UNIT 2: Criminological Theories

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- **Topic 1.2**: Explain the social construction of criminality (15)
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- **Topic 4.3**: Discuss how campaigns affect policy making (163)
TOPIC 1.1 Compare criminal behaviour and deviance

Learning Objectives:

After studying this Topic, you should be able to:

- Compare criminal behaviour and deviance:
  - Criminal behaviour
    - social definition
    - legal definition
    - formal sanctions against criminals
    - variety of criminal acts.
  - Deviance
    - norms, moral codes and values
    - informal and formal sanctions against deviance
    - forms of deviance.

- Understand: how criminality and deviance is defined; acts that are criminal; acts that are deviant; acts that are both criminal and deviant; the implications of committing a criminal and/or deviant act.

Synoptic links: You should also understand the impact of reporting on public perceptions of crime and deviance.

Getting Started (page 77)

Write your answers to the Getting Started activity here.

1. Imagine you are waiting for and then getting on a bus. What rules do you follow?

2. Make notes on your discussion of how you feel if someone does not follow the rules you stated in question 1.

3. Make any additional notes from the class discussion.

Norms, values and moral codes (pages 77-78)

1. Briefly define the following:
   a. values
   b. norms.
2. Give an example of a value found in all societies.

3. Give an example of a value specific to the UK and the USA.

4. Give an example of a value found in traditional societies.

5. Using an example, explain how norms are linked to values.

Activity: Research Norms (page 77)

A. Using the link, answer the questions that follow.

1. When were homosexual acts between men decriminalised, and what was then the age restriction?

2. When was homosexuality decriminalised in:
   a. Scotland
   b. the Isle of Man
   c. Northern Ireland?

3. When did lesbian parents receive legal recognition to conceive a child through fertility treatment?

4. When was the first lesbian and gay pride march held?

5. Why was Action for Lesbian Parents founded?

6. When was the first gay TV series?
7. When did the first gay MP ‘come out’ while in office?

8. From your answers to questions 1 to 7 and other information from the link, write a brief summary of how norms relating to homosexuality have changed over time.
   Use these headings: ● age of consent ● marriage ● employment ● childbearing ● discrimination.

Moral codes (pages 77-78)

1. What is a ‘moral code’?

2. Briefly describe the Police Code of Ethics.

Activity: Moral codes (page 78)

Write your own personal moral code. What are the key principles, beliefs and values you feel you should live by?
Defining deviance (pages 78-79)

1. What is ‘deviance’?

2. Give examples of the three different ways that behaviour may be seen as unusual:
   a. behaviour that is unusual and good
   b. behaviour that is unusual and eccentric or bizarre
   c. behaviour that is unusual and bad or disapproved of.

3. Briefly explain why the deviance identified in question 2c is the most relevant for criminologists.

4. Why do different societies have different ideas about deviance? Give an example.

Activity: Media Defining deviance (page 78)

A. Using the clip, answer the questions that follow.
   1. At the start of the clip, what do you think the woman is thinking about the Asian man?

   2. When the group of police officers get out of the car and start running, who do you think they are chasing?

   3. Who are they actually chasing?

   4. What is the person they catch carrying?

B. Write a brief summary of what the clip shows you about stereotyping and prejudice. Why are some people stereotyped as deviant while other people are not?
Formal and informal sanctions against deviance (pages 78-79)

1. Briefly explain what is meant by:
   a. formal sanctions
   b. informal sanctions.

2. Give an example of a positive sanction.

3. Briefly explain what is meant by social control.

Question (page 79)

What informal sanctions might you use if a friend lets you down in some way?
Activity: Discussion Sanctions against deviance (page 79)

A. In groups, together make a list of as many forms of deviance as you can think of – at least ten. Include both serious and trivial forms of deviance. (Hint: think of the rules that govern our behaviour – deviance will involve breaking them.)
1. Can you rank them in order of seriousness?
2. Do you all agree on the ranking? Keep your list for the next part of the Activity.

B. In the same groups as for part A and using your list of forms of deviance, discuss and decide what the typical sanction for each form is likely to be in Britain today. In each case, indicate whether the sanction is formal or informal.

<table>
<thead>
<tr>
<th>Form of deviance</th>
<th>Rank</th>
<th>Sanction</th>
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</table>
The legal definition of criminal behaviour (page 79)

1. Briefly explain the two elements that an action must have to be considered a crime:
   a. actus reus
   b. mens rea.

2. Why is meant by ‘strict liability’? Give an example to explain.

3. Briefly explain how self-defence may mean an act is not a crime.

The social definition of criminal behaviour (pages 79-80)

1. Give an example of a harmful act that is not criminal.

2. Can you think of an act that is trivial but is nevertheless against the law?

3. Briefly explain how differing views can affect whether an act is seen as criminal.

4. In what way does law enforcement affect the definition of crimes?

5. Briefly explain how laws and law-making may be affected by groups in society.
### Acts that are criminal (pages 80-81)

#### Seriousness of the offence (pages 80-81)

Briefly explain and give examples of the two types of offences in UK law:

- a. summary offences
- b. indictable offences.

#### Subject matter of the offence (page 81)

Give examples of the main categories of indictable offences:

- a. violence against the person
- b. sexual offences
- c. offences against property
- d. fraud and forgery
- e. criminal damage
- f. drug offences
- g. public order offences.
# Formal sanctions against criminals (pages 81-82)

## Custodial sentences (page 81)

1. What determines the length of a custodial sentence?

2. When can prisoners serving a life sentence apply for parole?

3. What is an indeterminate sentence, and when can it be imposed by the courts?

## Community sentences (pages 81-82)

1. List some of the sentences that are served in the community.

2. What three factors determine the size of a fine?

3. Briefly explain:
   a. conditional discharge
   b. absolute discharge.

## Police sanctions (page 82)

1. What is a ‘caution’ and when is it used by the police or CPS?
2. What is a ‘conditional caution’?

3. What are ‘penalty notices for disorder’ and when are they used?

Other implications of committing a criminal act (page 82)

Briefly outline four other implications of committing a criminal act:

a. 

b. 

c. 

d. 

Activity: Media Sentencing (page 82)

1. What does the clip suggest about how you would decide on a sentence for a criminal?

2. What is one of the most important things judges and magistrates should consider when sentencing?
3. What do judges and magistrates use to decide on sentences?

4. Although circumstances of crimes might be different, what is always the same?

5. Note the 8 points that judges and magistrates consider when deciding on a sentence and give examples of each one.

6. What are the four main types of sentence?

7. Why is prison used as a punishment?
8. How much time will someone spend in prison?

9. What do community sentences include?

10. What determines the level of a fine?

11. What is a discharge? Why are they sometimes used?

**Acts that are both criminal and deviant (pages 82-83)**

Briefly outline the following:
1. Why some acts are considered criminal but not deviant.

2. Why some acts are considered deviant but not criminal.
Preparing for the exam (page 83)
Answer the questions here, using the Advice on page 83 to help you.

1. Describe two formal sanctions against criminals. (4 marks)

2. Explain the difference between deviance and crime, using examples of each. (7 marks)

Continue on a separate sheet if necessary.
TOPIC 1.2 Explain the social construction of criminality

Learning Objectives:

After studying this Topic, you should be able to:
- Explain the social construction of criminality including the following:
  ■ how laws change from culture to culture
  ■ how laws change over time
  ■ how laws are applied differently according to circumstances in which actions occur
  ■ why laws are different according to place, time and culture.

Synoptic links: You should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.

Getting Started (page 84)

Write your answers to the Getting Started activity here.

1. Make a list of examples of:
   a. activities that are illegal in the UK but legal in other countries
   b. activities that are legal in the UK but illegal in other countries
   c. activities that used to be illegal that are now legal in the UK
   d. activities that used to be legal in the UK but that are now illegal.

2. Make notes on any situations you can think of where the same act may be seen as either legal or illegal.

3. What conclusions can you draw about how or why actions are defined as illegal?
What is the social construction of criminality? (page 84)

1. What is meant by ‘social construction’?

2. Briefly explain how the social construction of crime can explain changes in the laws of a country.

Activity: Media Social construction (page 84)

1. Why does defining crime present us with difficulties?

2. According to Steve Case, how does ‘what is crime?’ vary?

3. How has the definition of crime changed in the UK? Use an example to illustrate this.

4. Up until 1998, what was youth crime constituted by?

5. What happened to the age of criminal responsibility in 1998?

6. What did that do to the category of youth crime?

7. Why do these changes present a difficulty for defining crime?

8. What does Steve Case mean by a ‘universal’ definition of crime? Why is it not possible to have a universal definition?
How laws change from culture to culture (pages 84-87)

Polygamy (pages 84-85)

1. What is meant by:
   a. polygamy
   b. polygyny
   c. polyandry?

2. List the places where polygamy (polygyny and polyandry) is legal.

3. Briefly explain two reasons why the laws on polygamy vary between cultures:
   a. 
   b. 

Adultery (pages 85-86)

1. What is ‘adultery’?

2. Briefly outline where adultery is a crime.

3. Where is adultery legal?

4. Briefly explain two reasons why the laws on adultery vary between cultures:
   a. 
   b. 
Activity: Research Adultery (page 86)

1. For how long had adultery been a crime in India?

2. How was the crime of adultery defined?

3. Why do you think there is no data for prosecutions under this law?

4. Summarise who challenged the law and why.

5. Summarise what the adultery law said.

6. Summarise what the judges said.

7. List other places where adultery is a crime.

8. What other challenges have there been to the law and why were they not successful?
Homosexuality (page 86)

1. What is ‘homosexuality’?

2. Briefly outline where homosexuality is a crime.

3. Where is homosexuality legal?

4. Briefly explain three reasons why the laws on homosexuality vary between cultures:
   a.
   b.
   c.

Cannabis (pages 86-87)

1. What is the maximum punishment for (a) possession and (b) supply of cannabis in the UK?

2. Where is possession of cannabis legal?

3. Briefly explain two reasons why the laws on cannabis vary between cultures:
   a.
   b.
Question (page 87)

Can you think of any other arguments for or against legalising the possession of cannabis for personal use?

How laws change over time (pages 87-91)

Homosexuality (page 87)

1. Briefly describe how the laws on same-sex relationships changed in the UK between 1885 and 2000.

2. Briefly describe how the laws on homosexuality have changed in India.

3. Briefly explain four reasons why the laws on homosexuality have changed over time:
   a. 
   b. 
   c. 
   d. 
Drug laws (page 88)

1. Briefly describe how drug laws have changed over time in Portugal.

2. Briefly describe the impact of changing drugs from a criminal issue to a public health issue.

3. Briefly explain why the laws on drugs have changed in Portugal since 1975.

Activity: Media Legalising drugs (page 88)

A. Using the clip, answer the questions that follow.

1. What are the police in Portugal concerned with?

2. Why has no-one been arrested for drug possession in the last 17 years in Portugal?

3. What are the allowable limits for drug possession in Portugal?

4. When did Portugal decriminalise drugs and what did it mean?

5. Why did the decriminalisation happen? Give a brief summary.
6. What percentage of the population were addicted to heroin by the 1990s?

