

**Department of Criminology & Criminal Justice  
Master's of Science  
Comprehensive Examination**

**STUDY GUIDE AND EVALUATION RUBRIC**

**Date: Friday, October 19, 2018  
Time: 10:00 a.m. to 3:00 p.m.**

This study guide contains a set of potential questions for the MSCJ comprehensive exam. You must pass this exam in order to graduate with a master's degree in Criminal Justice at UA (non-thesis option).

1. Pre exam: Select which questions you would like to study for the exam. Only one of the questions listed for each course will appear on the actual exam. You will be required to answer TWO questions relating to the core courses and ONE question relating to the electives. Reading lists for each course have been provided to help with your preparation.
2. Exam: Submit a MINIMUM of FOUR double-spaced typed pages for each question, with the exception of the Statistics question, which does not have a minimum requirement.
3. Note: You will not be able to bring notes, study guides, or books into the exam.

Your comprehensive questions will be graded on the following rubric. You should prepare your answers accordingly. In general, answers to comprehensive exam questions will be graded based on the following PRIMARY criteria:

1. Quality of response (how well do you answer the question?)
2. Clarity of response (is your answer coherent and intelligible?)
3. Application of existing scholarship and readings (do you cite the relevant literature?)
4. Demonstration of classroom learning (do you demonstrate in-depth knowledge of the topic area?)

Some SECONDARY criteria relate to your ability to:

1. Think creatively and apply the theories and concepts you learned in appropriate or novel ways
2. Apply statistical tools to evaluate social problems, policies and/or programs
3. Use critical thinking skills for analysis

Please pay attention to spelling, grammar, sentence structure, and organization.

Remember: This is a closed book exam.

GOOD LUCK!

CORE COURSES

(Must answer two questions relating to core courses)

581 - Applied Statistics

584 - Criminological Theory

586 - Research Methods in CJ

**Statistics CJ 581****QUESTION #1**

Table 1 presents the results of OLS regression analyses examining the determinants of individuals' perceived risk of criminal victimization (i.e. the degree to which they think they may be the victim of a crime). The dependent variable is an additive scale composed of six questions asking the respondents how safe they think they are when they engage in a number of everyday activities, such as walking alone in their neighborhood, followed by five response categories ranging from very safe to very unsafe. The scale ranges from 0-30, with higher values indicating higher levels of perceived risk. The independent variables are measured as follows:

- White is a dummy variable coded as white or non-white, with non-white = 0 and white = 1.
- Female is a dummy variable, white female = 1 and non-female = 0.
- Income is the monthly household income, from all sources, in dollars.
- Previous Victim is a dummy variable indicating if the respondent was ever the victim of a violent crime. Previous victimization = 1, no prior victimization = 0.
- Fear is an additive scale ranging from 0 to 30 with higher values indicating a greater baseline level of fear of crime, irrespective of perceived risk of victimization.
- Precautions is an additive scale ranging from 0 to 30 indicating the number of things that the respondent reports doing to protect themselves from crime (such as having a security alarm at their residence).

Using the data from the table:

- a. Explain why the researcher presents three separate models. What is the purpose of each one?
- b. Interpret all of the statistics presented in Model 2.
- c. What do the interaction coefficients added in Model 3 tell us about the relationship between gender, fear, and perceived risk of victimization?
- d. Which model explains the most variability in perceived risk of criminal victimization? Why?

Table 1: OLS Regression Coefficients of Perceived Risk of Criminal Victimization.

	Model 1	Model 2	Model 3
White	.372 (.728) [.035]	.768 (.625) [.074]	.550 (.621) [.053]
Female	2.484*** (.690) [.233]	1.777** (.612) [.171]	10.723** (4.078) [1.033]
Income	-203.543 (519.008) [-.027]	-256.002 (455.765) [-.035]	-315.987 (448.992) [-.043]
Previous Victim	---	.950 (.678) [.081]	.920 (.666) [.078]
Fear	---	.525*** (.097) [.324]	.861*** (.145) [.532]
Precautions	---	-1.172*** (.224) [-.311]	-.926** (.353) [-.246]
Fear*Female	---	---	-.587** (.192) [-.739]
Precautions*Female	---	---	-.349 (.444) [-.228]
Intercept	16.525	18.259	13.240
Adjusted R <sup>2</sup>	.048	.320	.343

