Criminology Today An Integrative Introduction 10th edition Schmalleger Test Bank

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Pearson

Online Instructor's Manual with Test Bank

for

Criminology Today

An Integrative Introduction

Tenth Edition

Frank Schmalleger

Distinguished Professor Emeritus,

The University of North Carolina at Pembroke

Instructor's Manual and Test Bank prepared by

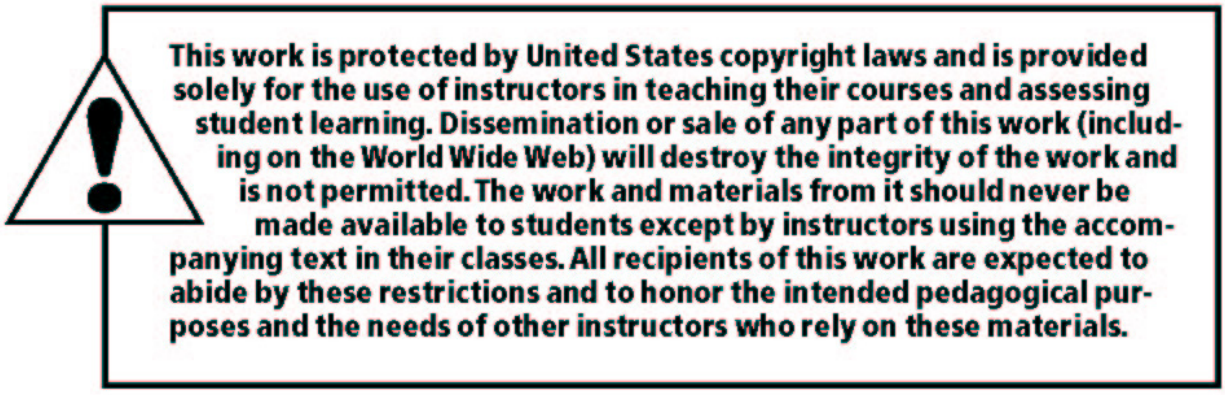
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To the Instructor

This *Instructor's Manual* (IM) *with Test Bank* is designed to accompany and complement the tenth edition of *Criminology Today* by Frank Schmalleger and to help make your job more manageable and your teaching more effective. It provides you with a comprehensive summary of the information in the textbook and serves as an easy-access reference to the issues presented in the textbook and to complementary materials.

The chapters of the IM correspond directly to those in the textbook. Each chapter contains the following sections:

Chapter Overview: This section provides a detailed summary of the chapter.

Learning Outcomes: These are the learning outcomes from each chapter and are presented in the IM for your convenience.

Chapter Outline: This includes an outline of the main topics covered in the chapter, as well as a list of teaching suggestions for each topic. Suggestions for relevant video material (available online) that may be show in class or assigned to students for out-of-class viewing is also included.

List of Changes/Transition Guide: This section identifies the main changes that have been made to the text in each chapter since the seventh edition, making it easy to update lesson plans, assignments, and other course materials to reflect the new edition.

Additional Assignments and Class Activities: This section includes both additional lecture topics, which are topics not covered in the textbook, but which closely complement the chapter material, and which may be used to supplement lectures, and student activities that may be used in class or assigned to students as outside activities. Many involve the use of the World Wide Web.

Suggested Answers to End-of-Chapter Assignments: The textbook contains a number of Questions for Review and Questions for Reflection at the end of each chapter. Although students' personal opinions may play a role in their answers to these questions, most responses can be assessed in terms of basic information and common themes found throughout the textbook. Sample suggested answers to the questions are provided.

In addition, sample syllabi are provided for courses using *Criminology Today*, tenth edition. Both 10-week and 16-week samples are included.

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SYLLABI

Sample Syllabus

Introduction to Criminology

16-Week Course

COURSE INFORMATION

Course Number:

Class Meeting Times:

Class Meeting Location:

INSTRUCTOR INFORMATION

Instructor Name:

Office Location:

Office Hours:

Telephone Number:

E-mail Address:

REQUIRED TEXT

Schmalleger, Frank. 2021. *Criminology Today* (10th ed.). Upper Saddle River, NJ: Pearson.

COURSE DESCRIPTION

This course provides an introduction to the field of criminology, providing an overview of the issues involved in defining, measuring, and explaining crime. Students will learn about the field of criminology, examine general characteristics of crime and criminals, review early and contemporary theories which attempt to explain criminal behavior, and discuss crime in the modern world.

COURSE REQUIREMENTS

Examinations: There will be three non-cumulative examinations, including both multiple choice and true/false questions. Each examination will be worth 100 points and will contain 50 questions (each question will be worth two points). Examinations will cover materials presented in lectures and the textbook.

Make-up policy: [Insert here]

Writing Assignments: Each chapter of *Criminology Today* includes a number of Questions for Review and Questions for Reflection. You will select one question from each chapter and provide a detailed written response. Each assignment will be worth 20 points.

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Class Participation: Participation in class is worth 50 points. Read and study the textbook before each class and be prepared to ask and answer questions.

GRADING SCALE

The following grading scale will be used to determine course grades:

GRADE	PERCENT	POINTS		GRADE	PERCENT	POINTS
A	**93-100%**			**C**	73-77%	
A–	**90-92%**			**C–**	70-72%	
B+	**88-89%**			**D+**	68-69%	
B	**83-87%**			**D**	63-67%	
B–	**80-82%**			**D–**	60-62%	
C+	**78-79%**			**F**	Below 60%	

Note to instructors: It is important to clearly describe the method you will use to assign grades that you describe clearly the method you will use to assign grades. If you use a percentage scale (as in the table above), be sure to include the minimum and maximum points required for each grade. If you use a curve to assign examination or final grades, include information on this as well. If you provide opportunities for extra credit, these should be clearly stated in the syllabus.

POLICIES AND PROCEDURES

This section should include university policies on issues such as academic integrity and sexual harassment as well as your policies on issues such as attendance, make-up examinations, missed assignments, classroom behavior, and so on.

