

## CRJS 215S – Weekly Assignment 13

This assignment covers chapter 13 (p. 328-344) of Schram and Tibbets (2021). Please complete the questions as you read through the assigned readings for the week. You will be graded on a PASS/FAIL basis for this assignment. Completing and submitting this assignment (with effort; i.e., attempting an answer) will earn you full points. Please submit your assignment through the link in Canvas.

*Schram & Tibbets (2021) Chapter 13: 328-344*

1. Finish this sentence: *Developmental theories* are explanatory models... of criminal behavior that follow individuals throughout their life course of offending, thus explaining the development of offending over time.
2. Define the following terms in your own words:
  - a. *Onset*: When someone first starts offending
  - b. *Frequency*: how often one commits certain crimes
  - c. *Intensity*: How serious the crimes committed are
  - d. *Persistence/Duration*: the length of a criminal career
  - e. *Desistance*: when the criminal career comes to an end or person stops offending
3. Sampson and Laub's *developmental model* focuses on *transitions* and *trajectories*. *Transitions* are life-altering events (e.g., marriage, having a child) that influence the *trajectory* of a person's criminal offending. In 2-3 sentences, explain why you think *transitions* often lead people to stop committing crime. *Transitions* are often described as big moments or shifts in one's life. These could be very beneficial to a person's life and committing crime can risk all of that, so people tend to take the transitions seriously.
4. Moffitt's *developmental theory* describes two different types of people who perpetrate crime. Identify who these groups are and briefly define each.
  - a. *Adolescent-limited offenders*: mostly the general public. People who commit crime in their adolescence rather than adulthood.
  - b. *Life-course persistent offenders*: a small percentage of the general public. Those who start offending early in life and carry it on into adulthood and beyond.
5. Thornberry's *interactional model of offending* argues that youth's delinquent behavior is influenced by five different constructs. Define each of these constructs and then (in 2-3 sentences) state which you think has the biggest impact on delinquency.
  - a. *Commitment to school*: Pretty simple, this shows how much people are devoted to school.
  - b. *Attachment to parents*: This is how close people are to their parents which could deter them from crime.
  - c. *Belief in conventional values*: How much they believe in traditional values.
  - d. *Adoption of delinquent values*: Influence of bad habits if any and how prone they are to picking those up.

- e. Association with delinquent peers: How often they interact with delinquency on a daily basis.  
I think that association with delinquent peers is a big factor overall. This can easily influence individuals to partake in criminal behaviors and activities regardless of all other constructs.

- 6. Select one of the life course theories talked about in the chapter. Using the theory that you selected, develop a policy implication that can deter criminal behavior. Briefly describe this policy in 3-4 sentences.

One life course theory that can inform policies to deter criminal behavior is Sampson and Laub's Age-Graded Theory of Informal Social Control. This theory suggests that social bonds and informal social control mechanisms such as family, peers, and community play a crucial role in preventing individuals from engaging in criminal activities throughout their life course.

Based on this theory, a policy implication to deter criminal behavior could be to invest in programs that strengthen social bonds and informal social control mechanisms. For instance, programs that promote positive family relationships, provide opportunities for community involvement, and offer mentoring and counseling services for at-risk youth can help prevent them from engaging in criminal activities. Additionally, policies that support community-based initiatives, such as neighborhood watch programs, can help foster a sense of collective responsibility for public safety and reduce the likelihood of criminal activities.

7. Fill out the table using the “Summary of Theories” Table on page 343.

<b>Theory</b>	<b>Concepts</b>	<b>Proponents</b>	<b>Key Propositions</b>
<i>Developmental/life-course theory</i>	Early onset, duration, persistence, frequency, desistance from crime	Various	The focus is on following individuals through life.
<i>Developmental/life-course theory</i>	Transitions and trajectories	Sampson and Laub	Individuals can change and stop offending despite early propensities, especially when positive transitions occur (e.g., marriage and employment)
<i>Developmental/life-course theory</i>	Life-course persistent offenders and adolescence-limited offenders	Moffitt	There are two primary types of offenders. The life-course type are more chronic offenders who start early and continue throughout life; the adolescence-limited type offends only during teenage years to early 20s and then grow out of it.
<i>Developmental/life-course theory</i>	Interactions among predictive factors and reciprocal effects	Thornberry	Key predictive factors have differential effects at certain times in life. These variables tend to influence or interact with each other and cause “feedback loops,” or reciprocal effects, in which an outcome variable influences a prior antecedent variable, such as when being caught offending causes further tension in a youth’s relationships with his or her parents.
<i>Antidevelopmental theory</i>	Low self-control	Hirschi and Gottfredson	Once a low-self-control disposition is formed by age 10, there is no way to change or develop away from criminality.