7. Why were rates of AIDS infections so high?

8. What has happened since decriminalisation to:
   a. drug use
   b. drug induced deaths
   c. AIDS infections and overdoses among addicts?

9. What does the drug outreach unit provide?

10. Why has decriminalisation helped reduce drug problems for addicts?

11. What has decriminalisation meant for casual drugs users?

12. What did the 2017 report show about drug use in Portugal?

13. What is the key difference between how those caught with drugs are dealt with in Portugal as compared with the rest of the EU?

14. What happens at the Commission for the Dissuasion of Drug Abuse (CDDA)?

15. What age are those who attend the CDDA and what is the main drug they are caught with?

16. What happens if someone is caught more than once and sent to the CDDA?

17. Does it seem that the policy prevents the use of drugs? Give reasons for your answer.
18. Why has this model not been used elsewhere?

b. Summarise the changes to the drugs laws in Portugal since 2001. How does this show that laws and criminality are socially constructed?

**Gun control laws (page 89)**

1. Briefly outline the two mass shootings that led to changes in gun control laws in the UK:
   a. 
   b. 

2. Briefly describe the two changes that were made to the gun control laws in 1997.
   a. 
   b. 

3. Briefly outline how the following campaigns helped to change gun control laws in the UK:
   a. the Gun Control Network
   b. the Snowdrop Campaign.
Activity: Media Gun control (page 89)

1. What happened on 13 March 1996 at Dunblane Primary School?

2. What did the parents do after Dunblane?

3. How many signatures did the parents collect?

4. Following a similar shooting to Dunblane at Sandy Hook Elementary School in the United States, what advice did the parents of the Dunblane victims give to parents of other victims of shootings?

5. What has happened since Dunblane in relation to gun ownership?

6. According to the clip, what has happened to gun crime in the UK since Dunblane? Give the figures.

7. How might UK law have prevented the killings at Sandy Hook in the US?

8. The clip on Dunblane was recorded in 2013. What types of killings have increased?
Laws relating to children (pages 89-90)

1. Briefly explain why childhood is a good example of social construction.

2. Briefly describe the dominant idea of childhood in British society today.

3. Briefly explain how childhood was seen until the 13th century.

4. How has the idea of childhood changed over time?

5. Briefly explain how the following changes in laws reflect society’s view of childhood:
   a. laws excluding children from paid work
   b. compulsory schooling
   c. child protection and welfare legislation
   d. children’s rights
   e. laws and policies that only apply to children.
Question (page 90)

Should children have all the same rights as adults? If so, from what age?

Activity: Research Legal age limits (page 90)

1. Note the legal ages for each of the following (give details of all ages where there is more than one):
   a. voting
   b. leaving home
   c. work
   d. education
   e. marriage and civil partnership
   f. sexual consent
g. alcohol

h. driving

i. joining the armed forces

j. receiving child benefit.

2. From the answers for 1a to 1j above:
   a. At what age do you think a person should no longer be considered a child? Give reasons for your answer.
   
   b. Are there any contradictions in the age limits?
   
   c. Which of the ages above would you change and why?

3. Now share your answers to Question 2 with the class.
Laws concerning physical punishment (pages 90-91)

1. What is meant by capital punishment?

2. Give four examples of types of corporal punishment.

3. Describe what happened to capital punishment in the UK between 1723 and 1965.

4. Describe what has happened to the use of corporal punishment in the UK.

5. Briefly outline four reasons why the laws concerning physical punishment have changed.
   a. 
   b. 
   c. 
   d. 
How laws are applied differently according to circumstances in which actions occur (pages 91-92)

**Differential enforcement of the law (pages 91-92)**

1. Briefly explain how moral panics can affect how offenders are treated by the law.

2. According to Chambliss and Cicourel, how do typifications affect how different groups are treated by the police?

3. According to Piliavin and Briar, how do ‘situational factors’ affect police officers’ decisions?

**Age of criminal responsibility (page 92)**

1. What is meant by ‘the age of criminal responsibility’?

2. Why are individuals below the age of criminal responsibility treated differently by the law?
Questions (page 92)

1. From what age should children be held responsible for crimes they commit?

2. At what age should young people face the same punishments as adults?

Youth courts and punishments (page 92)

Briefly explain how offenders aged 10 to 17 are dealt with by the courts.

Homicide (page 92)

Briefly explain the three special defences contained in the Homicide Act 1957:

a. diminished responsibility

b. loss of control

c. automatism.
Activity: Research You be the judge (page 92)

1. Each pair in the class should choose one of the crimes on the screen. This will allow you to be the judge and pass sentence on the case.
2. Click on your chosen crime and with your partner, work through the videos and questions. As you work through, make notes on each of the sections. This will help you decide on your final sentence.
3. Each group should report back to the class about their case, the evidence, their sentencing and whether that reflects the actual sentence.

Make your notes here.
Prefering for the exam (page 93)
Revise Topic 1.2 from your notes and textbook (pages 84-92), then answer the question below.
When you have written your answer, compare it with the answer by Chloe on page 93 of your textbook and add in any extra points you feel are relevant.
Using relevant examples, analyse how and why laws can vary over time. (9 marks)

Continue on a separate sheet if necessary.
TOPIC 2.1 Describe biological theories of criminality

Learning Objectives:

After studying this Topic, you should be able to:
- Describe biological theories including:
  ■ genetic theories such as Jacobs XYY study, twin and adoption studies
  ■ physiological theories such as Lombroso, Sheldon.

Getting Started (page 94)

Write your answers to the Getting Started activity here.

1. What does it mean to say that some people are ‘born criminals’?

2. Crime often runs in families. Why do you think this is?

3. Why does drinking alcohol sometimes lead to criminal behaviour? What kinds of crimes do you associate with alcohol?

Biological theories of criminality (page 94)

1. Briefly describe each of the following biological explanations:
   a. physiological theories
   b. genetic theories
   c. brain injuries and disorders
   d. biochemical explanations.
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<thead>
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<th>Lombroso’s theory: ‘born criminals’ (pages 94-95)</th>
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<tbody>
<tr>
<td>1. According to Lombroso, how do criminals differ from non-criminals?</td>
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<td>2. What research did Lombroso carry out?</td>
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<td>3. What did Lombroso conclude from his research?</td>
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<td>4. What is meant by ‘atavism’?</td>
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<td>5. According to Lombroso, why were criminals like ‘savages’?</td>
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<td>6. Explain why Lombroso thought that people were ‘born criminals’.</td>
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<td>7. What were the two other types of criminals that Lombroso identified?</td>
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<tr>
<th>Sheldon’s somatotypes theory (pages 95-96)</th>
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<tr>
<td>1. How did Sheldon see criminals?</td>
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<td>2. Briefly describe the three somatotypes identified by Sheldon:</td>
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<tr>
<td>a. endomorphs</td>
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<td>b. ectomorphs</td>
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c. mesomorphs.

3. According to Sheldon, which somatotype is most likely to commit crime and why?

Questions (page 96)

1. How far would you say mesomorphs fit the stereotype of what criminals are *supposed* to look like?

2. What kinds of crimes do you think the public would associate them with and why?

3. What sorts of crimes might endomorphs or ectomorphs be stereotyped as committing?

Genetic theories (pages 96-97)

1. What does the Cambridge Study in Delinquent Development show about crime in families?

2. What did Osborn and West find about crime in families?
### Twin studies (page 96)

1. Briefly describe how genetic theories explain why crime runs in families.

2. Why are twin studies used to test genetic theories?

3. Briefly describe the evidence from Christiansen’s twin study in Denmark.

4. What did the study by Ishikawa and Raine show?

5. Briefly explain how the two studies in questions 3 and 4 support genetic theories of criminality.

### Adoption studies (pages 96-97)

1. How do adoption studies test for genetic causes of crime?

2. Briefly explain how adoption studies could show a genetic link to crime.
3. What does the evidence from Mednick et al’s study show about the genetic causes of crime?

Question (page 97)

Why might it be important to know whether or not the adoption took place soon after birth?

Activity: Media Twin and adoption studies (page 97)

A. Using the clip, answer the questions that follow. The clip uses schizophrenia as an example to discuss nature and nurture, but the points made about studying schizophrenia also apply to studying criminal behaviour.

1. According to the clip, why are twin studies and adoption studies important to researchers?

2. What are monozygotic twins?

3. What are dizygotic twins?

4. What do both monozygotic and dizygotic twins share?
5. How are dizygotic twins different to regular siblings? Give an example to illustrate this.

6. According to the clip, what might a scientist want to find out about schizophrenia?

7. How do twin studies help scientists to isolate causes from nature or nurture? Use schizophrenia as an example to explain.

8. What problems are there with twin studies?

9. How do adoption studies help us understand the difference between nature and nurture as causes?

10. Why might adoption studies be a problem for understanding nature and nurture?

11. How can twin and adoption studies be combined?
12. Why might these studies be problematic?

13. Summarise how twin and adoption studies could highlight whether something has a genetic cause.

14. Summarise how twin and adoption studies could highlight whether something has an environmental cause.

B. As a whole class, using your answers from 1-14, discuss how twin and adoption studies can be used in understanding the genetic causes of criminal behaviour. Write a brief summary of your discussion.

Jacob’s XYY study (page 97)

1. What are chromosomes?

2. How many chromosomes do humans normally have?

3. What sex chromosomes do (a) females and (b) males possess and which parent are they inherited from.
   a. females
b. males.

4. Briefly describe the ‘super male syndrome’. What is the chromosomal abnormality and what is the effect of this abnormality?

5. Briefly outline the evidence that supports the view that ‘super male syndrome’ can be a cause of criminality.

Question (page 97)

What problems might there be in drawing conclusions about the causes of criminality from only studying inmates of secure psychiatric hospitals?

Brain injuries and disorders (page 98)

Brian injuries (page 98)

What have studies shown about the effect of brain injuries on criminality?
Activity: Media *Brain injury* (page 98)

1. According to the clip, what was Phineas Gage like before the accident?

2. What did Phineas Gage's accident mean for understanding the brain?


4. How long did it take for Gage's wound to heal?

5. What could Gage do normally after the accident?

6. What aspects of Gage's personality changed after the accident?

7. Why was Gage fired from his job?

8. Why was Gage kept away from women and children?

9. What was the 'vital force' theory and how does Gage's case support this theory?

10. What did the 'localisers' think about the brain and how does Gage's case support their theory?
11. Briefly explain why both theories about the brain are partly true.

12. From recent studies, what is the impact of frontal lobe damage?

13. How does this case help us to understand how brain damage might affect criminality?

Diseases (page 98)

1. Briefly describe how *encephalitis lethargica* was linked to criminality in the 1920s.

2. Which other diseases have been linked to criminality?

3. How is brainwave activity measured?

4. Which types of criminals have been found to have abnormal brainwave activity?
### Topic 2.1

**Sex hormones (page 98)**

1. Briefly describe how testosterone can be linked to criminality.

2. Briefly outline the types of hormone changes women have used as a defence when charged with crimes.

**Activity: Media Testosterone (page 98)**

1. According to Steve Jones, what sort of gene causes crime?

2. What is the main function of testosterone?

3. Why do some men take additional testosterone?

4. What is the impact of taking extra testosterone?
5. What are men more likely than women to die of, even at the age of four years?