CLASS SCHEDULE

WEEK	TOPIC(S)	CHAPTER ASSIGNMENT
1	What is Criminology?/Where Do Theories Come From?	Chapters 1-2
2	Classical and Neoclassical Thought	Chapter 3
3	Early Biological Perspectives on Criminal Behavior	Chapter 4
4	Biosocial and Other Contemporary Perspectives	Chapter 5
5	**EXAM 1**	Covers material in chapters 1-5
6	Psychological and Psychiatric Foundations of Criminal Behavior	Chapter 6
7	Social Structure Theories	Chapter 7
8	Theories of Social Process and Social Development	Chapter 8

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9	Social Conflict Theories	Chapter 9
10	**EXAM 2**	Covers material in chapters 6-9
11	Criminal Victimization	Chapter 10
12	Crimes against Persons	Chapter 11
13	Crimes against Property	Chapter 12
14	White-Collar and Organized Crime/Drug and Sex Crimes	Chapters 13-14
15	Technology and Crime/Globalization and Terrorism	Chapters 15-16
16	**EXAM 3**	Covers material in chapters 10-16

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Sample Syllabus

Introduction to Criminology

10-Week Course

COURSE INFORMATION

Course Number:

Class Meeting Times:

Class Meeting Location:

INSTRUCTOR INFORMATION

Instructor Name:

Office Location:

Office Hours:

Telephone Number:

E-mail Address:

REQUIRED TEXT

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COURSE REQUIREMENTS

Examinations: There will be two cumulative examinations, including both multiple choice and true/false questions. Each examination will be worth 100 points and will contain 50 questions (each question will be worth two points). Examinations will cover materials presented in lectures and the textbook.

Make-up policy: [Insert here]

Writing Assignments: Each chapter of *Criminology Today* includes a number of Questions for Review and Questions for Reflection. You will select one question from each chapter and provide a detailed written response. Each assignment will be worth 20 points.

Class Participation: Participation in class is worth 50 points. Read and study the textbook before each class and be prepared to ask and answer questions.

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COURSE SCHEDULE

WEEK	TOPIC(S)	CHAPTER ASSIGNMENT
1	What is Criminology? Where Do Theories Come From?	Chapters 1-2
2	Classical and Neoclassical Thought Early Biological Perspectives on Criminal Behavior	Chapters 3-4
3	Biosocial and Other Contemporary Perspectives Psychological and Psychiatric Foundations of Criminal Behavior	Chapters 5-6
4	Social Structure Theories Theories of Social Process and Social Development	Chapters 7-8
5	Social Conflict Theories	Chapter 9
6	**EXAM 1 – covers chapters 1-9** Criminal Victimization	Chapters 10
7	Crimes against Persons Crimes against Property	Chapters 11-12

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8	White-Collar and Organized Crime Drug and Sex Crimes	Chapters 13-14
9	Technology and Crime Globalization and Terrorism	Chapters 15-16
10	**EXAM 2 – covers chapters 10-16**	

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Chapter 1

What Is Criminology?

Understanding Crime and Criminals

CHAPTER OVERVIEW

Chapter 1 introduces the textbook and to the field of criminology. Crime can be defined in a variety of ways; the four main definitional perspectives see crime from the legalistic, political, sociological, and psychological viewpoints. The text uses a legalistic approach, which sees crime as "human conduct in violation of the criminal laws of a state, the federal government, or a local jurisdiction that has the power to make such laws." This approach does have some limitations, however, some of which may be addressed by the other perspectives on crime.

Many crimes are forms of deviant behavior, human activity that violates social norms; however, not all crimes are deviant and not all deviant behavior is criminal. There is also a significant difference between what *is* crime and what *should be* criminal. The consensus perspective holds that a law should be enacted to criminalize a certain behavior when the members of a society generally agree that such a law is necessary. However, in a multicultural society, consensus may be difficult to achieve. The diversity of society is recognized in the pluralist perspective, which suggests that behaviors typically are criminalized through a political process after debate over the appropriate course of action.

The field of criminology itself is discussed in detail, with various definitions considered. While criminology is primarily a social science, it is interdisciplinary. It contributes to, and overlaps, the field of criminal justice. A criminologist is one who studies crime, criminals, and criminal behavior; the term applies primarily to academics, researchers, and policy analysts with advanced degrees who are involved in the study of crime and crime trends and in the analysis of societal reactions to crime. Criminalists collect and examine physical evidence of crimes, while criminal justice professionals do the daily work of the criminal justice system. There are many professional opportunities for individuals with degrees in criminology.

One subfield is theoretical criminology, which posits explanations for criminal behavior. There are many different theories of crime. General theories attempt to explain all (or most) forms of criminal conduct through a single overarching approach. An integrated theory does not necessarily attempt to explain all criminality but merges concepts drawn from different sources.

Evidence-based criminology or knowledge-based criminology involves the use of rigorous scientific techniques to develop knowledge in the field of criminology. It is focusing on the creation of a body of scientific evidence that is applicable to modern social problems and realities.

Criminological theorizing has as its ultimate goal the development of meaningful social policies based on scientific evidence. Translational criminology involves translating criminological research results into workable social policy. Translating research into practice is often difficult, even with solid evidence to support policy innovations. For example, despite widespread concern among professional groups about the effect of the media on teenage violence, policymakers have been reluctant to curtail the production of violent media. Essentially there is a conflict between crime reduction policies and the profit motives of media vendors.

The social policy theme of the text is presented through a contrast of the two main perspectives popular in today's society: the social problems perspective and the individual

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responsibility perspective. Recently the individual responsibility perspective has had a substantial influence on national crime control policy.

Crime does not occur in a vacuum; every crime has a unique set of causes, consequences, and participants. Crime is seen as a social event rather than an isolated individual activity. The criminal event is the result of the coming together of inputs provided by the offender, the criminal justice system, the victim, and the general public (society). Background and foreground features or inputs provided by each contributor are discussed. In addition, each crime has consequences, or outputs, which affect not only the victim and offender but also society and the criminal justice system. These consequences may be immediate or more long-term.

The text recognizes the primacy of sociology: the belief that the primary perspective from which many contemporary criminologists operate is a sociological one. However, not all criminologists agree with this perspective and new and emerging perspectives are being developed.

LEARNING OUTCOMES

After reading this chapter, students should be able to answer the following questions:

1. What is crime? What is the definition of crime that the author of this text has chosen to use?
2. What is deviance? How are crime and deviance similar? How do they differ?
3. Who decides what should be criminal? How are such decisions made?
4. What is criminology? What are its many roots?
5. What do criminologists do?
6. What is evidence-based criminology? How does it complement theoretical criminology?
7. How does criminology, and especially criminological research, influence social policy? What is translational criminology?
8. What is the theme of this chapter? Upon what two contrasting viewpoints does it build?
9. What is the social context of crime? What are crime's consequences?
10. What social science has traditionally provided a central theoretical basis for criminology? Why?