Notes: standard errors in parentheses, standardized coefficients in brackets; n=350

\* p<.05 \*\* p<.01 \*\*\*p<.001

QUESTION #2

It is 10 years in the future and you are working as a criminal justice practitioner. Your supervisor asks you to measure the efficacy of a new diversion program. The program has already been implemented and there are data from a treatment and control group. You are interested to if the program is effective in reducing recidivism as measured by a count of new offenses in the next 12 months. You are also interested in the impact that gender (male or female), age (in years), and highest education degree completed has on recidivism. Using this information, answer the following

1. What is the independent and dependent variable for measuring the efficacy of the program?
2. At what level of measurement is each variable measured?
3. What is the appropriate measure of central tendency for each variable? Why are some measures of central tendency not useful for certain levels of measurement?
4. What is the appropriate statistical test to compare each of these bivariate relationships?
  - a. Program participation and recidivism
  - b. Gender and recidivism
  - c. Age and recidivism
  - d. Highest degree completed and recidivism
5. When applying each of these tests, what do you need to interpret and how do you decide if it is statistically significant?
6. Pretend that the bivariate relationships are all statistically significant, how would you describe what these relationships mean to your supervisor? You can make up the nature of these relationships.

READING LIST

Levin, J., Fox, J. A., & Forde, D. R. (2014). *Elementary Statistics in Social Research* (12<sup>th</sup> ed.). Pearson.

## Criminological Theory CJ 584

### QUESTION #1

1. Taking into account what you learned in CJ 584, provide a thorough discussion of the following aspects of one (1) criminological theory in which you are well-versed:

- A. Introduction:

Introduce the reader to the purpose, utility, and importance of criminological theory. Then, name the theory that you selected and the criminal activity to which it will be applied.

- B. Theory Explained:

Present a summary of the theory, including the theory's hypotheses, propositions, and major concepts, and how the postulated constructs operate (alone and/or in combination) in explaining crime and/or criminal, delinquent, or deviant behavior. Be sure your complete and thorough discussion specifies the full causal process, emphasizes the most important points of the theory, and highlights the most important explanatory factors (if any are specified).

- C. Evaluation:

Use material in Brown, Esbensen, and Geis (2013) to evaluate the criminological theory that you selected. Where appropriate, back up your conclusions and arguments using evidence from the textbook or empirical research. When discussing the empirical validity of the theory, draw some general conclusions concerning the degree to which past research supports or refutes the theory.

### READING LIST

From the syllabus: - Brown, S.E., Esbensen, F-A, and Geis, G. (2013). *Criminology: Explaining Crime and its Context*, 8<sup>th</sup> edition. New York: Elsevier.

### QUESTION #2

After a long period of declining crime in the United States, many cities have seen a sharp increase in violent offences. Gun-related crimes are particularly on the rise. Criminologists are puzzled by the crime wave, but report that unemployed young men account for much of the increase. Using **Conflict Theory** as your conceptual framework, write a four-page, double-spaced essay as follows:

1. Background.

Describe the origins of Conflict Theory and the European and U.S. criminologists who built this canon of theoretical thought. How has the theory changed over time? Where does the theory stand in modern criminology? Identify at least FOUR tenets of the theory that can be used for analysis.

2. Analysis.

Using these tenets of Conflict Theory, reflect on the historical conditions in which violent crime is a raced, classed, and gendered activity in U.S. society. Focus on macro-criminological conditions rather than the individual as a unit for analysis. Link the present crime wave to the Conflict Theory in modern context.

3. Policy.

Summarize your arguments and make two recommendations for addressing the current crime wave that would be useful for community interventions.

READING LIST

From the syllabus: - Brown, S.E., Esbensen, F-A, and Geis, G. (2013). *Criminology: Explaining Crime and its Context*, 8<sup>th</sup> edition. New York: Elsevier.

Blau, J. R. & Blau P. M. "The Cost of Inequality: Metropolitan Structure and Violent Crime." *American Sociological Review*, 47(1), pp. 114-129.

