

**ST. JEROME'S UNIVERSITY  
UNIVERSITY OF WATERLOO  
DEPARTMENT OF SOCIOLOGY AND LEGAL STUDIES**

**SOCIOLOGY 229 - SELECTED TOPICS IN CRIMINOLOGY**

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Office Hours: 9:00-10:00 Monday & 11:30-12:30 Tuesday

September 2019  
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You are welcome to speak to me before or after class, drop by my office at any time, or make an appointment to discuss assignments etc.

*Email etiquette:* When emailing, please type in the course number in the subject heading so that it is not mistakenly identified as junk mail. Please identify yourself and the course and keep your messages/inquiries brief and to the point. Please do not ask for information that can be found on the course outline (e.g., office hours, reading assignments etc.). Please do not forward essays by email. Please do not ask for your grades by email. If you have missed classes, it is your responsibility to obtain notes from a fellow student. Please do not email me asking what you have missed or for copies of my lecture notes.

### **Course Description**

A sociological analysis of research and theory on selected criminal activities. Motivation, modus operandi, and the social characteristics of offences and offenders will be examined in relation to such crimes as robbery, prison riots, murder and hostage taking in prison, impersonal sex in public places, drug trafficking, and organized crime.

The order of the topics to be discussed and the readings are as follows:

1. Bank robbery
2. Prison riots and hostage taking incidents
3. Impersonal sex in public places (tearooms)
4. Higher level drug trafficking and organized crime

### **Required Textbooks**

Desroches, Frederick  
1996 *Behind the Bars: Experiences in Crime*. Toronto: Canadian Scholars' Press.

Desroches, Frederick

2005 *The Crime that Pays: Drug Trafficking and Organized Crime in Canada*. Toronto: Canadian Scholars' Press.

Desroches, Frederick

2002 *Force and Fear: Robbery in Canada*. Toronto: Canadian Scholars' Press.

Humphreys, Laud

1970 *Tearoom Trade: Impersonal Sex in Public Places*. New York: Aldine Publishing Company.

## **Required Readings**

### **Textbook Readings**

**Readings from *Behind the Bars: Experiences in Crime* are discussed with the essay assignment.**

**You are required to read *Tearoom Trade: Impersonal Sex in Public Places* to page 166.**

### **Required readings from *Force and Fear: Robbery in Canada*:**

Chapter 2 An Overview of Robbery

Chapter 3 The Motivation to Robbery

Chapter 4 Modus Operandi

### **Required readings from *The Crime that Pays: Drug Trafficking and Organized Crime in Canada***

Chapter 1 Drug Trafficking: The Crime that Pays

Chapter 3 Organized Crime and Higher-Level Drug Trafficking

Chapter 4 Motivation and Lifestyle of Higher-Level Drug Traffickers

Chapter 5 *Modus Operandi*: Marketing, Organization, and Security

Chapter 6 *Modus Operandi*: Fronts, Debts, and Violence

## **E-reserves**

## Prison Riots

Desroches, F.

1983 Two Theories of Prison Riots. *Canadian Journal of Criminology*, Vol. 25, No. 2, April, pp. 173-190.

Desroches, F.

1981 The Treatment of Hostages in Prison Riots: Some Hypotheses. *Canadian Journal of Criminology*, Volume 23, No. 4, October 1981, pp. 439-450.

Desroches, F.

1974 Patterns in Prison Riots. *Canadian Journal of Criminology and Corrections*, Vol. 16, No. 4, October, pp. 332-351.

Desroches, F.

1974 The April 1971 Kingston Penitentiary Riot. *Canadian Journal of Criminology and Corrections*, Vol. 16, No. 4, October, pp. 317-331.

## Bank robbery

- Desroches, F. (1997, November). Robbers and Heroes. *Canadian Banker*, 104(6), 21-24.
- Desroches F. Canada's Declining Bank Robbery Rate. *RCMP Gazette*, Vol. 75, No. 4, December 2013, pp. 28-30.