CHAPTER OUTLINE

I. Introduction

- Ask students to write down three ideas they immediately think of when they hear the term *crime*. Have them read out their responses and lead a discussion about the diversity of the responses.
- Many people accept the fictional (or fictionalized) view of crime that is presented by the media in crime-related entertainment (not only primetime television programs but also reality programs, news programs, and newspaper content). Explain that the needs of the media often influence or distort the images and information; the mass media often focus on unusual circumstances rather than presenting more typical images of crime.
- Ask students if they regularly watch any of today's numerous crime-related television shows. Then lead a discussion comparing the reality of crime and criminal justice with the media representation.
- Ask students whether a random act of violence has recently occurred in their community. You can also ask about an event they might have heard about recently on the news or

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read about on the Web. Ask them to discuss their initial response, and ask whether they are concerned about possibly becoming a victim of such random violence.

- Lead a class discussion as to why there is so much public interest (as evidenced by all the crime shows on television) in crime and justice.

II. What Is Crime?

- Crime covers a limited number of wrongs. Explain that, because crime is concerned with the social control of wrongs, crime is fundamentally an issue of morality.
- Lead a class discussion as to whether crime and wrongdoing are the same.
- Ask students to define the four perspectives on crime that this text discusses and to identify ways in which each aligns with the democratic principles of our society.
- Explain why the legalistic approach dominates this text as well as most thinking on issues about crime. Inform students that an emphasis on the legal definition of crime can limit the development of theory and crime-related policy.
- Point out that there can be no crime unless defined by law. Lead a class discussion as to whether there can still be harm.
- Divide the class into four groups. Assign each one of the four perspectives on crime as discussed in the text. Lead a debate in which each group defends their assigned perspective.

III. Crime and Deviance

- Explain that deviance is a broad area whose boundaries include much crime but also extend beyond crime and include many legal behaviors as well. One example that may be used is clothing. Some people say that wearing hoodies or sagging pants are fashion statements, while others say that wearing such clothing paints the wearer in a negative light.
- Ask students to create a list of behaviors they consider deviant. Emphasize the similarities and differences in the student responses. Discuss which of the behaviors are crimes and which are not.
- Explain that what is considered deviant for one group may not be so for another group. Identify a social group and discuss how its "normal" behavior may be considered deviant by another group.
- Explain that "youth" is not the only status that determines the criminality of a behavior. Review other behaviors that the law has distinguished by status (e.g., outlawing the ownership of firearms by convicted felons; laws that prohibit members of one gender from using public bathrooms intended for the other gender).

IV. What Should Be Criminal?

- Ask students to come up with examples that show how the question "What is crime?" differs from the question "What should be criminal?"
- Point out that not everyone agrees about what is moral or immoral; nor do they agree about what should be legal or illegal – and laws vary from one place to another. Ask the class to identify forms of behavior that are illegal in some jurisdictions (or states) but not in others.
- Compare the consensus and pluralist perspectives and explain how both are consistent with a democratic system of criminal justice.

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- Ask the class to discuss why it is easier for members of our society to reach a consensus about right and wrong on some behaviors than it is on others.
- Demonstrate the complexity of the consensus and pluralist perspectives on crime by illustrating that there can be a general social consensus that the act of murder is wrong but, at the same time, there may be disagreement over the *kinds* of acts that make one criminally liable for the killing of a human being. Euthanasia might serve as an example.
- Ask the class if all laws should be enforced all the time. Are there situations in which the police should focus on the spirit rather than the letter of the law?

V. What Is Criminology?

- Ask students to write down their concept of criminology. Discuss the responses with the class.

A. Defining "Criminology"

- Discuss Edwin Sutherland's definition of criminology and compare it to the definition used by the text.

B. The Interdisciplinary Nature of Criminology

- Compare criminology and criminal justice. Explain how they overlap and how they differ.
- If criminology as a field of study is so interdisciplinary, why has it been so difficult for criminologists to successfully develop a fully integrated explanation for diverse types of criminal behavior?
- If it is relevant, identify members of the faculty who have degrees in fields other than criminology and/or criminal justice. Consider identifying seminal criminologists whose doctoral degrees are in other fields.

VI. What Do Criminologists Do?

- Stress the differences among a criminologist, a criminalist, and a criminal justice professional.
- Consider sharing with the class how you first became interested in criminology. You may also want to share your current research and writing activities with your students, if appropriate.
- Ask students about their possible interest in a career in criminology, and ask why they might want to pursue this occupation. Ask if any are currently working in criminal justice and what their future career goals might be.

A. Theoretical Criminology

- Explain that theoretical criminology is only one subfield within criminology and that there are many other areas in which criminologists may specialize.
- Explain the difference between general and integrated theories and discuss why integrated theories are so challenging to develop.

VII. Evidence-Based Criminology

- Explain that "evidence" does not refer to the evidence used in criminal investigations.
- Discuss what it means to say that criminology is built on a social scientific approach.

VIII. Criminology and Evidence-Based Social Policy

- Discuss why it is often difficult to translate research into policy and emphasize that effective crime-control policies must be directly linked to explanations of crime.

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- Discuss the ways in which crime and crime control have become increasingly politicized.
- Ask students to discuss how violence in the media might influence actual occurrences of violence.
- Ask students to discuss why it is often so difficult to persuade policy makers to link policy to research findings. Have them consider what criminologists might do to help ensure policy makers consider criminological research findings when developing sound social policies.
- Have students discuss why reactions to crime are important and why it might be important to change how people think about the criminal justice system or the crime problem.
- Go to YouTube and watch the video, "Translational Criminology: A Message From The Director"
- Watch the video, "How Researcher-Practitioner Partnerships Are Redefining How We Study Crime" on YouTube. This video includes the introductory remarks by John Laub at the opening plenary of the 2012 National Institute of Justice Conference.

