Test Bank

**CHAPTER 1**

**Introduction**

**Chapter 1 Multiple Choice**

1. A theory that is assessed by measurement and testing is referred to as:

a. Metatheory.

b. Quantitative.

c. Qualitative.

d. Microtheory.

Answer: b

Objective: Summarize ways to classify theories

Page number: 4

Level: Basic

2. Qualitative theory excludes which one of the following factors:

a. Logical soundness.

b. Sensitizing ability.

c. The ability to make sense of conflicting positions.

d. The ability to be tested statistically.

Answer: d

Objective: Summarize ways to classify theories

Page number: 4

Level: Intermediate

3. Theories about theories are known as:

a. Unit theories

b. Metatheories

c. Macrotheories

d. Bridging theories

Answer: b

Objective: Explain the difference between a macro- and a mircrotheory

Page number: 6

Level: Basic

4. Microtheories are similar to which one of the following:

a. Process theories

b. Structure theories

c. Unit theories

d. Bridging theories

Answer: a

Objective: Explain the difference between a macro- and a microtheory

Page number: 7

Level: Intermediate

5. Classical theories do not focus on:

a. Legal statutes.

b. The rights of humans.

c. The pathology of criminal behavior.

d. Governmental structures.

Answer: c

Objective: Summarize ways to classify criminological theories

Page number: 8

Level: Intermediate

6. Structural theories of crime propose that:

a. The process of how one becomes a criminal is a crucial focus of the theory.

b. Crime rates will vary as social organization changes.

c. Theories should be created piece-by-piece like buildings.

d. All of the above.

Answer: b

Objective: Summarize various ways to classify theories

Page number: 8

Level: Intermediate

7. The most common approach to determining a “good” theory is:

a. Degree to which the theory may sensitize people

b. Testability and fit to the research evidence

c. Logical soundness

d. Ability to make sense out of several conflicting positions

Answer: b

Objective: Describe some characteristics of good theory

Page number: 3

Level: Basic

8. Which term below applies to a theory that is not really macro or micro but rather in-between?

a. Bridging theory

b. Combinational theory

c. Multi-factor theory

d. Synthetic theory

Answer: a

Objective: Explain difference between macro- and microtheory

Page number: 7

Level: Basic

9. The textbook suggests that the proper order for solving problems of crime and criminal justice would be:

a. Research→ theory→ policy

b. Policy → research → theory

c. Theory→ research → policy

d. Theory → policy → research

Answer: c

Objective: Relationship between theory, research and policy

Page number: 10

Level: Intermediate

10. Processual theories of crime generally:

a. Propose that people process information rationally.

b. Propose that people are largely driven by deterministic factors.

c. Are concerned with how people become deviant.

d. Are concerned with the forces that generate crime and how the authorities process that information.

Answer: c

Objective: Summarize ways to classify theories

Page number: 8

Level: Intermediate

**Chapter 1 True-False**

1. Thomas Kuhn purported that new theories which get accepted are those which make sense out of conflicting evidence that old theories cannot explain. [p. 5]

a. True

b. False

Answer: a

Objective: Characteristics of Good Theory

Page number: 5

Level: Basic

2. Microtheories are not interested in crime rates or social structure.

a. True

b. False

Answer: a

Objective: Difference between macro- and microtheory

Page number: 7

Level: Intermediate

3. Most of today’s theories are positivist ones.

a. True

b. False

Answer: a

Objective: Summarize the ways to classify theory

Page number: 8

Level: Basic

4. The most common approach to determining a “good” theory is to test it and see how well it fits the research evidence.

a. True

b. False

Answer: a

Objective: Characteristics of a good theory

Page number: 3

Level: Intermediate

5. The major difference between metatheory and unit theory is that metatheory discusses process and unit theory discusses structure.

a. True

b. False

Answer: b

Objective: Summarize ways to classify theory

Page number: 6

Level: Intermediate

**Chapter 1 Fill in the Blank**

1. A good theory is one that best fits the research evidence and can be \_\_\_\_\_\_.

Answer: tested.

Objective: Describe characteristics of a good theory

Page number: 3

Level: Basic

2. Theory context has two major forms social and \_\_\_\_\_\_\_\_\_.

Answer: intellectual.

Objective: What is meant by the social context of a crime theory?

Page number: 9

Level: Intermediate

3. DeFleur and Quinney referred to a specific form of logic called \_\_\_\_\_\_\_ theory to analyze the internal consistency of one of the more popular theories of criminal behavior.

Answer: set

Objective: What is meant by the social context of a crime theory?

Page number: 5

Level: Intermediate

4. A \_\_\_\_\_\_ theory is one that assumes that people are naturally in agreement on what constitutes crime and criminal behavior.

Answer: consensus

Objective: Summarize various ways to classify theory

Page number: 8

Level: Basic

5. A structural theory is also likely to be called a \_\_\_\_\_\_\_\_\_\_theory because we often assume it to be a characteristic of a disorganized society that leads to crime.

Answer: Strain

Objective: Summarize various ways to classify theory

Page number: 8

Level: Basic

**Chapter 1 Matching**

Match the type of theory in Column1 with its best description in Column 2

|  |  |
| --- | --- |
| 1. Macrotheory | a. Based on idea that people disagree and only powerful groups benefit from law. |
| 2. Metatheory | b. Looks at both how social structure operates and how individuals become criminal. |
| 3. Bridging Theory | c. Broad explanations of social structure effects with emphasis on rates of crime (epidemiology). |
| 4. Conflict Theory | d. Focus on pathology using scientific methods to treat and prevent crime. |
| 5. Microtheory | e. Etiological explanations for individual and small groups’ criminal behavior. |
| 6. Positivist Theory | f. Less testable theories about theory itself. |

Answer:

1. \*c

2. \*f

3. \*b

4. \*a

5. \*e

6. \*d

Objective: Summarize ways to classify theories AND explain differences between a macro- and a microtheory.