6. What reason does Steve Jones give for men being more likely than women to be struck by lightning?

7. Why does testosterone make men more likely to die of infectious diseases?

8. How many times more frequently do men commit murder compared with women? What does Steve Jones give as a reason for this?

9. What is the murder rate per million of the population in
   (a) Detroit
   (b) the United Kingdom?

10. What other reason does Steve Jones give for high rates of murder in a city such as Detroit?

11. According to Steve Jones, how are nature and nurture linked when considering crime?

12. Which factor can you change when considering why a person commits crime?
Blood sugar levels (page 99)

Briefly describe how blood sugar levels can have an impact on criminality.

Substance abuse (page 99)

Briefly describe how substance abuse can have an impact on criminality.

Other substances (page 99)

Briefly describe how other substances can have an impact on criminality.

Activity: Research Serotonin (page 99)

A. Using the link, answer the questions that follow.
1. What is serotonin and why is it called ‘the happy chemical’?

2. What are low levels of serotonin associated with?
3. What do neurotransmitters do?

4. List the disorders that serotonin may play a role in. How might these be linked to criminal behaviour?

5. What other bodily functions does serotonin have a role in?

6. What is tryptophan and why is it important?

7. Make a list of the foods that contain tryptophan.

8. Using your answers from section A:
   1. What advice would you give to a chef at a Young Offenders Unit on what foods to serve to those with aggressive tendencies?
   2. Prisons have about £2 per day to feed each prisoner. Create a menu for a full day that would be appropriate for those with aggressive tendencies.
Preparing for the exam (page 99)
Answer the questions here, using the Advice on page 99 to help you.

1. Describe two features of physiological theories of criminality.  
   (4 marks)

2. Describe how genetic theories use twin studies and adoption studies to explain criminality.  
   (8 marks)

Continue on a separate sheet if necessary.
TOPIC 2.2 Describe individualistic theories of criminality

Learning Objectives:

After studying this Topic, you should be able to:
- Describe individualistic theories including:
  ■ learning theories e.g. Bandura
  ■ psychodynamic theories e.g. Freud
  ■ psychological theories e.g. Eysenck.

Getting Started (page 100)

Write your answers to the Getting Started activity here.

1. What type or types of personality do you think criminals might have?

2. Do different types of offender (e.g. burglars, sex offenders, conmen, serial killers etc.) have particular personality types?

3. Are offenders born with a personality that causes them to offend? Or do they acquire it from their upbringing and environment?

Psychodynamic theories (pages 100-102)

Psychoanalysis (pages 100-101)

1. According to Freud, what determines our personality and future behaviour?

2. Briefly describe the three elements of personality Freud identified.
   a. the id
b. the superego

c. the ego.

3. According to psychoanalytic theories, what causes anti-social behaviour?

4. Briefly explain how the following problems with the superego can explain crime:
   a. a weakly developed superego

   b. a too harsh and unforgiving superego

   c. a deviant superego.

Activity: Media *Id, ego and superego* (page 101)

A. Using the clip, answer the questions that follow.
1. According to Freud, what is personality governed by?

2. What are the key features of the id?
3. Which cartoon character is the id likened to in the clip?

4. What is the ‘pleasure principle’?

5. Using the example of a baby, how does the id affect behaviour?

6. What are the key features of the superego?

7. Which cartoon character is the superego likened to in the clip?

8. What are the key features of the ego?

9. Which cartoon character is the ego likened to in the clip?

8. Using the three concepts discussed in the clip, how might we explain why some people commit crime?
**Question (page 101)**

How far do you agree that our early experiences in the family shape our personalities and future behaviour? Give your reasons.

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**Bowlby’s maternal deprivation theory (pages 101-102)**

1. According to Bowlby, what causes deviant or anti-social behaviour?

2. What can happen to a child if they do not form the correct attachment at an early age?

3. Briefly outline the evidence that supports Bowlby’s theory.

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**Eysenck’s personality theory (pages 102-103)**

1. According to Eysenck, what is criminality the result of?

2. Briefly outline the following dimensions of personality identified by Eysenck:
   a. extraverted
   
   b. introverted
3. Briefly describe the Eysenck Personality Questionnaire.

4. What is meant by ‘conditioning’?

5. Briefly explain Eysenck’s argument that genetic inheritance can cause a criminal personality in the case of:
   a. extraverts
   b. neurotics.

6. Briefly outline the additional personality dimension of psychoticism.

Question (page 102)
Perhaps introverts are just as likely to commit crimes as extraverts, but less likely to get caught. How would you explain this?
Activity: Research *The Eysenck Personality Questionnaire* (page 102)

A. Complete the personality questionnaire online.
B. When you have completed the questionnaire, it will place you on Eysenck’s diagram (using a little red dot).

1. What does it say your personality type is?

2. Do you agree that it’s a fair description of you? (Read the descriptions of the four different types in the diagram on page 102 of your textbook to see if you fit the description.)

3. Ask a classmate where they would place you on the diagram – before you tell them your result!

Learning theories (pages 103-105)

Briefly describe the three key features of learning theories:

1. 

2. 

3. 

Sutherland’s differential association theory (page 103)

1. According to Sutherland, where do individuals learn criminal behaviour?
2. Briefly outline the two factors that result in criminal behaviour according to Sutherland:
   a. imitation
   b. learned attitudes.

3. Use the example of white collar crime to illustrate Sutherland’s idea of learned attitudes.

Question (page 103)
Apart from the idea that ‘everyone’s doing it’, what other justifications might criminals give for their behaviour?

Operant learning theory (page 104)
1. What is the basic idea of operant learning theory?

2. What is meant by ‘behaviourism’?
3. Briefly describe how differential reinforcement theory explains criminal behaviour.

Activity: Media Operant conditioning (page 104)

A. Using the clip, answer the questions that follow.
1. According to the clip, how does ice cream act as a reward?

2. Briefly explain Thorndike's 'law of effect'.

3. What was Skinner trying to discover with his experiments?

4. What was the goal of the Skinner Box experiment?

5. What did Skinner call rewards?

6. How did Skinner reinforce behaviour in the mouse?
7. What happened to the behaviour of the mouse as a result of the reinforcement?

8. What did Skinner do to the mouse in the Skinner Box to demonstrate negative reinforcement?

9. Describe the example of negative reinforcement in our own lives.

10. Describe how Skinner demonstrated punishment in the Skinner Box.

8. Explain how Skinner’s work on operant conditioning might help us to understand why some people commit crime.

Social learning theory (page 104)

1. According to Bandura, how do we learn much of our behaviour?

2. What did Bandura mean by ‘models’?

3. How do consequences affect our behaviour?
4. Briefly describe the three groups used in the Bobo doll experiment:
   a. group 1
   b. group 2
   c. group 3.

5. Briefly describe the responses of each of the groups in the experiment:
   a. group 1
   b. group 2
   c. group 3.

6. Briefly outline what the Bobo doll experiment shows about criminal behaviour.

Activity: Media Social learning theory (page 105)

A. Using the clip, answer the questions that follow.
   1. What was Bandura curious to learn?

   2. What is a Bobo doll?

   3. Briefly explain what Bandura did in his experiments.
4. What was Bandura trying to find out about the children?

5. What did the children in the experiment do to the Bobo doll?

6. What did the children’s behaviour show?

7. Describe the criticism Bandura received about the experiment.

8. How did Bandura change his experiment after the criticism?

9. How did the children who had watched the Bobo video behave, compared with the children who had not?

10. What does this prove?

11. What is ‘modelling’?

12. What are ‘role models’?

13. What are the impacts of role models on children’s behaviour?
14. Why is modelling so important?

B. Read the section on social learning theory on page 104 of your textbook. A further important aspect of Bandura’s study, not fully covered in the clip you have just watched, was whether the models in the film were rewarded or punished for their behaviour to the Bobo doll.

1. From your answers to 1-14, what does the behaviour of group 1 and group 2 (textbook, page 104) tell us about social learning?

2. In what way is this similar to operant conditioning (page 104)?

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**Cognitive theories of crime** (page 105)

1. What is meant by ‘cognition’?

2. What do cognitive theories of crime argue?

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**Criminal personality theory** (page 105)

1. What is the key idea of Yochelson and Samenow?

2. Briefly explain what is meant by ‘thinking errors’.
Activity: Research *Criminal personality theory* (page 105)

A. Use the link to list the top ten criminal thinking errors.

B. Using the top ten thinking errors, complete the following:
1. How might some of these thinking errors lead to criminal behaviour?

2. Look at the corrections to the thinking errors. Using the theories you have studied so far (either individualistic or biological), explain why some criminals might have difficulties making these corrections.

Kohlberg’s moral development theory (page 105)

1. Briefly outline Kohlberg’s view of how our ideas of right and wrong develop.

2. What does this theory suggest about criminals’ moral development?
Describe individualistic theories of criminality

Preparing for the exam (page 106)

Revise Topic 2.2 from your notes and textbook (pages 100-105), then answer the question below.

When you have written your answer, compare it with the answer by Mo on page 106 of your textbook and add in any extra points you feel are relevant.

Describe Eysenck’s theory of the causes of criminality. (9 marks)

Continue on a separate sheet if necessary.
TOPIC 2.3 Describe sociological theories of criminality

Learning Objectives:

After studying this Topic, you should be able to:
- Describe sociological theories including:
  - social structure e.g. Marxism, functionalism
  - interactionism e.g. labelling
  - realism e.g. left and right realism.

Getting Started (page 107)

Write your answers to the Getting Started activity here.
1. Discuss and makes notes on how you learned right and wrong as a child.

2. Give one example each of a time when you did wrong and what happened to you.

3. How do you think the way in which you are brought up by your parents and carers affects how you behave when you grow up? Might this affect whether you become a criminal?

Sociological theories of criminality (page 107)

What is the basic idea behind sociological theories of criminality?
Briefly explain the focus of structural theories.

**Durkheim's functionalist theory** (page 107)

1. How do functionalists such as Durkheim view society?

2. According to Durkheim, why do most people conform to society’s norms and values?

3. Why is crime inevitable?

4. What is meant by ‘anomie’?

**The functions of crime** (pages 107-108)

1. Briefly outline the four functions of crime:
   a. boundary maintenance
   
   b. social change

2. safety valve

3. warning light.
Activity: Research *The functions of crime* (page 108)

Make notes on your newspaper or internet crime stories here. Include details of the functions of crime and/or deviance these stories illustrate.