**Research Methods CJ 586****QUESTION #1**

The Tuscaloosa Police Department has requested a preliminary study to determine whether Community-Oriented Policing (COP) placed in communities would (1) increase citizen rapport with the police and (2) reduce crime in those communities. As a researcher, you are asked to develop a research proposal/design that could be used to measure the effect of community-oriented policing on citizen rapport and crime rate. Develop your proposal by addressing the following questions below:

- I. Identify the research question, the experimental variable(s), and the outcome variable(s). Operationalize the COP program on a nominal scale by showing what components would make up your community oriented policing program. Identify and show the operationalizations of citizen rapport and crime rate on a nominal, ordinal, interval, **or** ratio scale. One way to do this is to develop three questions that measure crime rate and three questions that measure citizen rapport and indicate what scale of measurement you would use for each question.
- II. State two separate positive or/and negative hypotheses. State (word) the hypotheses in testable form. Using the classical experimental design, show and explain the model by using Xs, Os, etc. You must be specific here and explain the entire model using the exact name of the variables, groups, and specify exactly what you are going to pretest and posttest. Discuss the advantages and disadvantages (limitations) of using the selected experimental model.
- III. Explain the procedures used to select the community groups by discussing the concept of matching or equivalence. Also identify what variables you will use to match the communities. Why is it necessary to have the groups matched?
- IV. Discuss sampling and data collection. What type of sample would you use and explain the sampling procedures used to compose the sample. For example, if you wanted to measure citizen rapport, what type of sample would you use and what procedures would you use to compose the sample? Also, what type of data collection method (face-to-face interviews, mailed questions, etc.) would you use and how would you distribute the questionnaire or conduct the interview and retrieve the data (explain the data collection procedures)? How many times would the data be collected and why? How would data be collected to measure crime rate?
- V. Identify and discuss mortality, testing effect, and selection bias as threats (same as control variables or extraneous variables). Do not define the threats but use clear examples of how the threats may impact the results of the study. How would the lack of controls for the threats to internal validity and external validity influence the results of the study?

READING LIST

Hagen, F. (2014). *Research Method in Criminal Justice and Criminology* (9<sup>th</sup> Ed.). New York: Allyn & Bacon.

Babbie, E. *The Practice of Social Research*. Belmont, CA: Wadsworth.

QUESTION #2

Participant observation (qualitative research) has gained some momentum during the last decade. Assume that you are interested in conducting research on the daily experiences of inmates incarcerated in a maximum-security prison. In other words, you are interested in observing inmates' behavior in their nature environment. Also, assume that you are infiltrating the group as a correctional officer when, in actuality, you are a researcher. How would you address the following?

- a. Formulate a research question
- b. Explain procedures/steps used to gain permission from various entities to conduct the research study
- c. How would you prepare yourself to conduct a research study of this nature?
- d. Type of participant observation used and why
- e. Explain whether the research is inductive or deductive
- f. Discuss the role of objectivity and subjectivity in the research study
- g. Discuss the role of reactivity in the research study
- h. Human subject issues (e.g., confidentiality, invasion of privacy, voluntary participation)
- i. Going native
- j. Gatekeepers (roles and disadvantage of such roles)
- k. Field notes, recording, and mnemonics
- l. Debriefing
- m. Discuss the research advantages and disadvantages of conducting participant observation research.

READING LIST

Maxfield, M., & Babbie, E. (2001). *Research methods for criminal justice and criminology*. Boston: Wadsworth Publishing Company.

Hagen, F. (2014). *Research methods in criminal justice and criminology*. New York: Prentice Hall.

ELECTIVES

(Must answer one question relating to electives)

506 - Terrorism

520 – Seminar in Law Enforcement

570 - Correctional Policy

590 - Cyber Criminology

590 – Forensic Science

590 – Victimology

590 – White-Collar Crime

## Terrorism CJ 506

### QUESTION #1

Consider globalized politics and modernized business practices as an explanation for terrorism. Describe some of the reasons why this may have caused or contributed to the recent conflict between Western powers and Islamic terrorists. Is there a clear “right” and “wrong” here, or do both sides have some legitimate reasons to be frustrated? If you would like, you might also consider making parallels between the anger raised by these issues in the Islamic world and similar backlashes over change within the U.S. itself.