IX. The Theme of This Text

- Discuss the assumptions inherent in each of the two perspectives on crime. Emphasize that these perspectives are not necessarily contrasting or mutually exclusive.
- Discuss the ways in which a public-health approach to crime is more closely aligned with crime prevent rather than crime fighting.
- Lead a class discussion as to whether crime is primarily a public-health issue or a criminal justice issue.
- Ask students to discuss whether a responsible society has the right to punish individuals who violate the law if that society allows the existence of social problems that may contribute to crime.
- Ask students to write about which perspective they prefer and to provide reasons to support their choice. Discuss their responses in class.

A. Individual Responsibility and the Law

X. The Social Context of Crime

A. Making Sense of Crime: The Causes and Consequences of the Criminal Event

- Ask students to write about which perspective they prefer and to provide reasons to support their choice. Discuss their responses in class.
- Discuss what the author of the textbook means by saying that "criminal activity is diversely created and variously interpreted."
- Ask students to discuss how the concept of social relativity fits with the two perspectives that guide this textbook.

B. Crime and the Offender

- Discuss the various background and foreground contributions made by offenders and how these may affect our interpretation of the crime event.

C. Crime and the Criminal Justice System

- Ask students to discuss whether they agree that the criminal justice system may contribute to crime.

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- Discuss various ways in which the criminal justice system can contribute to a criminal event or reduce the amount of crime.

D. Crime and the Victim

- Emphasize that saying that the victim plays a part in the social construction of crime is not the same thing as victim blaming.
- Ask students to identify ways in which a victim might contribute to the occurrence of a crime event. Have them discuss whether the victim should be seen as responsible for the crime and how this could affect social views of the offender's guilt or innocence.

E. Crime and Society

- Ask students what is involved in viewing crime as a social event and what such a view might add to our understanding of crime.
- Lead a discussion as to why the fear of random violence as increased. Ask students how this increased awareness and fear of random violence affects people.
- Ask students to consider how media reports of criminal events present the perspectives of the offender, the victim, the criminal justice system, and society. Discuss whether it is important for the media to present all perspectives equally.

F. The Consequences of Crime

XI. The Primacy of Sociology?

- Explain to students that many of the theorists they will study in the textbook are primary based in sociology or have been influenced by the writings of sociologists. Emile Durkheim is a good example of the latter because his work on modern society and social change has influenced several different criminological theories.
- Point out that although sociology is the primary perspective upon which criminology traditionally has been based, many other disciplines make important contributions as well.

LIST OF CHANGES/TRANSITION GUIDE

- A discussion of undocumented residents and federal immigration policy is now included.
- A discussion of sanctuary cities is used to illustrate varying perspectives on crime and deviance.
- Marijuana laws are also offered as an example of varying perspectives on crime and deviance, and updates are provided on the legal status of marijuana in various jurisdictions.
- The discussion on the interdisciplinary nature of criminology has been updated, and the section on individual responsibility and the law has been expanded.

ADDITIONAL ASSIGNMENTS AND CLASS ACTIVITIES

Additional Lecture Topics

The Impact of the Mass Media on Crime. The mass media includes not only television news but also television reality programs, non-reality-based television programs, movies, radio news, and newspapers. This lecture segment could include:

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- What are the typical images of crime that are presented by the mass media (a focus on unusual circumstances or elements)?
- How are these images and information influenced or even distorted by the needs of the media?
- What types of crime are most commonly featured by the media (a focus on violent crime)?
- How "real" are reality-based TV shows?
- Do the large number of crime-related shows and information presented by the media leave viewers with a mistaken impression concerning the true amount and seriousness of crime in society?
- Are certain types of media more likely to sensationalize crime than other types?
- In what ways might the media improve its coverage of crime?

Subfields of Criminology. The text mentions theoretical criminology, but there are many other fields or areas within the discipline of criminology. Some of these include:

- Penology
- Victimology
- The sociology of law
- Criminal statistics
- Criminal behavior systems

Student Activities

Activity #1: How Does the Media Portray Crime and the Criminal Justice System? Watch several reality-based television shows such as *Cops* and keep a record of the following information for each crime/event:

1. The gender and race of the suspects
2. The gender and race of the police officers
3. The type of crime
4. The products being advertised during these programs

Questions to consider:

1. What is the predominant race of the suspects? The police officers?
2. Do you notice any difference in the behavior of the suspects and police officers when they are both of the same race? Of different races? Of different genders?
3. What types of crimes are featured? Does one type of crime predominate?
4. Are the products advertised during these programs directed toward any specific subgroup of the population? Are they age- or gender-based?

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Activity #2: The Difference between Crime and Deviance. First, on your own, identify five behaviors that are against the law but which you do not consider to be deviant, as well as five legal behaviors which you *do* consider to be deviant. Your instructor will divide the class into groups. Within each group, compare and contrast the items on your lists. Focus on the wide range of opinions present among a fairly homogenous group (university students studying criminal justice). Discuss possible reasons for differing opinions (e.g., religious beliefs, profession, prior experiences with the criminal justice system).

SUGGESTED ANSWERS TO END-OF-CHAPTER ASSIGNMENTS

Questions for Review

1. **What is crime? What is the definition of *crime* that the author of this text chose to use? How might the notion of crime change over time? What impact does the changing nature of crime have on criminology?**

   There are four definitional perspectives in contemporary criminology that may be used to define crime: legal, political, sociological, and psychological. The text employs a legalistic approach and defines crime as human conduct in violation of the criminal laws of a state, the federal government, or a local jurisdiction that has the power to make such laws.

   Laws are social products, so crime is socially relative in the sense that it is created by legislative activity and determined by society. Laws may be modified as social norms change over time. As a result, criminologists must manage their work under constantly changing conditions mandated by ongoing changes and revisions of both the law and social policy. Legalistic and definitional changes are frequently arbitrary and often unpredictable, making it more difficult to study crime.

2. **What is deviance? How are crime and deviance similar? How do they differ?**

   Deviance is defined as human activity that violates social norms. While the concepts of crime and deviance overlap, they are not identical; some forms of deviance are not violations of the criminal law, while some crimes are not considered deviant behaviors. Deviance is a broad area whose boundaries include many (but not all) types of crime as well as many noncriminal behaviors.

   The concept of crime changes over time as society's interpretation of behaviors changes. A behavior that was in the past considered unacceptable and which was against the law may over time come to be seen as acceptable behavior, and the laws may be changed to reflect this. Similarly, a formerly acceptable behavior may become seen as deviant and eventually the laws may be changed to criminalize the behavior.