## Tearoom Trade

Desroches, Frederick

1990 Tearoom Trade: A Research Update. *Qualitative Sociology*, Vol. 13, No. 1, Spring 39-61

- Barrick, F. (2000, April 15). Net lists local sites for finding casual sex. *The Kitchener-Waterloo Record*, p. A1.
- Canadian Press. (1990, January 23). Death halts indecency appeal. *The Kitchener-Waterloo Record*, p. B3.
- Canadian Press. (1998, May 15). Pop star fined \$810 for solo sex. *Toronto Sun*.
- Canadian Press. (1998, May 28). Web site lists public places for gay sex. *The Kitchener-Waterloo Record*, p. A4.
- Desroches, F. (1990). Tearoom trade: A research update. *Qualitative Sociology*, 13(1), 39-61.
- Grossman, L. (2000, May 29). The sixth sense. *Time*.
- Horowitz, J. (2000, February 14). Bad news - oral hygiene. *Time*.
- Keung, N. (1997, June 7). Police ordered to get tough on men's-room sex. *Toronto Star*, p. A15.

- Myers, T. (2008, February 22). Dinosaur rendezvous. *The Imprint*.
- Myers, T. (2008, February 29). I think for myself, and I don't hate gays. *The Imprint*.
- Petricevic, M. (2000, April 17). Sexual acts in park may decreasing. *The Kitchener-Waterloo Record*, p. B2.
- Unhappy Larry - Political scandal. (2007, September). *The Economist*.
- Warren, C. (1998, November 2). U of T shuts toilets used for sex trysts: Closed in evenings. *National Post*, p. A14.

## High Level Drug Trafficking and Organized Crime

Desroches, F.

2007 Research on Upper Level Drug trafficking: A Review. *Journal of Drug Issues*, 37, 827-844.

Desroches, F.

Dismantle or Disrupt? Strategies Targeting Higher Level Drug Traffickers. *RCMP Gazette* VOL. 78, NO. 1 p.p. 26-29. 2016

Desroches, F. (2018) Internet Drug Trafficking. Available on SOC 229 E-reserve readings.

### Course Requirements

1. Midterm Examination	40% October 30, 2019
2. Essay Assignment	35% November 11, 2019
3. Final in-class Test	25% December 2, 2019

The midterm examination will consist of short answer essay questions along with true/false and multiple/choice questions. The final examination will also consist of short answer essay questions along with true/false and multiple/choice questions. There will be some choice available on the essay questions. The midterm exam will cover the first three topics in the course (bank robbery, prison riots, and tearoom activity) and the final examination will cover the remaining course materials (drug trafficking and organized crime).

**Essay Requirement** Due date: November 11, 2019 Value 35%

Write a brief essay (5 typed pages, double spaced, one-inch margins, & size 12 font) on one of the following. Late essays will be subject to a 1 (one) mark deduction per day.

Critically apply **two** of the sociological theories of crime and/or delinquency listed below to **three** cases from *Behind the Bars: Experiences in Crime*. The three cases must be chosen from the chapters listed below.

Please note that a summary/description of each of the theories is provided at the end of the assignment. You may use the summary/description of the theories as the basis for this assignment and there is no need for other references/sources.

Please choose **only one** the following combination of theories (i.e., Option #1 or #2):

**1. Sutherland's differential association theory (learning theory) and Hirschi's social bonding (social control) theory.**

Choose one case from each of Ch. 2, 3, & 4.

How do each of these theories deal with motive to crime?

How does Glaser's theory explain learning criminal conduct at a distance?

How do each of these theories deal with motive to crime?

Discuss **one criticism** of each theory? Use case materials to illustrate and support your critique.

**2. Clarke and Cornish's rational choice theory Sykes and Matza's techniques of neutralization (social control) theory.**

Choose one case from each of Ch. 1, 4, & 6.

Explain the difference between objective vs subjective rationality as it applies to robbery.

How do each of these theories deal with motive to crime?

Discuss **one criticism** of each theory? Use case materials to illustrate and support your critique.

**ESSAY INSTRUCTIONS**

Begin your essay by **briefly** explaining the main arguments behind each theory (1/3 page or less for each theory). **Do not** provide an extensive description or *precis* of the theories. Your synopsis of the two theories should be no more than two-thirds (2/3) of a page in total. Everything that follows should be analytical and not descriptive.

Once you have made clear the main arguments behind the two theories, begin by analysing the cases. Apply each theory to each of the cases and try to show explicitly how the theories fit or fail to fit the case materials. Do not force the theories onto the case materials if they do not fit. Explain the theory in more detail as you analyse the cases and show how the case examples (*brief* quotes, summaries of events) illustrate or fail to support the theoretical argument.

In your essay, critically discuss and analyse the **image(s)** that both theories present of offenders? What type of person is the offender according to these theories?