### QUESTION #2

Consider clashes over religion as an explanation for terrorism. Describe some of the reasons why this may have caused or contributed to the recent conflict between Western powers and Islamic terrorists. Is there a clear “right” and “wrong” here, or do both sides have some legitimate reasons to be frustrated? If you would like, you might also consider making parallels between the anger raised by these issues in the Islamic world and similar backlashes over change within the U.S. itself.

### READING LIST

- *The Clash of Civilizations and the Remaking of World Order* excerpt.
- “Sitcom Planet” article.
- “Gender, Terrorism, and War” article.
- “Killing at Sexual Range” chapter.
- “Religion as a Cause of Terrorism” chapter.
- Class notes.
- Class handouts.

## Seminar in Law Enforcement CJ 520

### QUESTION #1

Discuss the use of force—and deadly force—by law enforcement. What specific instructions do law enforcement agencies provide to guide their officer’s discretionary use of force, depending upon the situation? What is the legal standard for the use of deadly force, and how clear-cut is this standard? What motivational, leadership, or communication strategies would you recommend to either (1) improve officer’s decision making and performance in this area, or (2) reduce the public’s second-guessing of officers’ use of force—and why?

### READING LIST

- “Twenty-Seven Times” and “Another Day, Another Quarter.”
- “Blink: Diallo Case” excerpt
- *48 Laws of Power* excerpt.
- *Predictably Irrational* excerpt.
- *Beat the Press - Your Guide to Managing the Media* excerpt.
- Class notes.
- Class handouts.

### QUESTION #2

Discuss the relationship between law enforcement and members of the community. Why does this relationship matter? How does it influence the effectiveness of law enforcement operations? Be sure to (1) include an assessment of whether or not law enforcement is meeting its responsibility, (2) support this assessment, (3) indicate any changes that are necessary, and (4) discuss why these changes would be better than the current operations. You can frame your answer in general terms (assessing the relationship between law enforcement and members of the community nationally, in the United States) or in more specific terms (assessing the relationship between law enforcement and members of the community in a specific city, state, etc.).

### READING LIST

- “Twenty-Seven Times,” “Another Day, Another Quarter,” “The Show Up,” “The Boot,” and “Hearts in Barbed Wire.”
- “Homicide: This is the Job.”
- *48 Laws of Power* excerpt.
- *Beat the Press - Your Guide to Managing the Media* excerpt.
- Class notes.
- Class handouts.

## Correctional Policy CJ 570

### QUESTION #1:

In the correctional policy course, we discussed the inmate subculture and the role it plays in shaping prisoners' experiences. In particular, the inmate subculture influences how inmates adapt to life in prison. What are two theories used to explain the adaptation process? According to these theories, what factors influence adaptation, and through which means? Additionally, synthesize the empirical literature that has tested these theories. Be sure to develop a discussion regarding how these theories were tested (e.g., independent and dependent measures used), as well as whether or not these studies provide empirical support for either theory.

### QUESTION #2:

In the correctional policy course we discussed philosophies of corrections and the penal harm movement. First, identify and describe each philosophy of corrections. Then, explain what the penal harm movement is, and which philosophies best align with the movement. Lastly, pulling from our discussion, as well as the readings, describe what Martinson's "Nothing Works" discussion meant, and how his conclusion fueled the penal harm movement.

### READING LIST

Bales, W. D., & Piquero, A. R. (2012). Assessing the impact of imprisonment on recidivism. *Journal of Experimental Criminology*, 8, 71-101.

Clear, T. R., & Frost, N. A. (2015). *The punishment imperative: The rise and failure of mass incarceration in America*. New York, NY: NYU Press. (Chapter 1)

Cullen, F. (1995). Assessing the penal harm movement. *Journal of Research in Crime and Delinquency*, 32, 338-358.

DiLulio Jr., J. J., & Piehl, A. M. (1991). Does prison pay? The stormy national debate over the cost-effectiveness of imprisonment. *The Brookings Review*, 9, 28-35. (BB)

Huebner, B. M. (2003). Administrative determinants of inmate violence: A multilevel analysis. *Journal of Criminal Justice*, 31, 107-117.