3. **Who decides what should be criminal? How are such decisions made?**

   The decision of what behaviors should be criminal is difficult, because while there is much general agreement in society that some forms of behavior (such as murder, rape, and theft) should be illegal, there is much less agreement about behaviors such as drug use, abortion, gambling, and so on.

   According to the consensus perspective, behaviors should be criminalized when members of society generally agree that such laws are necessary. However, a shared consensus is often difficult to achieve, particularly in a multicultural and diverse society like the U.S. The

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pluralist perspective says that behaviors should be criminalized through a political process only after debate over the appropriate course of action.

4. What is criminology? What are its many roots?

There are many definitions of criminology. This text defines criminology as "an interdisciplinary profession built around the scientific study of crime and criminal behavior, including their forms, causes, legal aspects, and control." This definition was chosen because it includes many of the elements in the definitions provided by earlier writers as well as recognizing the increasingly professional status of the criminological enterprise.

Criminology is an interdisciplinary field and is rooted in a wide variety of other disciplines. These include anthropology, biology, sociology, political science, psychology, psychiatry, economics, ethology, medicine, law, philosophy, ethics, and many others.

5. What do criminologists do? How does the work of a criminologist differ from that of a criminalist?

A criminologist is someone who studies crime, criminals, and criminal behavior. The term is generally reserved for academics, researchers, and policy analysts who have advanced degrees and who are involved in studying crime and crime trends, and in the analysis of social reactions to crime. Academic and research criminologists generally hold doctoral degrees in criminology, criminal justice, or a related field, and most teach criminology or related subjects in institutions of higher learning and are involved in research and/or writing projects by which they strive to advance criminological knowledge. Some are strictly researchers and work for federal agencies or private research organizations.

In contrast, a criminalist is someone who specializes in collecting and examining the physical evidence of a crime. Criminalists include crime-scene investigators, crime-scene photographers, crime laboratory technicians, fingerprint experts, ballistics experts, among others.

6. What is evidence-based criminology? How does it complement theoretical criminology?

Evidence-based criminology involves the use of rigorous social scientific techniques, especially randomized controlled experiments, and the systematic review of research results, to develop criminological knowledge. It results in a body of scientific evidence that is applicable to the problems and realities of today's world.

Evidence-based criminology and theoretical criminology are linked by the need to use social scientific research methods to develop and test criminological theories. The more evidence that exists to support a theory's explanation of criminal behavior, the more applicable the theory is to the development of social policies.

7. How does criminology, and especially criminological research, influence social policy? What is translational criminology?

Criminology and criminological research can influence social policy by providing scientific evidence for the likely success of a given policy. Criminologists are aware of the need to link social policy to the objective findings of well-conducted criminological research, and many criminologists are working to help policy makers effectively use research results. Translational criminology is the work of translating the results of criminological research into workable social policy.

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8. **What is the theme of this text? On what two contrasting viewpoints does it build?**

   This book builds on a social policy theme and contrasts two perspectives on crime causation. The social problems perspective sees crime as a manifestation of underlying social problems such as poverty, discrimination, inequality of opportunity, etc. This is a macro approach because it views crime as resulting from widespread contributory social conditions that enmesh unwitting individuals in a causal nexus of uncontrollable social forces.

   The individual responsibility perspective holds that people are fundamentally responsible for their own behavior and that they choose crime over other, more law-abiding courses of action. This is a micro approach because it focuses on individual offenders and their unique biology, psychology, background, and immediate life experiences.

9. **What is the social context of crime? What are crime's consequences?**

   Crime is not an isolated individual activity but a social event. This text sees crime as having a unique set of causes, consequences, and participants – it does not occur in a vacuum. It impacts direct participants (offenders, victims, witnesses, the police, etc.) as well as society as a whole. Reactions to crime may affect the course of future criminal events.

   Crime may have immediate consequences as well as lasting effects. Immediate consequences tend to be relatively obvious for those directly involved, particularly the offender and the victim. However, crime also indirectly affects society and the justice system over a longer term. However, the impact of the crime is mediated by perceptual filters, resulting in interpretations – cognitive, emotional, and behavioral reactions to the criminal event.

10. **What social science has traditionally provided a central theoretical basis for criminology? Why?**

    Criminology is interdisciplinary and numerous disciplines have contributed to the study of crime and crime causation. However, the primary perspective from which many criminologists today operate is a sociological one. Of all the disciplines, sociology has contributed the most to criminology and many modern theoretical explanations of criminal behavior are routinely couched in the language of social science and fall within the framework of sociological theory.

Questions for Reflection

1. **This text emphasizes the theme of social problems versus individual responsibility. How would you describe both perspectives? How might social policy decisions based on these perspectives differ?**

   The **social problems perspective** sees crime as a manifestation of underlying social problems beyond individual control (poverty, discrimination, inequality of opportunity, breakdown of traditional social institutions, low level of formal education among some disadvantaged groups, pervasive family violence, and inadequate socialization). Advocates generally agree that crime and violence are serious social problems but propose solutions based on a public health model, arguing that crime must be addressed in much the same way as public health concerns like AIDS, herpes, or avian flu.

   The **individual responsibility perspective** sees crime as a matter of individual responsibility and maintains that offenders choose crime over more law-abiding actions. They may choose crime because it is exciting, because it offers illicit pleasures and the companionship of like-minded thrill seekers, or because it is simply personally less demanding than conformity.

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Advocates tend to doubt the ability of social programs to solve crime and suggest highly personalized crime-reduction strategies based on firm punishments, imprisonment, individualized rehabilitation, and increased security as well as a wider use of police powers.

Policies based on the social problems perspective emphasize government-funded initiatives that are designed to enhance social, educational, occupational, and other opportunities. They call for large-scale government expenditures in support of social programs designed to address the issues that are perceived to lie at the root of crime.

Policies based on the individual responsibility perspective emphasize individual choice. Examples include increasing the number of capital crimes, mandating longer prison sentences, the use of three-strikes laws, putting more police on the streets, and building more prisons.

2. Do you think you might want to become a criminologist? Why or why not?

Answers will vary.

3 Are there any crimes today that you think should be legalized? If so, what are they? Why do you feel this way?

Answers will vary.