In other words, do the theories depict criminals as losers, followers, leaders, desperate, greedy, angry, lazy, opportunistic, caring, uncaring, cruel, narcissistic, egocentric, normal, status conscious, rational, irrational, powerless, powerful, impulsive, compulsive, alienated, victimized, oppressed, disturbed, un-socialized, violent, courageous, rebellious, justified, heroic etc.?

How well do these personality characterizations fit the case materials? What characteristics of offenders do you believe are poorly explained by the theories?

Illustrate your answer with brief, clear, and precise quotes and/or summaries of case materials.

**Please include the following in your essays:**

The paper should be well organized and well written. You must present a precise explanation of each theory and show clearly how the theories apply or do not apply to the case materials. Use examples to illustrate your arguments and please provide **brief** quotations with page references.

There is no need for an introduction or a conclusion.

Do not force a theory onto a case when it clearly does not fit.

Highlight the cases in bold (e.g., **Papa Was a Rolling Stone** or **Papa**).

Don't assert! Explain, analyse, illustrate, and document. Do not summarize or describe the cases.

Apart from your brief introduction to the theories, do not discuss the theories without reference to the cases and do not discuss the cases without reference to the theories.

Number each page.

Your **cover page** should include your name, I.D., date, and clearly indicate the two theories and three cases that are the subject of the essay. Also list the chapters of the text from which the cases are chosen.

**Do not hand in an essay that is longer than 5 pages double spaced. Use a size 12 font and one-inch margins at the top, bottom, and on the right and left sides of the paper. Your cover page does not count as one page. Use a minimum of 3 paragraphs per page – this is mandatory. Essays that do not conform to these instructions are subject to penalties.**

## **A SUMMARY OF THE THEORIES**

### **Rational Choice Theory**

**Clarke, Ronald V. & Cornish, Derek B** (See Ch. 1 pages 1-4 from *Behind the Bars*)  
**1985 Modelling Offender's Decisions: A Framework for Research and Policy. In M. Tonry and N. Morris (eds.) *Crime and Justice: An Annual Review of Research. Volume 6:147-85 Chicago: University of Chicago Press.***

Economists have long held the view that property offences are the result of rational decision-making reached by men/women who confront a problem faced by many others – a need or a desire for money.

Implicit in the economic perspective is an actor who views theft as a rational and productive activity despite the fact that capture, imprisonment, and death may be part of the equation.

**The expected utility model** in economics (Becker, 1968) is based on the assumption that offenders rationally attempt to maximize the monetary and psychic rewards of crime. If crime has a higher utility than conforming behaviour – that is, an acceptable chance at not getting caught and a desirable amount to gain, then the individual should decide in favour of committing the crime.

On the other hand, if the perceived risk of capture is high and the expected penalty is great, the would-be-criminal should be deterred.

In contrast to the economic or "normative" rationality underlying the expected utility model, rational choice theory (Clark and Cornish, 1985) suggests that criminal decision making is characterized by a very rudimentary cost-benefit analysis. The theory analyzes the decision-making process as it relates to the various stages of criminal involvement including initial motivation, the motivation to continue, and the decision to cease criminal involvement. The basic assumption is that people are rational and goal oriented and will rationally choose criminal activities after considering risks and rewards. The theory is best applied to instrumental versus expressive criminal activities.

Choice theory also analyzes decisions of a more tactical nature (e.g., *modus operandi*) relating to the criminal event itself including the selection of a specific type of crime and target, the getaway, or the decision to use or not use a weapon. The rational choice approach explicitly recognizes **situational variables** and their importance in relation to the criminal event.

Although the rational choice perspective on crime is best suited to utilitarian offences such as theft, burglary, and robbery, its proponents argue that even behaviours that appear to be pathologically motivated or impulsively executed have rational components present.

Rational choice theory portrays criminal behaviour as the outcome of choices and assumes that decisions made by offenders exhibit **limited or bounded rationality** (Simon, 1957) rather than objective rationality.

The bounded rationality hypothesis assumes that human information-processing limitations place constraints on decision processes and that people make simplifications and shortcuts that are reasonable, but which may produce inferior outcomes.

Criminal behaviour may be planned and premeditated but not fully rational in the strict sense that the expected utility model assumes. The picture that emerges from research on criminal decision making is that of a limited information processor, often working under pressure of time, who uses many different strategies to simplify the task of evaluating choice alternatives in the complex environment of everyday life.

