CRJS 215s: Reading Outline 3: Durkheim, Park, Social Disorganization – Chicago School
Due: ~~Friday 2/2~~ → Wednesday 2-7 (Exam1 Friday 2-9)

Williams, F, and M. McShane. 2010. "Chp 4: The Chicago School" [in] *Criminological*
   Theory **(Ed.), Upper Saddle River, NJ: Pearson.**

Key recurrent themes of the Chicago School: (p46)
- Recurrent themes include that the is human behavior affected by the social and physical environment of the person rather than by genetic structure. Another is that they believed a city serves as a natural human environment or in other words, a "microcosm of the human universe."

*Social Heritage: (p47) (*For both heritage sections - provide more detail for chapter context)
- Impact of urban migration/industrialization 19th-20th century: Urbanization was believed to cause most of the problems in society. Abundant unskilled workers were brought to the city to encourage industrial growth. Social problems arose when the industrialization reached its limits, causing worker displacement and homelessness. This caused difficult situations to urban life.
- Impact of the great depression (era) on cities: There were people who had no one to rely on during this time. Thousands were unemployed and avoided becoming burden to their relatives. As a result of these problems, social work organizations created programs to combat this.

*Intellectual Heritage: (p48)
- [Describe academic influence between 19th→20th centuries]:
  - From biology to cultural explanations of crime: Criminology in America has drawn influence from Europe (Italian and English) heritage. It supported popular Positivist perspectives of crime, specifically biological variety. The studying of social problems scientifically, especially crime, became a way for sociologists to enhance their credibility academically and scientifically.
  - Sociology/Anthropology: methodology
    - Human nature, Deviance product of culture: As sociology moved into the study of crime, German influence began to take hold. The leading figures in sociology had studied in Germany and were profoundly influenced by that experience. The German approach was preeminently social and cultural. Anthropology was under the leadership of Franz Boas and his students. He had dedicated himself to demonstrating that human nature is almost solely a product of culture, not biology.

Perspective of the Chicago School: (p48)
- 2 Methodological Contributions:
  - Use of official data: There were two major methods of study employed by the Chicago School. This involved crime figures, census reports, housing, and welfare records. The information was applied to geographical layouts of the city, indicating areas of high crime, truancy, and poverty.
  - Ethnography/Life history – research: The second major method of study. W.I. Thomas studied this in Germany, which was then changed into ethnography. This study shifted away from theoretical attributes to a more intimate perspective. The

lift history approach presents how a criminal or delinquent involves a social-psychological process.
- o "Ecological relationships between plant/animal (human) ecology": (p48-49): Robert Park and Ernest Burgess found their idea from studying plants and animals in the environment. They saw the ecological symbiosis present in plant and animal life while trying to implement a human ecology. This was to interpret people in time and space.

- Ecology and Social Disorganization: (p49-50)
  - o [def] Social Disorganization: This is what explained the rise in crime. Clifford Shaw and Henry McKay's version of social disorganization is based on conception of primary relationships.
  - o [def] Cultural Transmission: Another contribution by Shaw and McKay, which was their explanation of how social disorganization affects juveniles and leads them to delinquency.

[List and summarize the 8 Major Points]: The Chicago School (p55-56)
- 1. Humans are associated as social creatures, and their behavior is a product resulting from the environment.
- 2. Environments bring cultural values and govern surrounding behavior.
- 3. Both urbanization and industrialization create competition amongst cultures.
- 4. The deterioration of urban life resulted in impersonal relationships.
- 5. Proper behavior faced opposition on definitions.
- 6. Criminal behavior was often associated with the dominant culture.
- 7. Social disorganization and social pathology were more common in the center-city, when then decreases further out from the center.
- 8. Crime and delinquency are frequent through contact with criminal traditions.

Mutchnick, R., Martin, R., and W.T. Austin. 2009. *Criminological Thought: Pioneers Past and Present.* Upper Saddle River, NJ: Prentice Hall.

Chp. 3: Emile Durkheim: (Anomie, Organic/Mechanical Society, Normalcy/Functions of crime)

[summarize] Contributions to study of social ecology (p34-35)
- 1. Emile Durkheim was a positivist who had a social and biological focus. Durkheim argued that a personal behavior explanation must explain the social forces surrounding the individual. Constitutional or biological factors were ineffective.
- 2. It was assumed that social facts are quantifiable and measurable things and comprise scientific analysis.
- 3. When societies develop from labor by populations, explanations on deviance must change. An interpretation of social pathologies such as suicide, divorce, or crime, for example, varies from one community to another.
- 4. Historical and comparative analysis is the most logical method for explaining social features.
- 5. Theory to effect is a function of social science and sociology.

Key Ideas: (p35)

- Normalcy/Functions of Crime (p. 36)
  - [exp] How Durkheim discusses crime as "normal":
    - Durkheim had two viewpoints on the normalcy of crime. "Why might one presume that criminal behavior is, in fact, normal? Second, in what specific ways does Durkheim see criminal behavior as being functional or necessary for the efficient existence and progression of society?"
  - [list and explain] <u>4 functions</u> of crime as discussed by Durkheim:
    - Progress explanation- Main reason for social change and should deviate from the norms.
    - Warning-light aspect- Citizens should be alert and focus on high crime areas to figure out what treatment is best necessary to reduce crime rates.
    - General deterrence theory- A rule is more effective when it is with transgression.
    - Larger groups are drawn together for a larger society.
- [Def and Exp] "Anomie" (pg39-40)
  - [Gen. Definition]: Anomie: Meaning a society or individual without norms.
  - As "Norm Saturation": Potentially these results from too much of societal rules. As society draws in more function, norms become more difficult.
  - As "Confusion of Particular Norms": The common interpretation of anomie, if not a more appropriate one, resulted in confusion of the norms that resulted from too much rules and legal codes.