Irwin, J., & Cressey, D. R. (1962). Thieves, convicts and the inmate culture. *Social Problems*, 10, 142-155.

Light, S. C. (1990). Measurement error in official statistics: Prison rule infraction data. *Federal Probation*, 54, 63-68.

- Lipsey, M. W., & Cullen, F. T. (2007). The effectiveness of correctional rehabilitation: A review of systematic reviews. *The Annual Review of Law and Social Science*, 3, 397-320.
- Martinson, R. (1974). What works? Questions and answers about prison reform. *The Public Interest*, 35, 22-54.
- Morris, R. G., & Worrall, J. L. (2014). Prison architecture and inmate misconduct: A multilevel assessment. *Crime & Delinquency*, 60, 1083-1109.
- Sorensen, J., & Davis, J. (2011). Violent criminals locked up: Examining the effect of incarceration on behavioral continuity. *Journal of Criminal Justice*, 39, 151-158.
- Steiner, B., & Wooldredge, J. (2008). Inmate versus environmental effects on prison rule violations. *Criminal Justice & Behavior*, 35, 438-456.
- Sykes, G. M., & Messinger, S. L. (1960). The inmate social system. *Theoretical Studies in Social Organization of the Prison*, 5-19.
- Sykes, G. M. (1958). *The society of captives: A study of a maximum-security prison*. Princeton, NJ: Princeton University Press.
- Visher, C. A. (1987). Incapacitation and crime control: Does a "lock 'em up" strategy reduce crime? *Justice Quarterly*, 4, 513-543.

## Cyber Criminology CJ 590

### QUESTION #1:

Felson and Cohen's (1979) Routine Activity Theory has been the primary theoretical focus of cybercrime literature for nearly two decades. Why is this so? Be sure to discuss the extent to which the theory's concepts and schema can be transposed to crimes committed in an online environment. What are the limits of the theory's usefulness? Use examples.

### READING LIST:

Bossler, A. M., & Holt, T. J. (2009). On-line Activities, Guardianship, and Malware Infection: An Examination of Routine Activities Theory. *International Journal of Cyber Criminology*, 3(1), 400–420.

Holt, T. J., & Bossler, A. M. (2014). An Assessment of the Current State of Cybercrime Scholarship. *Deviant Behavior*, 35(1), 20–40. <https://doi.org/10.1080/01639625.2013.822209>

Leukfeldt, E. R., & Yar, M. (2016). Applying Routine Activity Theory to Cybercrime: A Theoretical and Empirical Analysis. *Deviant Behavior*, 37(3), 263–280. <https://doi.org/10.1080/01639625.2015.1012409>

Yar, M. (2005). The Novelty of “Cybercrime”: An Assessment in Light of Routine Activity Theory. *European Journal of Criminology*, 2(4), 407–427. <https://doi.org/10.1177/147737080556056>

### QUESTION #2:

The Computer Fraud and Abuse Act (1984) is the federal law which covers the vast majority of cybercrimes in the United States. How has this law changed over time? Trace the definitional, scope, and punitive changes using milestones (e.g. Edward Snowden). Has the law been adequate in addressing the crimes occurring at its various historical stages? What near-future changes will be necessary to address the current cybercrime landscape (i.e. widespread use of encryption)?

### READING LIST:

Jo-Ann M. Adams, Controlling Cyberspace: Applying the Computer Fraud and Abuse Act to the Internet, 12 Santa Clara Computer & High Tech. L. J. 403, 434 (1996)

Kristin Westerhorstmann, The Computer Fraud and Abuse Act: Protecting the United States from Cyber-Attacks, Fake Dating Profiles, and Employees Who Check Facebook at Work, 5 Nat'l Sec. & Armed Conflict L. Rev. 145, 174 (2015-2015)

Vasileios Karagiannopoulos, From Morris to Nosal: The History of Exceeding Authorization and the Need for a Change, 30 J. Marshall J. Info. Tech. & Privacy L. 465, 510 (2014)

### **See also:**

*U.S. v. Morris*, 928 F.2d 504 (2d Cir. 1991)

