

**CRJ Doctoral Comprehensive Exam
Survey of Criminology**

August 2016

This exam draws upon assigned readings and discussions from the Survey of Criminology seminars, held in Fall 2015 and Spring 2016.

There are two questions on this exam. Answer *both* questions in the 3 and a half hours allotted to you to complete this exam. The questions are not related and they require independent answers. Read the questions carefully. Use headings and make connections between the sections as best you can. **Be sure to save your document frequently.**

Q1. Several criminological theories can help to explain the comparatively higher crime rates in disadvantaged communities.

- a) Draw on two theories that can explain why low SES communities, and communities with a higher proportion of minority residents, may be characterized by increased crime rates. You can draw on concrete examples illustrating this association from Bourgois' (2003) ethnographic study of drug markets in East Harlem in the 1980s/early 1990s, as well as other relevant studies (Anderson, 2000, etc.).
- b) According to Rose and Clear (1998), Clear (2008) and several other scholars, mass incarceration has adversely and disproportionately affected disadvantaged communities of color. Explain this argument.

Q2. Different theories offer divergent views on the importance and role of punishment as a response to crime and other forms of misbehavior. Discuss the importance granted to punishment in the following theoretical frameworks:

- 1) Classical school, rational choice & deterrence frameworks
- 2) Social learning theory (Bandura, Akers, etc.)
- 3) Braithwaite's (1989) notions of reintegrative versus disintegrative shaming

Provide a brief overview of each of the frameworks, referencing key authors, and comment on the role of punishment in each paradigm. Do these models stipulate that punishment is necessary? What are the features of effective punishment according to each paradigm? How do they differ and how are they similar in this regard?