  - As "Difficulty in Achieving Goals": The most popular interpretation of anomie. This associates with the difficult of success and goals in a complex society of norms and social institutions.

Vito, G. and J. Maahs. 2021. *Criminology: Theory, Research, and Policy* **(Ed.). Burlington, MA: Jones and Bartlett Learning.**

<u>Chp. 6 pt 1: Social Structure and Crime: (</u>pgs 135-145)
Durkheim: (p136) Major Themes:

- Social Organization (explain):
1. Humans are naturally greedy and selfish.
2. Focusing on the social integration of members in society.
3. Both norms and values collectively form society's "collective conscience."
4. Crime and other deviance is more frequent when norms are fragile.

  - Mechanical solidarity: These societies have laws that implement uniformity through denouncing deviation.
  - Organic Solidarity: This forms through complex societies. Members in an industrial society perform functions and fill demands for talents.

Concentric Zone Theory: (Use Figure 6-1)

- List & Define concentric zones:
    - Factory zone: Central business including shops and offices.
    - Zone in transition: Active and area is constantly changing.
    - Workingmen's homes zone: Working class people occupy this and are from the zone in transition.
    - Residential zone: Middle- and upper-class homes.
    - Commuter zone: Escapees from other zones; suburban.
- [Explain the significance of zone in transition]
    - These ecological characteristics answers this question: How does the zone in transition create delinquents?
    - 1. Physical decay in the environment such as graffiti, abandoned buildings, and unkempt streets.
    - 2. Population heterogeneity: a mix of people from different ethnic groups.
    - 3. High population mobility: constant movement of residents in and out of neighborhoods.
    - 4. High poverty rates.

Shaw and McKay (1929) – (p 138)
- Explain the key theoretical variables associated with Social Disorganization:
    - Their findings found that the characteristics of these people living in that zone did not matter as much as other geographic areas.
    - The city itself being criminogenic was a notion disproven by Shaw and McKay.
    - Their studies confirmed Burgess's belief that delinquency was found to be the highest in the zone of transition.

Collective Efficacy (Sampson, 1997):
(Explain of "Social Cohesion" and "Informal Social Control" as variables of collective efficacy)
- Because cohesion and control were strongly related, they combined these concepts under the title of collective efficacy.
- Sampson and his associates predicted that neighborhood violence resulted from collective efficacy.

Race, Place, and Crime (p 140)
- [exp] Concentrated Disadvantage (p141): The underclass occupies criminogenic neighborhoods. Isolation and living in high crime areas influences cognitive landscape.

Rodney Stark's: Deviant Places Theory: (p142)
- Variables known to affect the crime rate in a community:
- 1. Density
- 2. Poverty
- 3. Mixed Use
- 4. Transience
- 5. Dilapidation

Policy Implications: Social Ecology and Social Disorganization (p143)

- (e.g.) Chicago Area Project: Shaw and McKay applied social disorganization theory by developing a large-scale delinquency prevention program called the Chicago Area Project (CAP). The projects targeted high-crime neighborhoods and attempted, among other things, to do the following:
- 1. Mobilizing informal social organization and control of law-abiding citizens. This created community committees from community groups.
- 2. Local adults that were "detached" were assigned to gangs and recreational programs to provide association to youth.
- 3. Improving the sanitation, traffic control, and physical decay that existed.

Theory in Action (p144): Discuss the demolition of Cabrini-Green as crime-reduction response: _The goal of this type of program is to attract higher-income residents into poverty-stricken neighborhoods. Property values and taxes increase, pushing poor residents out and initiating gentrification.

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Chapter Discussion Questions: Minimum of 300words (total combined for all questions), answer the following questions in full sentences/paragraph format:

1. Prior to the Chicago School, many argued that the city and immigrants of poor stock caused crime. How did the work of Shaw and McKay address/refute these arguments?
- Some of the work of Shaw and McKay was based on the notion that people that were poor in their cities were not because of their wealth, but because of the geographic areas around them that has deteriorated. This can be referenced to how they replicate the ideas of the social disorganization theory in several studies in Chicago. They supported the idea that city and immigrants who were poor caused crime through the idea of cultural transmission, in which Shaw and McKay argued that delinquent subcultures are hereditary and pass through generations through their norms and values.

2. Discuss examples of social disorganization that you see in your community or in the news. What types of interventions, policies, or programs are needed to address them?
- There are plenty of examples that I witness both in my community and on the news that represent social disorganization. Crime and racism are both examples that drive people apart. I can also say that my witnessing of homeless people can represent wealth inequality, which I also see as being social disorganization. The reason for this is because the gap between the social classes can result in differences in not just the lifestyles, but how people can relate to each other. There are many ways we can address these issues. First, we could have community meetings and discuss what drives us apart and how we can settle differences. Law enforcement can be more hardline on crime in the area. People also can come together to discuss ideas of tackling crime as well. The racism that sets us apart can be overcome by coming together as a community against this. The wealth inequality that drives us apart can be situated by the local and federal government, who can work to reduce the gap that exists between the social classes. Donations and

funding programs can help the social class gap for the poor by raising money from the community to give towards these people that struggle.