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**Merton’s strain theory** (pages 108-109)

1. According to Merton, what is the root cause of crime?

2. According to Merton, what goal does American society say that its members should pursue?

3. Briefly explain why some members of society may have ‘blocked opportunities’.

4. What is meant by ‘strain’?

5. Briefly describe the four possible deviant ways of adapting to strain:
   a. innovation
   b. ritualism
   c. retreatism
   d. rebellion.
### Subcultural theories of crime (page 108)

1. What are ‘delinquent subcultures’?

2. What is the key idea of subcultural theories?

### Albert Cohen: status frustration (page 109)

1. In what way does Cohen agree with Merton?

2. Briefly outline two ways in which Cohen’s theory differs from Merton’s:
   a.
   b.

3. According to Cohen, why do working-class boys suffer from ‘status frustration’?

4. What is meant by ‘alternative status hierarchy’ and what does this offer to working-class boys?

### Cloward and Ohlin (page 109)

Briefly outline the three types of subculture that different neighbourhoods give rise to:

a.

b.
Question (page 109)

What similarities and differences are there between retreatist subcultures and Merton’s idea of retreatism as an adaptation to strain?

Interactionism (pages 109-111)

1. Give an example of an interaction that is based on labels.

2. According to interactionists, why are the concepts ‘crime’ and ‘criminals’ social constructs?

Labelling theory (pages 109)

1. According to labelling theory, when does an act become deviant or criminal? Give an example.

2. According to labelling theory, what must we focus on to understand criminality?
**Differential enforcement of the law (pages 109-110)**

1. What is meant by ‘differential enforcement’?

2. Briefly describe Piliavin and Briar’s findings on police decisions to arrest suspects.

3. According to Cicourel, which groups are most likely to fit police typifications?

**Labelling and the self-fulfilling prophecy (page 110)**

1. According to Lemert, what is meant by:
   a. primary deviance
   b. secondary deviance?

2. What may be the result of secondary deviance?

3. What is meant by a ‘self-fulfilling prophecy’?

**Activity: Media Labelling (page 110)**

1. What are the labels we give people based on?

2. What do these labels determine?
3. What does labelling theory focus on?

4. What is the legal classification of marijuana in the US and how did this affect the use of medical marijuana?

5. How and why has the view of medical marijuana changed?

6. How does the difference between how Sarah would be labelled in Iowa and in Colorado show the importance of societal reaction in creating deviance?

7. What is the definition of:
   a. primary deviance
   b. secondary deviance?

8. How does labelling lead to a master status?

9. Can you think of one personal experience where you have either been the person labelling or the person labelled because an action was seen as deviant?
10. How did you or the person labelled respond to the label?

11. What is one action that society defines as deviant and has a strong reaction to?

12. What other labels does society give those identified as deviant?

13. How does the definition of deviance change depending on what community or culture you are in? (Look back at your work from Topics 1.1 and 1.2 to help you.)

The deviance amplification spiral (pages 110-111)

1. Briefly explain what is meant by the ‘deviance amplification spiral’.

2. Briefly explain how the example of the mods and rockers illustrates three aspects of the deviance amplification spiral:
   a. 
   b. 
   c. 
3. Briefly describe Jock Young’s findings about the impact of labelling on the hippies in his study.

**Interactionism and crime statistics** (page 111)

Why do interactionists reject the use of crime statistics? Use an example to illustrate your answer.

**The Marxist theory of crime and law** (pages 111-112)

1. According to Marxists, what shapes people’s behaviour?

2. Briefly describe the two classes in society:
   a. the ruling capitalist class
   b. the working class.

3. According to Marxists, what is the role of the law and the criminal justice system?

**Capitalism causes crime** (page 111)

Briefly explain the four ways in which capitalism is criminogenic:

a.
Activity: Discussion *Marxism and crime* (page 112)

1. A woman steals a loaf of bread from her local supermarket because she has no money.
2. A young man sells drugs so that he can afford a new pair of trainers.
3. A gang of youths graffiti a local train station because they are bored.
4. A company fails to protect its workers because the safety equipment is too expensive and a worker is killed.

A. In your view, which of these crimes is the worst?

B. Which of these crimes would you say are most likely and which ones are least likely to result in a prosecution? Give reasons for your answer.

C. Explain how Marxist theories would link each of these crimes to capitalism.
Making and enforcing the law (page 112)

1. According to Chambliss, why are laws made? Give an example.

2. In what way do Marxists agree with interactionists?

3. Give three examples of white collar and corporate crimes being less likely to be prosecuted than working-class street crimes:
   a. 
   b. 
   c.

Question (page 112)

What laws could be introduced to distribute wealth more equally?

Ideological functions of crime and the law (page 112)

1. What is meant by ‘ideology’?

2. Briefly outline three ways in which ideas about crime and the law are ideological:
   a. 
Topic 2.3
Describe sociological theories of criminality

Right realism and crime (pages 112–113)

1. How do right realists see crime?

2. According to right realists, what is the best way to reduce crime?

The causes of crime (pages 112-113)

1. According to Wilson and Herrnstein, what makes some individuals more likely to commit crime?

2. According to right realists, what is the best agency of socialisation?

3. According to Murray, why is the nuclear family being undermined?

4. According to Murray, why are the underclass more likely to be criminal?

3. According to Marxists, what do these ideas encourage?
5. Briefly outline rational choice theory.

6. How do right realists explain a high crime rate?

7. Briefly describe Felson’s routine activity theory.

8. Briefly explain one problem of rational choice theory.

**Question (page 113)**

Why might right realism be better at explaining crimes such as burglary or shoplifting than violent crimes such as assault?

**Left realism and crime (pages 113-114)**

According to left realists:

a. What is the root of all crime?

b. Who are the main victims of crime?

c. Where are crime rates highest?

d. How can crime be reduced?
### The causes of crime (pages 113-114)

#### Relative deprivation (page 114)

1. What is meant by ‘relative deprivation’?

2. According to Lea and Young, what two factors increase people’s sense of relative deprivation?
   a. 
   b. 

3. Briefly describe how the two extremes of lifestyle might cause crime.

4. Briefly explain what is meant by ‘relative deprivation downwards’.

### Question (page 114)

What similarities can you see with Merton’s ideas of money success, blocked opportunities and strain?

### Subculture (page 114)

1. Why do criminal subcultures resort to crime?
Topic 2.3
Describe sociological theories of criminality

Marginalisation (page 114)

1. What is meant by ‘marginalisation’?

2. Why are groups who are marginalised more likely to express their frustration through crime?

Surveillance theories (pages 114-116)

Give three examples of how surveillance is carried out.

Foucault: the Panopticon (page 115)

1. According to Foucault, how are we controlled in modern society?
2. Briefly describe the design of the Panopticon.

3. How does the design of the Panopticon encourage good behaviour?

Activity: Media Foucault (page 115)

1. In your own words, briefly describe Bentham’s Panopticon.

2. What was the consequence of the Panopticon for the prisoners?

3. What is the advantage of the Panopticon for the guards?

4. What are the four principles of the Panopticon? Try to explain each one.

5. How does the Panopticon expand the power of the guards?

6. Do you think you went to a panoptic school? Give reasons for your answer.

7. What do you think would be the key features of a panoptic country?
8. What did Edward Snowden discover about a range of governments?

9. Why are six British journalists suing the Metropolitan Police?

10. What was being recorded about the journalists?

11. Why do the police ask for your name and address if they stop you?

12. According to Foucault, what does surveillance do?

13. How might ‘stop and search’ link to the Panopticon?

14. What proportion of stop and searches result in an arrest? Who is more likely to be stopped and searched?

15. What does Foucault's work tell us about surveillance?

16. Why is surveillance never politically neutral?

17. As suggested in the clip, try to think of ways we could dismantle panoptic structures and replace them with alternative strategies.
Synoptic surveillance (page 115)

1. According to Mathiesen, what is meant by the ‘Synopticon’?

2. Briefly describe an example of synoptic surveillance.

Question (page 115)

What other situations can you think of where you are either being monitored or you are monitoring others?

Actuarial justice and profiling (page 116)

1. What is an actuary?

2. According to Feeley and Simon, what is actuarial justice?
Prefering for the exam (page 116)
Answer the questions here, using the Advice on page 116 to help you.

1. Describe **two** functions of crime for society, using relevant examples. (4 marks)

2. Describe the labelling theory of criminality. (8 marks)
TOPIC 3.1 Analyse situations of criminality

Learning Objectives:

After studying this Topic, you should be able to:

- Analyse situations relating to:
  ■ different types of crime
  ■ individual criminal behaviour.

- Have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.

- Analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for Learning Outcome 2.

Getting Started (page 117)

Write one sentence on each of three different explanations from the following perspectives:

1. Biological
   a. 
   b. 
   c. 

2. Individualistic
   a. 
   b. 
   c. 

3. Sociological
   a. 
   b. 
   c.
### Labelling theory (page 117)

Summarise how labelling theory would explain Eddie’s case.

### Subcultural theory (page 118)

Summarise how subcultural theory would explain Eddie’s case.

### Social learning theory (page 118)

Summarise how social learning theory would explain Eddie’s case.
The case of the Ford Pinto (pages 118-119)

1. Summarise the problems facing the Ford Motor Company in the 1970s.

2. What did Ford’s tests show about the safety of the car?

3. Why were Ford prosecuted in 1978?

Activity: Media Corporate crime 1 (page 118)

1. Why did American car buyers want smaller, more efficient models?

2. Which country was supplying the kinds of vehicles buyers wanted?

3. Why did Ford want to produce their new range quickly?

4. What problem did Ford notice with the new Pinto during testing?

5. What regulations existed regarding gas tanks in collisions, at the time of testing?
6. Despite the Pinto conforming to government regulations, why could it be seen as wrong to go ahead with production of the car?

7. How much would re-designing the gas tank have cost and who would have paid for the change?

8. What was the damage Ford predicted if the car was not re-designed?

9. What did Ford use to calculate the loss if the car was not re-designed?

10. Why might the measures used by Ford, to determine the ‘cost’ of the re-design, be inappropriate?

11. What happened when the car was sold to people?

12. What was the additional cost for the re-design for the customers? Do you think they would have paid this if they had known the problems with the car?
**Strain theory (pages 118-119)**

Summarise how strain theory would explain the Pinto case.

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**Right realism (page 119)**

Summarise how right realism would explain the Pinto case.

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**Activity: Applying Marxist theory to the Ford Pinto case (page 119)**

1. Look back at Topic 2.3 to remind yourself of the Marxist view of crime and the law.
2. In what ways could Marxist ideas about crime and the law be applied to the case of the Ford Pinto?
Cognitive theories (page 119)

1. Summarise how Yochelson and Samenow’s criminal personality theory would explain Simon’s case.

2. Summarise how Kohlberg’s moral development theory would explain Simon’s case.

Eysenck’s personality theory (page 120)

Summarise how Eysenck’s personality theory would explain Simon’s case.

Right realism (page 120)

Summarise how right realism would explain Simon’s case.
Marxism (page 120)

Summarise how Marxism would explain Simon’s case.

Darren’s case (pages 120-121)

Labelling theory (page 121)

Summarise how labelling theory would explain Darren’s case.

Left realism (page 121)

Summarise how left realism would explain Darren’s case.
**Strain theory** (page 121)

Summarise how strain theory would explain Darren’s case.

**Marxism** (page 121)

Summarise how Marxism would explain Darren’s case.

