Instructions: Answer any two of the following questions. Please notify the proctor when you are finished. If more than two answers are submitted the committee will read only the first two and the third will not be counted in any way. Responses are to be turned in no later than 12:45.

Once a student takes possession of the examination, this will be regarded as an attempt to take the exam, regardless of whether the student completes the exam, hands in any answers or remains for the full period.

1. Sampson and Laub’s life-course approach dominates research that seeks to explain desistance from crime. Describe their basic perspective and the empirical research that bears on it. Then, critique their perspective – what are its problems, limitations, or omissions. How might these be addressed or mitigated?

2. Compare two theories that explain the rise of get-tough punishment policies that arose in the 1980s and thereafter. Discuss empirical research that supports claims made by these theories. Discuss empirical research that counters these claims. Defend which theory you believe provides the most credible explanation and both state and justify the criteria that you use for your assessment.

3. Discuss genetic confounding and how it represents a significant threat to criminological studies that use standard social science methodologies (SSSM’s). In doing so, be sure to discuss heritability, gene-environment correlations and biosocial methodologies that are able to account for genetic confounding.

4. Describe the scholarship on immigration and crime. What theoretical arguments have been made? What is the empirical evidence?