmission theory

D. social conflict theory

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5. Which of the following can be considered a policy implication of the Chicago School?

A. Boot camps and Scared Straight programs

B. Abolishment of mandatory sentencing

C. Decriminalization of status offenses

D. Construction of recreation facilities and areas for juveniles in a community

- Sociological Theories of Criminal Behavior

- Move past simplistic explanations of crime and delinquency; less focus on the individual.

- Need to look at socialization/social factors.

- People aren't simply born good or bad; influenced by people, social situations, other external factors.

- Social Structural Theories

- Social aspects of human behavior (organization, culture, patterns).

- Generally macro-level

- Mainly based on the study of youth and the lower class.

- Historically

- "Sins of Cities"; decaying urban environments generate high rates of crime and delinquency.

- 19th century studies of life in London

- 1920s to 1940s

- Sociological research in the U.S.; dominated by various academic disciplines; University of Chicago: political science and sociology.

- Chicago 1830: small town of 100

- Chicago 1930: second largest industrial city in the country with over 3.3 million people.

- Substantial neighborhood changes; visible industrial growth.

- 1920s to 1940s

- Sociological analysis of harsh consequences of "urbanization" and "industrialization".

- Crime is a major social problem; hardships of the Great Depression, Prohibition, rise of gang warfare, union racketeering...

- 1920s-1940s

Use of quantitative and qualitative analysis

- Advanced statistical analysis
- Life histories
- Case studies
- Investigative journalism
- Media resources
- In-depth interviews
- Participant observation

* Research in the field, get your feet wet, no more arm-chair theorizing.

- The Chicago School
- Guided by Park and Burgess
- Crime and delinquency resulted from urban and social disorganization.
- Organization can only be maintained by a group's commitment to social rules.
- The Chicago School
- Social control breaks down when the commitment isn't there.
- The environment strongly influences criminal behavior.
- Delinquency is a result of deteriorated neighborhoods, not individuals who live there.
- Delinquents are normal kids in abnormal environments.
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- Looked at life histories of juvenile delinquents; personal accounts, surveys, official data, clinical techniques.
- Geographical and social distribution of delinquents and delinquency rates.
- Parks and Burgess 1920s
- Theory of Urban Ecology; cities are environments like those found in nature; affected by the same forces (like Darwinian evolution).
- Competition/struggle for land, resources.
- More prosperous people moved away from the city center.
- Parks and Burgess 1920s