4 Can you think of any advances now occurring in the social or physical sciences that might soon have a significant impact on our understanding of crime and criminality? If so, what would those advances be? How might they affect our understanding of crime and criminal behavior?

Answers will vary.

5 How would you describe the various participants in a criminal event? How does each contribute to an understanding of the event?

The main participants in a criminal event are the offender, the victim, the justice system, and society. Each contributes to a criminal event in various ways.

Offenders bring various background features (personal life experiences, biology and genetic inventory, distinct personality, personal values and beliefs, skills and knowledge) as well as foreground contributions such as a particular motivation, a specific intent, or a drug-induced state of mind.

Background contributions to the criminal event by the **criminal justice system** include the system's failure to prevent criminal activity, to adequately identify and inhibit specific offenders prior to their involvement in crime, and to prevent the release of convicted criminals who later become repeat offenders. The failure of system-sponsored crime-prevention programs also helps set the stage for the criminal event. Proper system response, on the other hand, may reduce crime. Immediate foreground contributions by the justice system include various features of the situation, such as the presence or absence of police officers, the availability or lack of official assistance, the willingness of police officers to intervene in pre-crime situations, and police response time.

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Victims' lifestyles may provide a background that fosters victimization. However, victim-precipitation offenses are those that involve active victim participating in the initial stages of a crime and that take place when the soon-to-be victim instigates the chain of events that culminates in the victimization.

Finally, **society** (the general public) contribute formally to the criminal event through legislation defining crimes and by delineating which forms of activity are to be thought of as criminal. Less formal contributions arise out of generic social practices and conditions (poverty, poor education, discrimination, etc.) that block pathways to success and through socialization. Society, through the divergent values and expectations it places on people, property, and behavior under particular conditions, may provide the motivational basis for many offenses.

6. In what way is contemporary criminology interdisciplinary? Why is the sociological perspective especially important in studying crime? What other perspectives might be relevant? Why?

Criminology is interdisciplinary because it draws upon other disciplines to provide an integrated approach to understanding the problem of crime in contemporary society and to advance solutions to the problems crime creates. However, while many disciplines (anthropology, biology, political science, psychology, psychiatry, economics, philosophy, etc.) make important contributions to the study of crime and crime causation, the primary perspective from which many contemporary criminologists operate is a sociological one. As a result, many modern theoretical explanations of criminal behavior are presented in the language of sociology and fall within the framework of sociological theory.

Another possibly relevant perspective is biology, as the role of biology in explaining criminal tendencies appears to be gaining strength.

7. How does contemporary criminology influence social policy? Do you think that policy makers should address crime as a matter of individual responsibility and accountability or do you think that crime is truly a symptom of a dysfunctional society? Why?

Contemporary criminology may influence social policy by providing solid evidence to support needed changes in policy and ensuring that the evidence is implemented correctly in a real-world setting.

Answers may vary.

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Chapter 2

Where Do Theories Come From?

From Idea to Evidence

CHAPTER OVERVIEW

Criminological theory cannot be fully appreciated unless one understands its fundamental assumptions. This chapter examines how contemporary social scientific research methods are used in the development of evidence-based criminological theories, policies, and practices. Evidence-based criminology is founded upon the experimental method; evidence refers to scientific findings rather than the kind of evidence gathered by the police or used in criminal trials. One of the primary techniques used in evidence-based criminology is randomized experiments.

John Laub identified three eras that characterized criminology over the past century and indicated that the current (or fourth) era, 21st-century criminology, contains "all possible offspring" of what came before. Present-day criminology has moved away from the armchair criminology of the past and is much more scientific, with an emphasis on determining causality.

The goal of criminology research is the construction of theories or models that allow for better understanding of criminal behavior and permit the development of strategies intended to address the problem of crime. A theory is a series of interrelated propositions which attempt to describe, explain, predict, and ultimately control some class of events, such as criminal behavior. Theories serve a variety of purposes, including giving meaning to observations.

Theories are tested against the real world using various research strategies. Research is the use of standardized, systematic procedures in the search for knowledge. Applied research is carried out with a practical application in mind, while pure research is undertaken for the sake of advancing scientific knowledge. Primary research is characterized by original investigation, while secondary research involves new evaluations of existing information collected by other researchers. Research is conducted in four stages: problem solving, research design development, the selection of data-gathering techniques, and a review of the findings.

Problem identification involves choosing a problem or issue to be studied. Most criminological research is intended to explore causality issues, especially the claims made by theories which purport to explain criminal behavior. Much contemporary criminological research involves hypothesis testing. Research designs structure the research process. One basic design is the one-group pretest–posttest. However, this type of design does not eliminate the possibility of confounding effects, or rival explanations, which may affect both the internal and external validity of the research. There are many factors that may threaten the internal or external validity of a research design. The use of an experimental or a quasi-experimental research design may increase the validity of the results by eliminating some rival explanations. These designs require the use of randomization when assigning research subjects to experimental and control groups.

There are five main data-gathering strategies commonly used in criminology: survey research, case studies, participant observation, self-reporting, and secondary analysis. The strategy selected must produce information in a form usable to the researcher and thus depends on the questions to be answered. Data collection involves scientific observation, which must meet the criteria of intersubjectivity and replicability. Even so, some observations may lead to unwarranted conclusions. Once the data have been collected, they are usually analyzed in some

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way, generally using statistical techniques. Descriptive statistics, such as the mean, median, mode, and standard deviation, describe, summarize, and highlight the relationships within the data. Inferential statistics, including tests of significance, attempt to generalize findings by specifying how likely they are to be true for other populations or locations.

Research methods can be quantitative or qualitative. Both are useful and provide important information. Some criminologists believe that qualitative data-gathering strategies represent the future of criminological research.

Research is not conducted in a vacuum and cannot be free of biases and preconceptions. The best way to control biases is to be aware of them at the start of the research. Ethical issues are also extremely important; although they may not affect the validity of the results, they may have a significant impact upon the lives of researchers and subjects. Key ethical issues include protection of subjects from harm, privacy, disclosure, and data confidentiality. One way to overcome many of these ethical issues is through the use of informed consent. Criminological research may also have an impact on social policy, although many publicly elected officials may prefer to create politically expedient policies rather than consider current research.

After a research study has been conducted, the results usually are presented in the form of a research report or paper. There is a standard format which is generally followed. Most criminologists seek to publish their research results. The primary medium for such publication is refereed professional journals, which use peer reviewers to determine the quality of submitted manuscripts.