The planning and rationality used may subsequently be seen to be in error, but at the time the offender feels he/she has considered the risk vs reward and taken sufficient precautions.

Rational choice theory considers the offender's perspective, how he/she makes sense of his/her world in order to understand which factors offenders take into account when planning a crime. Choice theory does not judge the rationality of criminals in an objective manner; rather the rationality studied is the **subjective** motivation and thought processes of criminals as they consider their crimes.

Rational choice theory is criticized for largely ignoring background factors commonly thought of as root causes of crime such as age, gender, socioeconomic status, race, family, and peer influences.

Another critique of the rational choice perspective is the tendency to overemphasize the intellectual sophistication of the offender, viewing him/her as more rational, reasoning, thoughtful and clever than is actually the case. Many crimes show very little evidence of planning and forethought.

## **DIFFERENTIAL ASSOCIATION (LEARNING) THEORY**

**Sutherland, E. H.** (See Ch. 2 pages 21-23 from *Behind the Bars*)  
**1978** *Criminology*. 10th ed. Philadelphia: J.B. Lippincott.



Learning theory evolved in the 1930's out research at the University of Chicago. Researchers studying high crime neighbourhoods concluded that local variations in crime and delinquency rates reflected differences in community social values, norms, attitudes, and role models. They concluded that in high crime rate areas, people are exposed to competing or conflicting value systems. Although conventional value systems exist and dominate, a competing criminal/delinquent system of values also thrives.

Low income areas develop beliefs and lifestyles that are supportive of crime and delinquency and these traditions are passed on to the younger generation. Crime and delinquency become a way of life that competes with conventional pursuits and a tradition of crime and delinquency is culturally transmitted from generation to generation perpetuating criminal values and traditions within specific neighbourhoods.

Of particular importance is a juvenile's exposure to delinquent or criminal gangs. Criminal organizations represent a competing value system and conflicting possibilities for youths. A criminal and delinquent tradition exists and traditions of crime and delinquency are transmitted. A career in delinquency and crime offers the promise of economic gain, status within the gang, companionship, excitement, and belonging. The learning of criminal and delinquent values and traditions occurs through acquaintance and interaction with persons whose esteem the juvenile desires.

Sutherland's theory of differential association argues that crime and delinquency are learned behaviour; they are learned in interaction with others; and the learning entails techniques of committing the crime as well as the vocabulary of motives. The principle of differential association states that a person becomes delinquent because of *an excess of definitions favourable to violations of law over definitions unfavourable to definitions unfavourable to violations of law*. This is the principle of differential association.

Sutherland also argued that differential association can vary in frequency, duration, priority, and intensity. Frequency refers to the number of exposures one has with criminal associate; duration refers to the length of these involvements; priority refers to the time sequence in which they occur; and intensity refers to the affective bonds between criminal associates.

Sutherland also argued that there is nothing unusual in the learning process. He also argued that crime/delinquency cannot be explained by referring to the peculiar needs of criminals. The same needs can motivate both crime and conforming behaviour.

Sutherland's theory has been criticized for using vague concepts such as "definitions favourable to violation of law". It also fails to account for learning at a distance such as through the media (e.g., Glaser's theory). Sutherland also fails to explain how people exposed to criminal influences resist the temptation to crime. In addition, he is criticized as being deterministic and giving little regard to free choice. His theory suggests simply that if definitions favourable to crime outweigh definitions unfavourable to crime, then people will become criminal.

**Glaser, Daniel** (See Ch. 3 pages 49-52 from *Behind the Bars*)  
**1956** **Criminality Theories and Behavioral Images.** *American Journal of Sociology.*  
**61:433-44.**

Daniel Glaser (1956) extends differential association theory by emphasizing the indirect learning impact the media can have on offenders. Glaser maintains that to be influenced by criminal traditions, the individual must identify with definitions of deviance conveyed by real or imaginary others who deem nonconforming behaviour acceptable.

Criminal values and traditions need not be transmitted through persons in close proximity since role models can develop through media images of real or fictional persons. Significantly, differential identification operates in situations in which individuals are not necessarily members of deviant groups or interact with real live persons. The notion of differential identification is thus useful in explaining the media's contribution to criminal conduct.