*U.S. v. Nosal*, 676 F.3d 854 (9th Cir. 2012)

*LVRC Holdings v. Brekka*, No. 07-17116, (9th Cir. Sept. 15, 2009)

## Victimology CJ 590

### QUESTION #1

As we discussed in class, it is important for victims/survivors to understand their rights throughout their interactions with the criminal justice system. There are primarily three areas where this can happen: upon reporting a crime, meeting with a District Attorney, and being present and/or participating in the court proceedings. Identify the victims' rights that a victim/survivor should receive upon meeting with the police to report a crime against themselves or their property. What is the best strategy to provide a victim/survivor with these rights? What victims' rights should a victim be made aware of when first meeting with a District Attorney? How should these rights be communicated? What rights should victims/survivors have during court proceedings? How should these rights be communicated to the victim/survivor?

### QUESTION #2

Discuss the history of the study of Victims' Rights Movement, starting in the 1980s up until now. What role have victims' rights organizations played in moving the field forward? What major political and legislative tactics and policies have been used between the 1980's and today? Be sure to discuss the pros and cons of both national vs. local Constitutional Amendments, at least two federal laws that have been enacted to help victims, and at least four Supreme Court cases that have influenced how victims are treated within the court system.

### READING LIST

Doener, W.G., & Lab, S.P. (2105). *Victimology (7<sup>th</sup> Ed.)*. Waltham, MA: Anderson Publishing.

Moriarty, L.J. (2015). *Controversies in Victimology (2<sup>nd</sup> Ed.)*. London: Routledge Taylor and Francis Group.

**Forensics Science CJ 590**

QUESTION #1

What is “Forensic Science” (FS)? Offer and support a definition of the term. Identify and discuss at least three different classes of evidence offered by FS in the investigation of crime, giving examples of each. Discuss the impact of FS on the operation of the criminal justice system over the last 100 years.

QUESTION #2

Select any appropriate historical event on which a forensic investigation was conducted (i.e.: the great Chicago fire of 1871 or the collapse of the Tacoma Narrows bridge etc.). Identify at least 2-3 piece of forensic evidence critical to the invitation. Discuss techniques of collection, the role of custody, the techniques used to assess the evidence (i.e. : Mass Spectrometry-Gas chromatography, Harmonic resonance specification etc.) and the theory underling the evidentiary conclusions (i.e. the tetrahedron theory of fire).

READING LIST

Saferstein, Richard (2014). *Criminalistics: An Introduction to Forensic Science*, 11th Edition. Upper Saddle River, NJ: Prentice Hall Publishing. ISBN: 978-0133458824

Turvey, B. E., & Ferguson, C. E. (2010). *Forensic criminology*. Academic.

Saks, M. J. (2003). *Ethics in forensic science: Professional standards for the practice of criminalistics*.

**White Collar Crime CJ 590**

QUESTION #1

What is “White Collar Crime” (WCC)? Offer and support a definition of the term. Offer some examples concerning the boundaries of what constitutes WCC crime (i.e. environmental crime?) Discuss the impact of this definition for both criminological theory and research as well as the operation of the criminal justice system.

QUESTION #2

How can we best understand the causes of White-Collar Crime (WCC)? Is WCC better understood as a cultural or structural issue (or something else)? Which criminological theory or theories most accurately describe the causes of WCC theory? Offer examples where appropriate. What policies and/or legal remedies might be offered to most effectively address WCC crime?

READING LIST

Agnew, R., Piquero, N. L., & Cullen, F. T. (2009). General strain theory and white-collar crime  
The criminology of white-collar crime (pp. 35-60): Springer.

Daly, K. (1989). Gender and varieties of white-collar crime. *Criminology*, 27, 769.

Friedrichs, D. O. (2002). Occupational crime, occupational deviance, and workplace crime  
Sorting out the difference. *Criminology and Criminal Justice*, 2(3), 243-256.

Simpson, S. S., & Piquero, N. L. (2002). Low self-control, organizational theory, and corporate  
crime. *Law & Soc'y Rev.*, 36, 509.

Sutherland, E. H. (1940). White-collar criminality. *American sociological review*, 5(1), 1-12.

SCRATCH PAPER

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