LEARNING OUTCOMES

After reading this chapter, you should be able to answer the following questions:

1. What is the role of social scientific research methods in the development of criminological theories? How does the meaning of the word *evidence* in evidence-based criminology differ from the evidence found at a crime scene or the evidence used in criminal trials?
2. What is a theory? What purposes do theories serve? What role do research and experimentation play in theory building in criminology?
3. What is the role of criminological research in theory building? What is internal validity? External validity? How can threats to internal and external validity be addressed?
4. What are the differences between quantitative and qualitative methods in the social sciences? What are the advantages and disadvantages of each method?

What are some of the ethical considerations involved in conducting criminological research?

How do criminological research and experimental criminology impact social policy?

7. What sections might a typical research report contain?

CHAPTER OUTLINE

I. Introduction

- Ask students to discuss why it is important to understand the research methods used by criminologists
- Ask students to discuss the various ways they use scientific information or knowledge in their everyday lives.

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II. Today's Science-Based Criminology

- Ask students to explain the difference between the kind of evidence gathered by law enforcement authorities in seeking to prosecute criminal offenders and the kind of evidence used in evidence-based criminology.
- Discuss some of the major randomized experiments conducted in criminology and how they have affected public policy. Consider including both classic experiments (e.g., the Kansas City Preventive Patrol Experiment; the Minneapolis Domestic Violence Experiment) as well as more recent experiments (see the Journal of Experimental Criminology for information on new experimental research).

A. The Evolving Science of Criminology

- Explain to students that the scientific method provides one means of understanding aspects of our society, including crime. Although it is not the only such means, it is the one that guides criminology as a discipline.
- Ask students to discuss the commonly-used statement, "Facts speak for themselves." Do they agree with this statement? Why or why not?
- Ask students to consider the difference between using scientific knowledge versus personal experience to understand and explain patterns of crime

III. Theory Building

- Ask students to consider Inspector Parr's conclusions regarding the relationship between lunar phases and criminal behavior. Have them discuss whether these conclusions are scientifically grounded or if the relationship may be spurious. (When leading the discussion, instructors could point out, for example, that Parr compared lunar phases and violent crime over only one year. It is possible that during that year, the full moon disproportionately occurred on weekends, when crime is known to increase anyway).
- Stress that a theory is merely an attempted explanation, and that theories come and go over the years. Not all theories are equally valid. For example, consider mentioning how early theories of crime supposedly caused by demonic possession are no longer generally accepted.

IV. The Role of Research and Experimentation

- Ask students to discuss whether they think pure research or applied research would better inform public policy on crime.
- Provide examples of primary and secondary research and discuss the advantages and disadvantages of each. Have students discuss whether they think primary or secondary research is more valuable.

A. Problem Identification

- Provide students with information on a variety of criminological research studies and have them identify the variables in each study. Have them identify each as independent or dependent.
- Discuss the politicized nature of problem identification in criminological research.

B. Development of a Research Design

- Provide students with sample research studies and have them identify possible confounding effects.
- Ask students to discuss why the basic one-group pretest-posttest design is not a good research structure. Consider explaining other possible designs.

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- Provide students with sample research studies and have them identify possible threats to internal and external validity.
- Ask students to discuss the ways in which quasi-experimental research designs differ from "pure" experimental designs.
- Have students consider the possible benefits of conducting experiments in natural settings. Ask them to consider whether these benefits might be outweighed by other factors.
- Have the class consider the research discussed in the text (the prison study of diets with and without refined white sugar). Ask them how this study might be conducted as a quasi-experiment if a true experiment was not possible.

C. Choice of Data-Gathering Techniques

- Ask students to discuss the ways in which the results of survey research affect their daily lives.
- Ask students to consider what limits should be imposed upon participant observers engaged in criminological research, and why.

D. Problems in Data Collection

- Break students into groups. Give each group the same research question, and ask them to modify it as needed to develop a way to address it with each of the techniques of data collection that are described in the text.

E. Review of Findings

- Explain that tests of significance do not ensure that researchers can be absolutely certain that their conclusions are accurate.
- Stress that correlation does not imply a causal relationship between variables.

V. Quantitative versus Qualitative Methods

- Ask students to discuss why so many social scientists suffer from the mystique of quantity.
- There are many useful videos on YouTube explaining qualitative and quantitative research.
- Stress that quantitative and qualitative research methods are used to address different kinds of research questions. Neither is innately superior to the other; the main issue is which method is better suited for the research problem under consideration.

VI. Values and Ethics in the Conduct of Research

- Ask students whether they believe members of vulnerable populations, such as welfare recipients or incarcerated prisoners, can truly give informed consent.
- Have students discuss ways in which the need for informed consent might affect the results of research.
- Lead a class discussion on the question of what participant observers should do if the research participation appears to require them to violate the law. Point out that failure to comply may not only affect the research but put the researchers' lives at risk.

VII. The Impact of Criminological Research on Social Policy

- Ask students to discuss ways that researchers might reduce potential pressures to produce findings that support the current political stance on crime policy.

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- Have students view the ethical codes of the American Society of Criminology (ASC) and the Academy of Criminal Justice Sciences (ACJS) and compare the two. What differences can they identify? Consider having them attempt to create an "ideal" code for criminology and criminal justice researchers.
- Ask students to discuss why the author of the textbook states that research results ideally should have practical implications and should affect the decisions of public policy makers.
- Ask students to discuss why so many social scientists suffer from the mystique of quantity.

VIII. The Research Report

- Consider discussing your own publication experiences, or your recent research and/or writing, if applicable.

A. Writing for Publication

LIST OF CHANGES/TRANSITION GUIDE

- Swiss experimentation in the treatment of heroin abusers to reduce crime commission has been added to the chapter.