### **SOCIAL CONTROL THEORIES OF CRIME AND DELINQUENCY:**

Social control theories explain conformity in reference to the strategies that societies use to maintain social order. These include socialization into common values, family supervision, role modelling, reward structures that promote conformity, and a variety of formal and informal mechanisms that discourage, punish, and deter deviant conduct. Social control theory explains deviance by pointing to situations in which there is an absence of controls. Whereas other theories assume conformity and attempt to explain deviance, a social control perspective views conforming behaviour as problematic since humans will violate norms if it is in their advantage to do so. Thus when social controls are weak or non-existent, deviant behaviour results.

Control theorists maintain that individuals are taught conforming behaviour through a socialization process that involves rewards for acceptable conduct and punishment for nonconforming behaviour. Individuals who do not conform can be thought of as products of poor or inadequate socialization. The concern that parents exhibit towards their children - supervising their activities, scrutinizing their companions, establishing curfews and other expectations, punishing nonconforming behaviour, and rewarding pro-social activities - indicate a tacit acceptance of the tenets of social control theory. Clearly most parents believe that parental supervision decreases the probability of delinquent behaviour.

### **SOCIAL BONDING THEORY**

**Hirschi, Travis** (See Ch. 4 pages 65-69 from *Behind the Bars*)  
**1969** *Causes of Delinquency.* **Berkeley: University of California Press.**

With the publication of Travis Hirschi's *Causes of Delinquency* in 1969, control theory began to emerge as a major paradigm for explaining crime and delinquency. Hirschi's social bonding theory emphasizes the positive role that socialization plays in the promotion of conformity. Proper socialization establishes social bonds between the individual and others in society who

are carriers of conformist values. Hirschi argued that people are more likely to become deviant if the bonds to society are weakened or non-existent. He suggested that the social bond consists of four elements which promote conformity and prevent deviance: attachment, commitment, involvement, and belief.

Hirschi argues that **attachment** to others, particularly primary groups such as the family will constrain behaviour because individuals will not wish to hurt, embarrass, or disappoint the people they are attached to. These affective bonds (attachments) act as social controls that prevent the drift into deviant behaviour. A person who lacks attachments is freer to commit criminal offences because he/she has no one else to concern him/herself with.

**Commitment** to conventional goals will also act as a social control preventing deviance. The more a person has invested his/her time and energy into conventional pursuits such as an education, a business, a relationship, or a job, the more he/she has to lose. The decision to commit a deviant act will place at risk his/her investment. People with little at risk are more likely to become deviant, according to this perspective, since they have less to lose and are less controlled by social commitments.

Hirschi also argues that **involvement** in conventional activity takes time and limits the opportunity to partake in deviant pursuits. People with time on their hands, however, are more susceptible to deviant enticements.

In addition, he argues that **belief** in cultural morality and respect for the law constrains behavior. A lack of socialization into conventional values leaves one relatively free to pursue criminal conduct whereas the internalization of conventional definitions of right and wrong acts as a strong social control for most individuals.

Hirschi's formulation not only explains deviant conduct, it also explains how a person can drift into and out of crime since attachments can exist and be broken over time and place. The strength of existing social controls also varies from time to time.

It is also possible to reverse Hirschi's theory and argue that social bonds can lead to crime if those attachments are with other criminals. Are there any examples of this in your cases?

Toby's (1957) concept **stakes in conformity** offers a similar explanation of conformity by focusing on material goods and relationships that people risk losing through deviance. Attachments to others are among the most potent stakes in conformity. We risk our closest and most intimate relationships by behaviour that violates what others expect of us. People lacking such relationships, of course, do not risk their loss.

Toby, J.

1957 Social Disorganization and Stake in Conformity: Complementary Factors in the Predatory Behavior of Hoodlums. *Journal of Criminal Law, Criminology, and Police Science*. 48:12-17.

## SYKES AND MATZA: TECHNIQUES OF NEUTRALIZATION

Sykes, G. & D. Matza (See Ch 2 pages 21-23 from *Behind the Bars*)

1957 **Techniques of Neutralization: A Theory of Delinquency.** *American Sociological Review* 22:664-670

Gresham Sykes and David Matza argue that persons who commit criminal acts do not necessarily reject conventional law-abiding values. They suggest instead that criminals and delinquents accept the legitimacy of conventional norms but render them partially and temporarily ineffective by using techniques of neutralization. These techniques are rationalizations that allow people to justify deviant conduct and protect their self-concepts. Techniques of neutralization help release individuals from the social controls imposed by the internalization of societal values. Sykes and Matza thus argue that adult criminals and juvenile delinquents violate values they nonetheless respect.