**Activity: Applying biological theories to Darren’s case** (page 121)

1. Look back at Topic 2.1 to remind yourself of biological theories of criminality.
2. In what ways could biological theories be applied to Darren’s case?
1. Briefly describe the illegal practices carried out by Enron.

2. What was the impact of Enron’s illegal practices on the company’s share price?

3. Why did the management of Enron want to affect the share price?

4. What was the company culture of Enron? What was the impact of this?

5. What happened to Lay and Skilling after the case?

6. What did the shareholders receive after the case?
Activity: Media Corporate crime 2 (page 122)

1. What was Enron?

2. Who founded Enron?

3. Which of today’s companies did Enron compare to?

4. Briefly describe the success of Enron. Use the examples for the ‘financial adviser’. You should include details on the revenue, stock price and statements made by the company.

5. What happened to the price of Enron’s stock from 2000 to 2001?

6. What was the impact of this change in stock prices and who did it affect?

7. Using the example of Blockbuster Video, describe how Enron made their revenue appear so high.

8. How did Enron hide some of its liabilities/debts?

9. Why did the Enron stock show upward trends?
Topic 3.1

10. What is the job of an auditor and what is their primary purpose?

11. How did Enron cover up their false accounting?

12. What happened to Arthur Andersen auditors after the scandal?

13. Who in Enron was responsible for the fraud? What happened to them?

14. What happened to others involved in the scandal?

15. What happened to the accounting industry after the scandal?

Marxism (page 122)

Summarise how Marxism would explain the Enron case.
Differential association theory (page 122)
Summarise how differential association theory would explain the Enron case.

Labelling theory (page 122)
Summarise how labelling theory would explain the Enron case.

Eysenck (page 122)
Summarise how Eysenck would explain the Enron case.
### Maternal deprivation (page 123)
Summarise how maternal deprivation would explain Sharon’s case.

### Biological explanations (page 123)
Summarise how biological explanations would explain Sharon’s case.

### Subcultural theory (page 123)
Summarise how subcultural theory would explain Sharon’s case.
Differential association theory (page 123)

Summarise how differential association theory would explain Sharon’s case.

Social learning theory (page 124)

Summarise how social learning theory would explain Sharon’s case.

Activity: Applying psychoanalysis to Sharon’s case (page 124)

1. Look back at Topic 2.2 to remind yourself of the psychoanalytic view of criminality.
2. In what ways could psychoanalysis be applied to Sharon’s case?
Topic 3.1

Analyse situations of criminality

Preparation for the exam (page 124)
Answer the questions here, using the Advice on page 124 to help you.
Analyse how Sammy’s case could be explained by any two sociological theories of criminality. (9 marks)

Continue on a separate sheet if necessary.
TOPIC 3.2 Evaluate the effectiveness of criminological theories to explain the causes of criminality

Learning Objectives:

After studying this Topic, you should be able to:

- Evaluate the effectiveness of criminological theories to explain causes of criminality including:
  - individualistic theories
  - biological theories
  - sociological theories.

Getting Started (page 125)

1. Which theory did you find most useful in explaining white collar crime? Give reasons for your answer.

2. Which theory did you find most useful in explaining how family and upbringing can cause criminal behaviour? Give reasons for your answer.

Evaluating theories of criminality (page 125)

Briefly explain what is meant by evaluation.

Evaluating biological theories (pages 125-129)

Physiological theories (1) Lombroso (pages 125-126)

1. What is Lombroso’s key idea?

2. Briefly outline four strengths of Lombroso’s theory.
   a.
Topic 3.2

Evaluate the effectiveness of criminological theories

Activity: Research Criticisms of Lombroso (page 126)

A. Using the link, answer the questions that follow.

The first six paragraphs of the article give information about Lombroso and the development of his biological theory of criminality. Answer Questions 1-6 below on Lombroso’s work.

1. In paragraph 1: what was Lombroso trying to dispute in his work?

2. In paragraph 2: what did Lombroso seek to discover during his time in the army?
3. Briefly outline Sheldon’s work with skulls from paragraph 3.

4. In paragraph 4: what features did Lombroso investigate and what did he find?

5. In paragraph 5: what further aspect of criminality did Lombroso investigate?

6. Briefly outline the finding of the study in which Lombroso showed photographs to girls. What was Lombroso’s conclusion from this and his other studies?

Paragraphs 7-9 contain criticisms of Lombroso’s work.

7. What research did Charles Goring carry out?

8. What did Goring find?

9. How do Goring’s findings criticise Lombroso?

10. What was the problem of a biological theory of crime for jurors?
11. Why does Lombroso’s research still have a place in the history of criminology?

B. Using your answers to 1-11 above and pages 125-126 of your textbook, briefly summarise the problems of using Lombroso’s work to explain criminality.

**Physiological theories (2) Sheldon (page 126)**

1. What is Sheldon’s key idea?

2. Briefly outline two strengths of Sheldon’s theory.
   a.
   b.

3. Briefly outline five limitations of Lombroso’s theory.
   a.
   b.
   c.
   d.
   e.
**Question (page 126)**

In your opinion, what is the main weakness of physiological theories of criminality?

**Genetic theories (1) twin studies (pages 126-127)**

1. What is the key idea of twin studies?

2. Briefly outline two strengths of twin studies.
   a.
   b.

   a.
   b.
   c.
   d.
   e.
## Genetic theories (2) adoption studies (page 127)

1. What is the key idea of adoption studies?

2. Briefly outline three strengths of adoption studies.
   a. 
   b. 
   c. 

3. Briefly outline three limitations of adoption studies.
   a. 
   b. 
   c. 

## Question (page 127)

Why might high concordance rates between identical twins not be the result of genetic factors? What other explanation could there be?
### Genetic theories (3) XYY syndrome (pages 127-128)

1. What is the key idea of XYY syndrome?

2. Briefly outline two strengths of XYY syndrome.
   a. 
   b. 

3. Briefly outline four limitations of XYY syndrome.
   a. 
   b. 
   c. 
   d. 

### Brain injuries and disorders (page 128)

1. What is the key idea of brain injuries and disorders as a cause of criminality?

2. Briefly outline three strengths of brain injuries and disorders as a cause of criminality.
   a. 
   b. 
3. Briefly outline three limitations of brain injuries and disorders as a cause of criminality.
   a. 
   b. 
   c. 

Biochemical explanation (pages 128-129)

1. What is the key idea of biochemical explanations?

2. Briefly outline four strengths of biochemical explanations.
   a. 
   b. 
   c. 
   d. 

   a. 
   b. 
   c. 
   d.
**General criticisms of biological theories (page 129)**

Briefly summarise the following general criticisms of biological theories:

1. environmental factors

2. sample bias

3. gender bias

4. crime as a social construct.

**Evaluating individualistic theories** (pages 129-133)

**Psychodynamic theories (1) Freud (pages 129-130)**

1. What is the key idea of Freud's psychoanalytic theory?

2. Briefly outline two strengths of Freud's psychoanalytic theory.
   a.

   b.

3. Briefly outline two limitations of Freud's psychoanalytic theory.
   a.

   b.
### Psychodynamic theories (2) Bowlby (page 130)

1. What is the key idea of Bowlby’s theory?

2. Briefly outline two strengths of Bowlby’s theory.
   a. 
   b. 

3. Briefly outline five limitations of Bowlby’s theory.
   a. 
   b. 
   c. 
   d. 
   e. 

### Eysenck’s personality theory (pages 130-131)

1. What is the key idea of Eysenck’s personality theory?

2. Briefly outline two strengths of Eysenck’s personality theory.
   a. 
   b. 
3. Briefly outline five limitations of Eysenck’s personality theory.
   a. 
   b. 
   c. 
   d. 
   e. 

### Question (page 131)

From Eysenck’s theory, we might expect extraverts to be more likely to commit certain kinds of crime. If so, which kinds and why?

### Learning theories (1) differential association (page 131)

1. What is the key idea of Sutherland’s differential association theory?

2. Briefly outline three strengths of differential association theory.
   a. 

Learning theories (2) operant learning (page 131)

1. What is the key idea of operant learning theory?

2. Briefly outline two strengths of operant learning theory.
   a. 
   b. 

3. Briefly outline three limitations of operant learning theory.
   a. 
   b. 
   c. 

3. Briefly outline one limitation of differential association theory.
### Learning theories (3) social learning theory (page 132)

1. What is the key idea of social learning theory?

2. Briefly outline two strengths of social learning theory.
   a. 
   b. 

3. Briefly outline three limitations of social learning theory.
   a. 
   b. 
   c. 

### Question (page 132)

What kinds of characteristics do you think a model would need to have, in order for adolescents to imitate the model’s behaviour?

### Cognitive theories (1) criminal personality theory (page 132)

1. What is the key idea of Yochelson and Samenow’s theory?
2. Briefly outline two strengths of criminal personality theory.
   a. 

   b. 

3. Briefly outline three limitations of criminal personality theory.
   a. 

   b. 

   c. 

**Cognitive theories (2) moral development theory (pages 132-133)**

1. What is the key idea of moral development theory?

2. Briefly outline two strengths of moral development theory.
   a. 

   b. 

3. Briefly outline one limitation of moral development theory.
Activity: Discussion Evaluating cognitive theories (page 133)

1. Working in pairs and using the list of crimes below:
How could criminal personality theory account for each type of crime? Use the link to identify which thinking errors and biases you think would be most likely in each case. (Note: you may find that several errors can be linked to any given type of crime.)

   ● ‘honour’ crimes

   ● domestic violence

   ● fraud

2. Working in pairs, for each of the following thinking errors or biases, suggest one or more crimes where the error might be an important aspect of the criminals’ thinking:

   ● fear of fear

   ● lack of time perspective

   ● victim stance

3. As a class, discuss your answers to 1 and 2 above and see how far you all agreed. Did you find that criminal personality theory allows you to distinguish clearly between the causes of different crimes?

4. Apart from how a criminal thinks, what other things might you want to take into account when trying to explain some of the crimes mentioned above?
General criticisms of individualistic theories (page 133)

Briefly summarise the following general criticisms of individualistic theories:

1. artificiality

2. sample bias

3. neglect of social factors.

Evaluating sociological theories (pages 133-137)

Functionalist and subcultural theories (pages 133-134)

Functionalist (1) Durkheim (page 133)

1. What is the key idea of Durkheim’s theory?

2. Briefly outline one strength of Durkheim’s theory.

3. Briefly outline two limitations of Durkheim’s theory.
   a.

   b.
### Functionalism (2) Merton (pages 133-134)

1. What is the key idea of Merton’s theory?

2. Briefly outline two strengths of Merton’s theory.
   a. 
   b. 

3. Briefly outline three limitations of Merton’s theory.
   a. 
   b. 
   c. 

### Subcultural theories (page 134)

1. What is the key idea of subcultural theories?

2. Briefly outline two strengths of subcultural theories.
   a. 
   b. 
3. Briefly outline three limitations of subcultural theories.
   a. 
   b. 
   c. 