Page number: 6-8

Level: Intermediate

**Chapter 1 Essay**

1. Define and discuss what theory is, and what its purpose is.

Answer: Key points may include:

\* Theory explains behavior and events, trends and processes.

\* Theory is based on research evidence tested with scientific methods.

\* Theory helps us determine factors related to crime so that we can treat and prevent.

\* Theory can be macro or micro and involve structural or process components.

\* Theory can be concrete or abstract.

\* Theory can be rooted in biology, psychology or sociology traditions.

Objective: Describe characteristics of good theory, Summarize ways to classify theory, Explain differences between macro- and microtheories

Page number: 1 - 3

Level: Difficult

2. Discuss what we mean by the “context” of a theory.

Answer: Key points may include:

\*The context of a theory may be social or intellectual.

\* Social forces are informal surroundings and significant events taking place like war.

\* Intellectual refers to learning ideas that influence our thinking such as from teachers.

\* Assumptions may bias our interpretation of events.

\* When events occur in time influences the theorist and his or her readers.

\* Writers of theory may follow in the footsteps of their predecessors.

\* Conservative or liberal sentiments may change over time and influence theory.

Objective: Explain what is meant by the social context of a theory

Page number: 8 - 9

Level: Intermediate

3. Explain the relationship between theory, research and policy.

Answer: Key points may include:

\* The relationship is linear with theory being the logical start.

\*Policy should be the end result not the beginning.

\* Theory helps us develop meaningful research.

\* Policy should be based on the results of experimental research and evaluation.

\* There is a feedback loop that represents further clarification of theory based on research.

\* Examples like scared straight, three-strikes and boot camps illustrate how policymakers did not address research or theory

Objective: Discuss the relationship between theory, policy and research

Page number: 9-10

Level: Difficult

**Chapter 1 Short-Answer**

1. Give a reason why a theory might be discarded.

Answer: [key points to be made]

∙ Doesn’t fit evidence

∙ Can’t be tested in any meaningful way

∙ Isn’t popular, too ahead or behind its time

∙ Isn’t able to make sense out of conflicting evidence or positions

∙ Isn’t logically sound

Objective: Describe characteristics of good theory

Page number: 3- 6

Level: Difficult

2. Explain what is meant by a theory having the ability to sensitize.

Answer: [key points to be made]

∙ Gets peoples’ attention

∙ Reacquaints theorists with broader range of issues related to a theory

∙ Helps us look at problems in newer ways, or interpreting facts differently

Objective: Describe some of the characteristics of good theory

Page number: 5

Level: Difficult

3. Identify the different ways that theories can be classified.

Answer: [key points to be made]

∙ Abstract v. concrete

∙ Classical v. Positivist

∙ Macro v. Micro v. Bridging

∙ Meta v. Unit

∙ Structural v. Process

∙ Conflict v. Consensus

Objective: Summarize the various ways to classify criminological theories

Page number: 6-8

Level: Intermediate

**Answer Key**

Chapter 1

MC:   
1. b  
2. d  
3. b

4. a

5. c

6. b

7. b

8. a

9. c

10. c

T/F:   
1. a  
2. a

3. a

4. a

5. b

**Fill in the Blank:**1. Tested  
2. Intellectual

3. Set

4. Consensus

5. Strain

**Matching:**1. c

2. f

3. b

4. a

5. e

6. d

**Essay:**

**Question 1 Answer: Key points may include:**

\*Theory explains behavior and events, trends and processes.

\* Theory is based on research evidence tested with scientific methods.

\* Theory helps us determine factors related to crime so that we can treat and prevent.

\* Theory can be macro or micro and involve structural or process components.

\* Theory can be concrete or abstract.

\* Theory can be rooted in biology, psychology or sociology traditions

**Question 2 Answer: Key points may include:**

\*The context of a theory may be social or intellectual.

\* Social forces are informal surroundings and significant events taking place like war.

\* Intellectual refers to learning ideas that influence our thinking such as from teachers.

\* Assumptions may bias our interpretation of events.

\* When events occur in time influences the theorist and his or her readers.

\* Writers of theory may follow in the footsteps of their predecessors.

\* Conservative or liberal sentiments may change over time and influence theory.

**Question 3 Answer: Key points may include:**

\* The relationship is linear with theory being the logical start.

\*Policy should be the end result not the beginning.

\* Theory helps us develop meaningful research.

\* Policy should be based on the results of experimental research and evaluation.

\* There is a feedback loop that represents further clarification of theory based on research.

\* Examples like scared straight, three-strikes and boot camps illustrate how policymakers did not address research or theory

**Short Answer:**

Question 1 **Answer: [key points to be made]**

∙ Doesn’t fit evidence

∙ Can’t be tested in any meaningful way

∙ Isn’t popular, too ahead or behind its time

∙ Isn’t able to make sense out of conflicting evidence or positions

∙ Isn’t logically sound

Question 2 **Answer: [key points to be made**]

∙ Gets peoples’ attention

∙ Reacquaints theorists with broader range of issues related to a theory

∙ Helps us look at problems in newer ways, avoiding bias or blinders

Question 3 **Answer: [key points to be made]**

∙ Abstract v. concrete

∙ Classical v. Positivist

∙ Macro v. Micro v. Bridging

∙ Meta v. Unit

∙ Structural v. Process

∙ Conflict v. Consensus