Techniques of neutralization can be seen as attempts to deal with cognitive dissonance. This concept was developed by Leon Festinger (1957) and describes psychological incompatibilities between two or more items of knowledge or belief. Instances of cognitive dissonance give rise to pressures within an individual to resolve the dissonance. A person who views him/herself as honest yet who steals something, for example, will attempt to resolve the dissonance by using a technique of neutralization and tell him/herself that it is not really theft but borrowing. Examples of techniques of neutralization include the following.

**The Denial of Responsibility** To argue that one lacks responsibility for the deviant act. This involves a view of self as passive and controlled by internal or external forces such as fate, the stars, the devil, peers, psychological trauma, mental disorder, cultural deprivation or any other "force" that is responsible for one's behaviour. Peter Berger (1967) argues that this often represents **bad faith** which is to pretend that something is necessary when it is in fact voluntary. Bad faith is a flight from freedom, a dishonest evasion of the "agony of choice" and responsibility.

**The Denial of Injury** This technique takes the position that no injury or harm has occurred and the act is therefore not wrong. Bank robbers argue that the bank can afford the loss or that the money is insured. In addition, they point out that they did not hurt anyone (physically) and ignore or dismiss psychological trauma to victims as transitory and un-harmful.

**The Denial of the Victim** If an injury occurs, this may be justified by arguing that the victim deserved the harm and it is rightful retaliation. The Nazis blamed the Jews for the loss of World War I and the Depression thus setting the stage for the Holocaust that was to come. Inmates in prison will attack child molesters and informants and justify it as deserving since these convicts are undesirables.

**The Condemnation of the Condemners** In this argument, the deviant shifts attention to the behaviour and motives of those who condemn him/her. Others are condemned as crooked or hypocrites or motivated out of spite. By attacking others, the wrong-fullness of his/her own behaviour is diminished or deflected onto others.

**The Appeal to Higher Loyalties** Refers to conflicting commitments. Here the deviant contends that the values of society must be sacrificed for the needs or demands of their family, religion, peer group etc. This higher loyalty requires that they violate conventional norms and may represent a form of culture conflict.

**A Sense of Injustice and Revenge** A person who views their social and economic situation as unjust may justify many deviant acts as an attempt to gain justice or seek revenge against those responsible. This is a common justification used by terrorists to justify acts of violence aimed at governments they blame for the repression their people suffer.

**The Extraordinary Situation** A person may justify deviant acts because of the extraordinary situation they find themselves in. The implication is that under normal circumstances, they would not act this way. In addition, in similar situations, others would do the same. People whose aircraft crashed in the Andes found themselves forced to choose between eating human flesh or dying of starvation. They chose to eat the flesh rationalizing it as an extraordinary situation.

**Conventionalization** To argue that something is not deviant but rather an example of conventional behaviour. Donald Cressey's study of embezzlers (1964) indicates that many justified their conduct as borrowing. Stealing is criminal but borrowing is a conventional act.

**Temporal Orientation** Many deviant undertakings can be partially neutralized by arguing that one's involvement is temporary. Prostitutes, for example, may argue that they are doing this only until they get back on their feet (no pun intended).

Sykes and Matza argue that techniques of neutralization are culturally available and learned in interaction with others. Presumably they will be more powerful if they are supported within a delinquent subculture.

## **GENERAL COMMENTS ABOUT THE ESSAY ASSIGNMENT**

Critically discuss how well the theories account for the offender's behaviour along with any shortcomings the theories have in explaining the cases.

Identify and analyze the relevant variables that the theories explain and those variables that are poorly explained (e.g., socioeconomic status, gender, race and ethnicity, age etc.).

How well do these theories explain the motivation to each criminal activity? What aspects are not explained by each theory with respect to robbery?

In your answer, briefly discuss why offenders are not deterred by the possibility of arrest and imprisonment. How well do the theories incorporate and account for the issue of deterrence?

Please note that this assignment does not require you to prove that these theories “work” for the data reported. On the contrary, you are expected to offer criticisms of the theory and show those areas in which the theories fail to explain the research findings. Do not attempt to force the theory to fit the data if there is no fit.

#### IMPORTANT INFORMATION

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.