Questions (page 134)

1. What do you find most convincing about subcultural explanations of criminality?

2. What kinds of crimes and criminals do these theories fail to explain?

Interactionism and labelling theory (pages 134-135)

1. What is the key idea of interactionism and labelling theory?

2. Briefly outline three strengths of interactionism and labelling theory.
   a. 
3. Briefly outline five limitations of interactionism and labelling theory.

a.

b.

c.

d.

e.

Question (page 135)

Suggest reasons why working-class people and members of minority ethnic groups appear more likely to be labelled as criminals.
The Marxist view of crime and law (page 135)

1. What is the key idea of the Marxist view of crime and law?

2. Briefly outline two strengths of the Marxist view of crime and law.
   a. 
   b. 

   a. 
   b. 
   c. 

Right realism (pages 135-136)

1. What is the key idea of right realism?

2. Briefly outline four strengths of right realism.
   a. 

3. Briefly outline three limitations of right realism.
   a.
   b.
   c.

Left realism (page 136)

1. What is the key idea of left realism?

2. Briefly outline two strengths of left realism.
   a.
   b.

3. Briefly outline three limitations of left realism.
   a.
   b.
   c.


**Question (page 136)**

Which explanation of criminality do you find more convincing – right realism of left realism? Give your reasons.

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**Surveillance theories (page 136)**

1. What is the key idea of surveillance theories?

2. Briefly outline two strengths of surveillance theories.
   a. 
   b. 

3. Briefly outline two limitations of surveillance theories.
   a. 
   b. 

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**General criticisms of sociological theories (pages 136-137)**

Briefly summarise the following general criticisms of sociological theories:

1. the underlying cause

2. over-prediction

3. biological and psychological factors.
Activity: Media Evaluating theories of crime (page 137)

A. Using the link, answer the questions that follow.

1. According to Boutwell, what is the problem of the science of crime?

2. What biological factors linked to crime does Boutwell list?

3. According to Boutwell, what social processes have taken priority over biological factors in the study of crime?

4. Why does Boutwell suggest that science may not be open to change?

5. What factors did Lombroso consider when trying to understand where crime comes from?

6. According to Boutwell, what happened in ‘the wake of Lombroso’s eulogy’ (i.e. when Lombroso died)?

7. What does Boutwell suggest Lombroso may have been right about in his attempts to study criminology?

8. According to Boutwell, what are the two factors we need to examine to understand why people differ?

9. Which factor has been taken out of the equation for criminology students?
10. How does Boutwell suggest we can understand the impact of genes and the environment?

11. What has been found from twin studies?

12. What does Boutwell’s example about him and his brother show for the study of crime?

13. What did the study of fifty years of twin studies find?

14. What is the impact of the findings in question 13 on the study of criminology?

15. What is the problem of ignoring genetic influences on the study of crime?

16. Why might existing theories of criminality be wrong?

17. Why does Boutwell think it is a disaster to keep studying criminology in the same way?

18. According to Boutwell, what is the advantage of using biosocial theories and methods?

B. Using Topic 3.2 and your answers to 1-18, write a summary paragraph of why we may need to consider more than one theory when trying to understand the causes of crime. In your answer you could consider how the strengths and limitations of biological, individualistic and sociological theories might combine.
Prefering for the exam (page 137)
Revise Topic 3.2 from your notes and textbook (pages 125-137), then answer the question below.
When you have written your answer, compare it with the answer by Yasmin on page 137 of your textbook and add in any extra points you feel are relevant.
Evaluate the effectiveness of a range of biological theories to explain the causes of criminality. (9 marks)

Evaluate the effectiveness of a range of biological theories to explain the causes of criminality.

Continue on a separate sheet if necessary.
Learning Objectives:

After studying this Topic, you should be able to:

- Assess the use of criminological theories in informing policy development.

Criminological theories

- individualistic
- biological
- sociological.

Policy development

- informal policy making
- formal policy making
  - crime control policies
  - state punishment policies.

- Apply your knowledge of each of the theories and assess their use in informing policy on crime. This could include, for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.

Getting Started (page 138)

1. Choose a theory or group of theories that you have studied.
2. Based on the ideas of your chosen theory, suggest some ways of preventing crime.

Biological theories influencing policies (pages 138-140)

1. What do biological theories argue about criminality?

2. What kinds of policies would biological theories lead to?
Biochemical processes (pages 138-139)

Give three examples of biochemical processes and factors that have been linked to criminality.

1.

2.

3.

Crime control policies: drug treatment (pages 138-139)

1. How do drug treatments control criminal or anti-social behaviour?

2. Briefly outline how drug treatments are used in the following cases:
   a. alcohol abuse
   b. heroin addiction
   c. sex offenders
   d. managing prisoners.
Activity: Media Treating drug addiction (page 139)

A. Using the link, answer the questions that follow.

1. According to Wetzel, what is happening in Pennsylvania? Write down the statistics he quotes.

2. What is medication assisted treatment?

3. What is Vivitrol?

4. When is the drug administered and how often?

5. What is Narcan and when is it administered?

6. According to Wetzel, what is key after someone is ‘brought back to life’?

7. What proportion of prisoners return to prison within the first year of their release?

8. What is vital to keep prisoners off drugs?

9. What proportion of prisoners suffer from mental illness? How many people is this in Pennsylvania?

10. Why did the Pennsylvania Department of Corrections get sued?

11. As a result of being sued, what changes did they make to the prison system?
12. How do prisoners support each other?

B. In the clip, in addition to the medication assisted treatment, the prisoners have mental health support in the prison from other prisoners. What does this suggest about the effectiveness of drug treatments?

Crime control policies: diet (page 139)

Briefly explain three ways in which diet can be used to try to change anti-social behaviour.

a.

b.

c.

Crime control policies: surgery (page 139)

Briefly explain two ways in which surgery can be used to prevent offending.

1.

2.
Crowd control and public order offences (page 139)

Give an example to illustrate how chemical substances can be used to control crowds.

Genetic theories: eugenics (pages 139-140)

1. What do genetic theories argue about criminality?

2. Briefly describe the beliefs of eugenicists.

Compulsory sterilisation (page 139)

1. Why did eugenicists argue that some people should be sterilised?

2. Describe an example of a US policy based on eugenics.

The Nazis’ ‘racial purity’ policies (page 140)

1. Why did the Nazis favour eugenic policies?

2. How did the Nazis try to justify the genocide that they carried out?

3. Which groups were victims of the Holocaust?
Activity: Discussion *The ethics of biological policies* (page 140)

A. Look back to pages 138-139 of your textbook at the following policies that are influenced by biological theories of criminality and note what is involved in each case:

- Antabuse

- Methadone

- chemical castration

- surgical castration

- lobotomy

- compulsory sterilisation.

B. As a whole class, discuss the view that ‘policies linked to biological theories deprive people of their human rights’. During the discussion consider the following (you can make notes on these here):

1. What rights should offenders have over their own bodies; e.g. sex offenders, violent schizophrenics, drug addicts who commit crime to pay for their addiction?

2. Does society have a right to force offenders to undergo treatments such as surgery or administering of drug therapies? Which kinds of offenders would it not be acceptable to treat in this way? Where should we draw the line, and who should decide?

3. Should society have a right to impose preventative treatments on someone *before* they have committed any crime, on the basis that science shows that they are biologically predisposed to criminality?

4. What if the treatments have a risk of adverse side effects? What about wrongful convictions? Is it worth the risk, in order to protect future potential victims or society at large from serious criminals?
Individualistic theories influencing policies (pages 140-143)

**Psychoanalysis (page 140)**

Briefly explain how psychoanalysis links to Freud’s theory of personality.

**Crime control (page 140)**

1. Briefly explain why psychoanalysis is a lengthy treatment. What does it involve?

2. Why did Aichhorn use psychoanalysis to treat young offenders? How does this link to Bowlby’s idea of maternal deprivation?

3. What did Aichhorn’s method of treatment involve?

**Activity: Media Psychoanalysis (page 140)**

A. Using the link, answer the questions that follow.
   1. Why did Freud think the medicine of the day did not help his patients?

   2. According to Freud, why did some thoughts have to be pushed away?
3. Give an example of a thought that had to be pushed away.

4. What did Freud find when patients were able to talk to him about their thoughts?

5. Describe the psychoanalytic setting.

6. How often did Freud see his patients?

7. What does the case of Dora illustrate about Freud’s theory?

8. How does psychoanalysis help a person to deal with unacceptable thoughts?

9. How did Freud build up his knowledge of how the mind works?

10. What is psychoanalysis a knowledge of?
11. Why do people choose to see a psychoanalyst?

12. What is psychoanalysis investigating?

13. Why do analytic settings vary?

14. Why do people seek treatment and what motivates them to stay in analysis?

15. What professions do psychoanalysts come from?

16. How does psychoanalysis differ from psychiatry?

17. Why do you think a psychoanalyst needs to have been through psychoanalysis themselves?

B. Using your answers to the above, consider whether psychoanalysis would be suitable for all criminals. Suggest reasons why psychoanalysis might be a difficult treatment to use successfully with criminals.
Is it effective? (pages 140-141)

1. Using Eysenck’s findings, would you consider psychoanalysis effective? Give evidence for your answer.

2. Briefly outline the following two problems of psychoanalysis:
   a. cost
   b. abuse.

Operant learning and token economies (page 141)

1. According to operant learning theory, how is criminal behaviour learned?

2. What is a ‘token economy’?

Crime control (page 141)

Briefly explain how a token economy works.
Is it effective? (page 141)

Briefly evaluate whether token economies are effective. What happens when the reinforcement stops?

Aversion therapy and Eysenck’s theory (page 141)

1. According to Eysenck, why are criminals harder to condition?

2. Briefly describe the three ways in which ‘stronger’ conditioning is used for sex offenders:
   a. 
   b. 
   c. 

Is it effective? (page 141)

Why has aversion theory been criticised?
**Activity: Media Aversion therapy** (page 141)

A. Using the link, answer the questions that follow.

1. Why did Peter Price have aversion therapy?

2. What did the aversion therapy involve?

3. How does Roger, the nurse who administered the aversion therapy, describe it?

4. Why did Peter agree to have the treatment?

5. What is the principle behind how aversion therapy works?

6. How was aversion therapy used with gay men?

7. What was Peter’s biggest fear during the period when he was being treated?

8. How long did his therapy last?

9. Who had the power to decide if someone was given aversion therapy?

10. Did Roger think the treatment was effective?

B. Do you think this treatment could be effective? Would it work with different ‘types’ of offenders, e.g. burglars, car thieves, paedophiles, violent criminals etc. Give reasons for your answer.
### Cognitive theories and CBT (page 142)

1. According to cognitive theories, what shapes our behaviour?

2. What does CBT aim to do?

### Think First (page 142)

1. Briefly describe the *Think First* programme.

2. How effective is this programme?

### Aggression Replacement Training (ART) (page 142)

1. Briefly describe what ART involves.

2. How effective is ART?
Activity: Media Cognitive behavioural therapy (page 142)

A. Using the link, answer the questions that follow.
   1. When implementing skill streaming, what are the four components?

   2. What does modelling involve? Use the example in the clip to explain this.

   3. What are the objectives of anger management training?

   4. In the role play, what do the group have to watch for?

   5. How does the moral reasoning component of the training fit with Kohlberg’s moral development theory? (You can find Kohlberg’s theory on page 105 of your textbook.)

   6. Use the example from the clip to show how the group have to consider moral reasoning.

   7. According to the clip, why can aggression be unlearned?

B. Do you think this treatment could be effective in helping aggressive offenders deal with their aggression more positively? Give reasons for your answer.

C. What problems might there be with programmes such as ART? Give examples and reasons for your answer.
‘What works’ (page 143)

1. Describe the criteria that the Home Office ‘what works’ policy uses to accredit CBT programmes.

2. What must a successful programme show?

Sociological theories influencing policies (pages 143-148)

Merton and subcultural theories (page 143)

1. According to Merton, why do the poor commit crime?

2. According to subcultural theories, what causes crime?

Crime control and punishment policies (page 143)

1. Briefly explain three ways in which society’s structure could be made more equal.
   a. 
   b. 
c.

2. What evidence is there that anti-poverty policies can be effective?

Activity: Research *Improving benefits* (page 143)

A. Using the link, answer the questions that follow.

1. What is Finland giving to some of its citizens?

2. What has basic income done for Juha?

3. What prevented Juha pursuing his business ideas before the introduction of basic income?

4. Does the money Juha receives give him enough to live on?

5. In a pure form of universal basic income (UBI), who would receive the benefit?

6. Who is receiving the benefit in Finland?

7. According to the Minister for Social Affairs and Health, what is the purpose of UBI?

8. According to Ilkka Kaukoranta, what is the problem of UBI?

9. What does Kaukoranta claim is a more realistic scheme? What are the disadvantages of this scheme?
10. What does Juha suggest will happen if everyone receives UBI?

8. Do you think UBI benefits are beneficial in helping people who are out of work? Give reasons for your answer. How do benefits support the ideas of Merton to reduce crime?

### Labelling theory (pages 143-144)

1. According to labelling theory, what is crime the result of?

2. According to labelling theory, what would be the impact of decriminalising minor offences?

3. Give an example of the following two types of diversion policy:
   a. informal
   b. formal.

4. Briefly explain the two types of shaming identified by Braithwaite.
   a. disintegrative shaming
   b. reintegrative shaming.

5. Are policies based on labelling theory effective? Explain your answer.
**Right realism (pages 144-146)**

### 1 Situational crime prevention (SCP) (pages 144-145)

1. How do SCP policies aim to reduce crime?

2. Which theory is SCP based on?

3. Give three examples of ‘target hardening’ measures.
   a. 
   b. 
   c. 

4. Is SCP effective? Give an example of a problem of SCP.

### 2 Environmental crime prevention (page 145)

1. According to Wilson and Kelling’s ‘broken windows’ theory, what is the cause of crime?

2. Briefly describe the two elements of Wilson and Kelling’s proposed policy.
   a. 
   b. 

3. Briefly outline four reasons why zero tolerance policing may not be effective.
   a. 

3 Penal populism and imprisonment (pages 145-146)

1. According to right realists, why would tougher penalties deter criminals?

2. Briefly outline two functions of prison.
   a. 
   b. 

3. What is meant by ‘penal populism’?

4. Briefly outline the three changes to sentencing introduced by the Conservative government in the 1997 Crime (Sentences) Act.
   a. 
   b. 
5. What policies did Tony Blair’s government introduce in 1997?

6. What has been the impact of penal populism?

7. What do the statistics from 2018 show about the problems of penal populism?

Is prison effective? (page 146)

Briefly evaluate how effective prison is in relation to the following:

a. incapacitation

b. rehabilitation

c. recidivism

d. deterrence.
Activity: Media *Does prison work?* (page 146)

A. Using the link, answer the questions that follow.
1. How did Kenneth Clarke aim to bring down the prison population?

2. When was Wandsworth Prison built?

3. What is the maximum number of prisoners that Wandsworth can hold?

4. What is considered to be a short-term sentence?

5. What percentage of those serving a short-term sentence are likely to re-offend?

6. What are the four aims of the Green Paper mentioned in the clip?

7. What did David Cameron claim was needed when campaigning for election in 2008 to 2010?

8. How did the view of government change after the campaign and why?

9. According to Michael Howard’s ‘traditional Tory’ view, how do we know that prison works?

10. What do prisoners learn in the Kawasaki workshop?

11. In what way is Wandsworth Prison unique?

12. What is the problem of short-term sentences for the ‘rehabilitation revolution’?
13. According to Jude Streeks, what should prison be like?

14. What percentage of crimes result in someone going to prison?

15. How many people were not sent to prison, despite their previous convictions?

16. According to Philip Davies, what is the public’s view about prison?

17. What are the two reasons why the government might want to reduce the number of prisoners?

B. Summarise the arguments from the clip for and against the use of prison to reduce crime.
1. Are there any other arguments you would add?

2. On balance, do you think prison is an effective way of reducing crime? Give your reasons.

Left realism (pages 146-147)

1. According to left realists, what is the root cause of crime?
2. Why do left realists suggest that policies to reduce inequality will reduce crime?

3. Why do left realists suggest that the police are losing public support?

4. How can the police win back public support?

5. Briefly outline three successes there have been for left realist policing policies.
   a. 
   b. 
   c. 

6. What is meant by a ‘multi-agency approach’?

7. Which agencies would be involved in this approach? Use the example of No Knives, Better Lives to illustrate your answer.

8. Briefly describe one policy advocated by left realists that the New Labour governments introduced.
Activity: Research Left and right realism (page 147)

Both left and right realists offer a range of policy solutions to the problem of crime. Your task is to carry out research to determine which of these solutions are most popular with your fellow students. Read pages 144-146 of your textbook.

1. As a whole class, design a questionnaire to investigate opinions on how to tackle crime. Your questionnaire should include questions both about the causes of crime and about the range of solutions to the problem of crime proposed by left and right realists. You need to ensure that you will be able to tell how far your respondents favour right or left realist views.

   Tip: Use questions with tick boxes or a Likert scale to make the responses easier to analyse and sort.

Use the following points to help you design your questionnaire:

- Right realists see poor socialisation and rational choice as reasons for crime.
- Right realists favour making crime less attractive, e.g. by maintaining orderly neighbourhoods and ‘zero tolerance’.
- Left realists see relative deprivation, subculture and marginalisation as reasons for crime.
- Left realists favour solutions that solve structural causes of crime, e.g. community policing and equality of opportunity policies.
- Any other causes or solutions you can add from either of these perspectives.
- Include questions about standard variables such as gender, age, ethnicity etc.

Write your questionnaire here:

2. In pairs, distribute the questionnaire to a range of students. Aim for equal numbers of males and females. As a class, you need to get a total of 50 responses.

3. Combine the data from all the responses you have gathered. You will need to sort the questionnaires into the following groups (note the numbers of each here):
   a. those who on balance favour right realist views of tackling crime
   b. those who on balance favour left realist views of tackling crime
   c. those who favour neither left nor right realist views of tackling crime.

4. From your class results, what conclusions can you draw about students’ views of how to tackle crime?
### Surveillance theories (pages 147-148)

1. Briefly explain how CCTV can be seen as a modern form of the Panopticon.

2. According to Gill and Loveday, why is CCTV ineffective?

3. Give an example of when CCTV has been effective.

4. According to critics of CCTV, what is its real function?

5. What evidence is there that the use of CCTV may enable stereotyping to occur?

6. What is meant by ‘surveillance creep’? Give an example to illustrate your answer.

### Activity: Research the surveillance debate (page 148)

A. Using the article, answer the questions that follow.

1. Where were the surveillance cameras placed?

2. What reasons were locals given for the project?

3. Who funded the cameras?
4. How many ANPR cameras were installed in Washwood Heath and Sparkbrook? How does this compare to the city centre?

5. Why might cameras be covert?

6. Why do you think the councillors were not told about the source of the funding?

7. What criterion has to be met in order to get Terrorism and Allied Matters (TAM) funding?

8. According to police sources, what did the initiative seek to monitor? Who was to be tracked?

9. Why was this area chosen for the initiative?

10. What was Steve Jolly asking for and why?

8. Some argue that the use of surveillance involves a trade-off between freedom and security – that we have to accept some intrusion into our liberty (including our right to privacy) as the price we pay to keep us secure against threats such as terrorism. As a class, using your answers from the questions above and your own knowledge, discuss which you feel is more important, freedom or security. Make notes on your discussion here.
Profiling (page 148)

1. What does profiling involve?

2. Briefly explain how profiling is used by airport security.

3. Briefly explain why profiling can be discriminatory.

4. Briefly outline how profiling can create a self-fulfilling prophecy.
Prefering for the exam (page 148)
Answer the questions here, using the Advice on page 148 to help you.

1. Describe two programmes for crime control that use drug treatments. (4 marks)

2. Assess the effectiveness of right realist crime control policies. (7 marks)

Continue on a separate sheet if necessary.
TOPIC 4.2 Explain how social changes affect policy development

Learning Objectives:

After studying this Topic, you should be able to:
- Explain how social changes affect policy development including:
  - social values, norms and mores
  - public perception of crime
  - structure of society e.g. demographic changes
  - cultural changes.

Getting Started (page 149)

1. Turn back to Topic 1.2 and look through the section headed ‘How laws change over time’. This covers five areas in which laws have changed: homosexuality; drugs; gun control; children; and physical punishment.
2. Make a list of the reasons why these laws changed. Are there any common factors? Could any of these reasons be described as changes in values?

Social values, norms and mores (pages 149-150)

Values (pages 149)

1. What are ‘values’?

2. Briefly explain two reasons why different societies have different values.
   a. 

   b. 

Norms (page 149)

1. What are ‘norms’?
2. Give an example of an informal norm.

3. Give an example of a formal norm.

4. Using an example, show how specific norms come from general values.

**Activity: Media Norms** (page 149)

A. Using the link, answer the questions that follow.

1. What does the woman in the white jacket do at the beginning of the clip?

2. Why does the man question the woman?

3. How does the man show the woman she has done wrong?

4. Why do you think the other people applauded at the end of the clip?

B. From your answers above and your own experience, explain how we react when someone breaks society’s norms.

**Mores** (page 150)

1. What are ‘mores’?

2. Briefly outline two examples of mores.
Topic 4.2

**Public perception of crime: drink driving (pages 150-151)**

1. Briefly explain why changes in society’s culture can lead to a change in laws.

2. Outline how views about drink driving have changed. What has been the impact of these changes on laws relating to drink driving?

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**Changing perceptions (page 150)**

1. How did the changes in the public’s perception of drink driving affect the legislation on:
   a. seat belts
   b. blood alcohol limits for driving?

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**Breathalysers (page 150)**

When were breathalysers introduced and what was the impact of their use?
1. Briefly explain the High Risk Offender scheme. What did it introduce and for whom?

2. What was the new offence introduced in 1991 and what was the penalty?

3. What does the table on page 151 show about the impact of new laws and tougher sentences relating to drink driving?

1. What has been the impact of campaigns against drink driving?

2. Briefly describe how statistics show that people’s attitudes to drink driving have changed.

3. What is the campaign Brake calling for?

A. Using the link, answer the questions that follow.

1. What image is given of drinking and driving in the 1964 clip?

2. How is the advertisement from 1978 different to the one from 1964?
3. In the 1979 advertisement, who is seen to be the problem for those who drink and drive?

4. In the 1980 clip, what is the problem for the man who has been caught drinking and driving?

5. How is the tone of the advertisement different in 1987?

6. In the clips from 1990, 1992, 1994 and 1995, what types of images and messages are used to deter people from drinking and driving?

7. In the 2004, 2007 and 2013 advertisements, what tactics are used to discourage drink driving?

8. From your answers above, how would you say media portrayals of drink driving have changed over the last 50 years?

1. How far do you think these changes reflect changes in the public perception of drink driving?

2. How might media representation have influenced the change in public perception? (You might want to look back at Unit 1, Topic 1.5 to consider the impact of media representations).

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Demographic changes: immigration and racism (pages 151-153)

1. In 1945, how many non-white residents were there in the UK?

2. Briefly describe the demographic changes that occurred in the 1950s and 1960s.
3. Where have immigrants to the UK come from since the 1960s?

4. Summarise the ethnic diversity of the UK shown in Table 3 (page 152).

### The Windrush generation (page 152)

1. Briefly explain why the ‘Windrush generation’ faced hostility when they arrived in the UK.

2. Briefly outline the evidence of the discrimination faced by immigrants in the 1950s and 1960s.

3. Describe an example of the impact of discrimination being legal in the 1950s and 1960s.

### The Race Relations Acts (page 152)

1. What was banned by the 1965 Race Relations Act?

2. What was outlawed by the 1968 Race Relations Act?
3. Briefly outline what is meant by:
   a. direct discrimination
   b. indirect discrimination.


**Cultural changes** (page 152)

1. Summarise the evidence for a decline in prejudice towards ethnic minorities.

2. What were the reasons for the change in public perceptions of discrimination and race hate?

**Reasons for the change** (page 153)

1. According to some psychologists, why might changes to the law lead to changes to people’s attitudes?
2. What other factors may be responsible for a decline in prejudice towards ethnic minorities?

Continuing discrimination (page 153)

What types of discrimination still exist in the UK?

Activity: Media Demographic changes and policy (page 153)

A. Using the link, answer the questions that follow.

1. What did the Race Relations Act 1965 (RRA) prohibit?

2. What was a colour bar? Give an example.

3. What signs could be seen outside pubs before the RRA?

4. When did the RRA come into force?

5. What was not included in the law?

6. When was the law toughened up?

7. Where were the 1958 ‘race riots’? What is the area like now?
8. According to Benjamin Zephaniah, how has racism evolved?

9. Why might Starkey's view be seen as an example of the academic racism that Zephaniah refers to?

10. According to Anish Kapoor, what do non-white artists have to deal with in their work?

11. What type of racism does Siana Bangura describe?

12. According to Zephaniah, why does he still get stopped by the police and how do ethnic minorities feel about the police?

13. What did the Macpherson Report find about the Metropolitan Police?

14. According to Zephaniah, has the situation in the police force changed?

15. According to Zephaniah, who are the latest group to face discrimination in the UK?

16. What does Kapoor see as the new form of racism?

17. Describe what happens in the clip on public transport.

18. Why in Zephaniah's view don't the laws against discrimination work?

19. What do we need in order to overcome racism in the UK?
20. What is Zephaniah saying in his poem?

B. From your answers above and your own experience, what changes have there been to the treatment of ethnic minorities over the last 50 years? Give evidence to support your answer.

Cultural changes and LGBT rights (pages 153-155)

**Before the 1960s (page 153)**

1. What was the potential punishment for same-sex sexual activity between men before 1861?

2. How many men were in prison for homosexual activity by 1954?

**Decriminalisation: the 1967 Act (page 154)**

Outline why homosexuality was decriminalised in 1967.

**Changing values and attitudes (page 154)**

1. Outline the changes in attitudes about homosexuality in recent decades.
2. How have the following cultural changes resulted in a change in attitudes towards homosexuality:

a. individualism

b. equal rights

c. secularisation?

Further legal changes (page 154)

Outline the following changes in the laws regarding homosexuality:

1. equal age of consent

2. civil partnerships

3. same-sex marriage.

Transgender rights (pages 154-155)

1. Briefly describe how attitudes towards transsexualism have changed.

2. What rights did the 2004 Gender Recognition Act introduce?

3. What further rights were introduced in 2018?
4. Outline the evidence from Stonewall that shows continuing discrimination against the LGBT community.

Activity: Media *The impact of cultural change on policy* (page 155)

A. Using the link, answer the questions that follow.
For each of the following years, note the changes to LGBTQ+ rights that occurred.
1. 1967
2. 1972
3. 1988
4. 1992
5. 1995
6. 1998
7. 1999
8. 2000
9. 2002
10. 2003
11. 2004
12. 2008
13. 2010
14. 2011
15. 2012
16. 2013
17. 2015
18. 2016

B. From your answers above and your own experience, why have there been changes to the treatment of LGBT people over the last 50 years? Give evidence to support your answer.
Preparation for the exam (page 155)
Answer the question here, using the Advice on page 155 to help you.
Using one or more examples, explain how social changes can affect policy development. (8 marks)

Preparing for the exam (page 155)
Answer the question here, using the Advice on page 155 to help you.
Using one or more examples, explain how social changes can affect policy development. (8 marks)
TOPIC 4.3 Discuss how campaigns affect policy making

Learning Objectives:

After studying this Topic, you should be able to:

- Discuss how campaigns affect policy making including:
  - newspaper campaigns
  - individual campaigns
  - pressure group campaigns.

Synoptic links: You should use your knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.

Getting Started (page 156)

Look back at the campaigns you studied for Unit 1, Topics 2.1 and 2.2.
1. Note any examples of the following types of campaign:
   a. newspaper campaigns

   b. individual campaigns

   c. pressure group campaigns.

2. Which of the campaigns were aimed at changing policies and laws?

3. Why might these ways of campaigning be successful?
**Sarah’s law (page 156)**

1. Briefly describe the campaign that resulted in Sarah’s Law.

2. Briefly describe the role of the *News of the World* in the campaign and its subsequent success.

3. What was introduced as a result of the campaign?

**The year and a day rule (page 157)**

1. What happened to Michael Gibson in 1992?

2. What is the ‘year and a day’ rule?

3. Why did the ‘year and a day’ rule apply to Michael Gibson’s case?

4. Briefly describe the role of the *Northern Echo* newspaper in the ‘Justice for Michael’ campaign.

5. What was introduced as a result of the campaign?
Clare’s law (pages 157-158)

1. What happened to Clare Wood in 2009?

2. What previous convictions did George Appleton have?

3. Briefly describe how the case unfolded.

4. What two procedures did the Domestic Violence Disclosure Scheme introduce?
   a. 
   b. 

5. Who might the police consult to decide whether to disclose information?

6. In 2016-17, how many disclosure requests were made and how many were granted?

7. Suggest one reason for differences in the rate of disclosure between different police forces.
Activity: Media *Clare’s Law* (page 158)

A. Using the link, answer the questions that follow.
This clip was broadcast before Clare’s Law was introduced.

1. What does the campaign aim to offer anyone who is starting a new relationship?

2. Why did the campaign start?

3. What is the aim of the campaign by Hazel Blears MP and how will this be achieved?

4. What is the suggestion made by Robert Buckland MP? What kind of misuse might he be concerned about?

5. Who is backing the proposed law?

6. What is Michael Brown’s proposal for a new law?

7. How would the law proposed by Michael Brown have protected his daughter?

8. How many predatory males are there on the list mentioned in the clip?

9. In what way is the proposal similar to Sarah’s Law?

10. Why do you think so many people supported Michael Brown’s campaign?
### Changing the double jeopardy law (pages 158-159)

1. What was the double jeopardy law?

2. Why could the double jeopardy law lead to injustice in some cases?

3. Briefly describe the case of Billy Dunlop.

4. What methods did Ann Ming use in her campaign?

5. What change to the law did the 2003 Criminal Justice Act introduce?

6. Why was the Stephen Lawrence case also influential in changing the double jeopardy law?

### Activity: Media Double jeopardy (page 159)

A. Using the link, answer the questions that follow.

1. For how long had the double jeopardy law existed?

2. What did the double jeopardy law mean?

3. What happened in 1989?

4. What happened to Julie Hogg's killer?
5. Why was Billy Dunlop not prosecuted for the murder when he confessed to it?

6. Why was Dunlop able to be tried a second time?

7. Who helped to bring about the change in the law?

8. What was the impact of the change in the law on the Stephen Lawrence case?

9. Why was Gary Dobson able to be tried again?

10. What needs to happen for a case to be considered for a re-trial?

11. What evidence was there to enable a re-trial of Dobson?

12. What happened in the case of Mark Weston?

13. Why do some critics argue that it is harder to get a fair trial in a re-trial?

8. What dangers might there be for justice in allowing someone to be re-tried for the same offence after they have already been acquitted of it? From your textbook, page 159, find and note the four restrictions that are in place on re-trials.
What are pressure groups?

Protection against stalking (page 160)

1. What did Protection Against Stalking (PAS) aim to introduce?

2. What was the problem with the way that the police dealt with stalking?

3. What method did PAS use in its campaign? How long did the campaign last and who took part?

4. What was the impact of the support of MPs for the PAS campaign?

Activity: Media Pressure group campaigning (page 160)

A. Using the link, answer the questions that follow.

1. What was the campaign about?

2. Who was involved in the campaign?

3. What was the problem that needed to be addressed?

4. What did the group do initially?

5. Why were MPs more likely to be involved?
6. List the people that the campaign took evidence from.

7. What did the campaign do in Parliament?

8. What advice does the speaker give about how to mount a parliamentary campaign? (Hint: use the slides in the clip).

9. Who was involved in the campaign outside of Parliament?

10. How long did the evidence sessions take?

11. Which evidence was the most powerful?

12. Why were personal stories so important for the campaign?

13. What proportion of victims of stalking are women?

14. Why was it important for victims to give evidence to the campaign?

15. What campaign method did the BBC correspondent use?


8. Briefly summarise the reasons why you think this campaign was successful
1. What does INQUEST’s work focus on?

2. Give three examples of cases that INQUEST has been involved in.

3. Outline three of the activities INQUEST is involved with.
   a.
   b.
   c.

4. Describe two of INQUEST’s successful campaigns.
   a.
   b.

5. Describe two of INQUEST’s ongoing campaigns.
   a.
   b.
Prepare for the exam (page 161)
Answer the question here, using the Advice on page 161 to help you.
Using relevant examples, discuss how campaigns have succeeded in changing the law. (9 marks)

Discuss how campaigns affect policy making

Continue on a separate sheet if necessary.