ADDITIONAL ASSIGNMENTS AND CLASS ACTIVITIES

Additional Lecture Topics

The Impact of Criminological Research on Social Policy. Discuss specific ways in which criminological research has affected social policy. One example is the impact of the Minneapolis Domestic Violence Experiment and the replications on police policy and state law:

- Many states changed their laws regarding the requirements for misdemeanor arrest in cases of domestic assault
- Many police departments moved to a policy emphasizing arrest in domestic cases; some developed a policy of mandatory arrest
- Most states mandate a minimum number of hours of pre-service and in-service training on domestic violence for police officers

Criminological Research Methods. Consider discussing specific types of research methods in more detail. Possible topics include:

- A discussion of cohort research, including both longitudinal and retrospective cohort studies
- A discussion of time-series analysis
- A discussion of some key criminology experiments (e.g., the Kansas City Preventive Patrol Experiment, the Newark Foot Patrol Experiment, the Minneapolis Domestic Violence Experiment, and the five follow-up experiments)
- A discussion of random and nonrandom sampling techniques, and how the method used to select the sample can affect external validity

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Test Bank

Criminology Today, 10e (Schmalleger)

Chapter 1 What Is Criminology?

1.1 Multiple Choice Questions

1) The view of crime as human conduct that violates the criminal law is drawn from a _____ perspective.
A) political
B) sociological
C) psychological
D) legalistic
Answer: C
Page Ref: 2
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

2) "Human conduct that is in violation of the criminal laws of a state, the federal government, or a local jurisdiction that has the power to make such laws" is a definition of _____.
A) criminology
B) crime
C) criminal
D) deviance
Answer: B
Page Ref: 3
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

3) The belief that crime is an antisocial act of such a nature that repression is necessary to preserve the existing system of society is the basis of the _____ perspective on crime
A) legal
B) political
C) sociological
D) psychological
Answer: C
Page Ref: 3-4
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

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4) The psychological perspective sees crime primarily as _____.
A) a violation of a law
B) an offense against human relationships
C) an antisocial act
D) problem behavior
Answer: D
Page Ref: 5
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

5) Which of the following statements about deviance and crime is true?
A) All deviant behavior is criminal.
B) All criminal behavior is deviant.
C) Deviant behavior and criminal behavior overlap.
D) Deviant behavior and criminal behavior are mutually exclusive categories.
Answer: C
Page Ref: 5-6
Objective: What is deviance? How are crime and deviance similar? How do they differ?
Level: Intermediate

6) You are running late to class and there is an exam today. To get to class on time, you drive about 10 miles about the speed limit. This is an example of behavior that is _____.
A) deviant but not criminal
B) criminal but not deviant
C) both deviant and criminal
D) neither deviant nor criminal
Answer: B
Page Ref: 6
Objective: What is deviance? How are crime and deviance similar? How do they differ?
Level: Intermediate

7) Which of the following behaviors are criminal only when committed by a child or youth?
A) Shoplifting a candy bar
B) Drinking alcohol
C) Speeding
D) Joyriding
Answer: B
Page Ref: 7
Objective: What is deviance? How are crime and deviance similar? How do they differ?
Level: Intermediate

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8) The _____ perspective says that laws should be enacted to criminalize certain behaviors when members of society generally agree that such laws are necessary?
A) consensus
B) sociological
C) pluralistic
D) legalistic
Answer: A
Page Ref: 7
Objective: Who decides what should be criminal? How are such decisions made?
Level: Basic

9) The pluralistic perspective suggests that behaviors are typically criminalized through _____.
A) a political process
B) the general agreement of most members of society
C) the existence of shared norms and values
D) consensus
Answer: A
Page Ref: 7
Objective: Who decides what should be criminal? How are such decisions made?
Level: Basic

10) The gun control debate is an example of the _____ perspective.
A) consensus
B) sociological
C) conflict
D) pluralistic
Answer: D
Page Ref: 7
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

11) _____ is the field of study that is concerned primarily with the causes and consequences of crime.
A) Criminal justice
B) Criminology
C) Criminality
D) Criminalistics
Answer: B
Page Ref: 9
Objective: Who decides what should be criminal? How are such decisions made?
Level: Basic

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12) Criminal justice focuses on _____.
A) the control of lawbreaking
B) the causes of crime
C) the consequences of crime
D) the victim
Answer: A
Page Ref: 10
Objective: What is criminology? What are its many roots?
Level: Basic

13) A _____ studies crime, criminals, and criminal behavior.
A) scientist
B) criminal justice professional
C) criminologist
D) criminalist
Answer: C
Page Ref: 10-11
Objective: What do criminologists do?
Level: Basic

14) Which of the following individuals would most likely be considered a criminalist?
A) A victims' advocate
B) A polygraph operator
C) A computer crime investigator
D) A correctional officer
Answer: B
Page Ref: 11-12
Objective: What do criminologists do?
Level: Intermediate

15) A(n) _____ theory of crime attempts to explain all or most forms of criminal conduct through a single, overarching approach.
A) complete
B) unicausal
C) integrated
D) general
Answer: D
Page Ref: 12
Objective: What do criminologists do?
Level: Basic

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16) The general theory of crime suggests that all types of criminal and deviant behavior can be explained by a single factor: a lack of self-control. This is an example of a(n) _____ theory.

A) integrated

B) unicausal

C) bicameral

D) complete

Answer: B

Page Ref: 12

Objective: What do criminologists do?

Level: Intermediate

17) _____ criminology emphasizes the use of social scientific techniques to develop knowledge in the field of criminology.

A) Evidence-based

B) Translational

C) Theoretical

D) Policy-based

Answer: A

Page Ref: 13

Objective: What is evidence-based criminology? How does it complement theoretical criminology?

Level: Basic

18) _____ criminology involves taking the results of criminological research and converting it into workable social policy and practice.

A) Experimental

B) Translational

C) Theoretical

D) Policy-based

Answer: B

Page Ref: 14

Objective: What is evidence-based criminology? How does it complement theoretical criminology?

Level: Basic

19) The _____ perspective holds that crime manifests from underlying social issues such as poverty, discrimination, and pervasive family violence.

A) evidence-based

B) individual responsibility

C) social deviance

D) social problems

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Answer: D

Page Ref: 15

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Basic

20) Which of the following statements about the individual responsibility perspective is true?

A) It suggests that crime is a symptom of underlying social problems such as poverty and discrimination.

B) It emphasizes the development of social and educational opportunities as a way of dealing with the crime problem.

C) It emphasizes crime prevention efforts such as harsher sentences and the development of rehabilitation programs.

D) It sees crime as a public health problem as well as a criminal justice problem.

Answer: C

Page Ref: 15-16

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Intermediate

21) Which of the following crime reduction or prevention strategies is most characteristic of the social problems perspective?

A) A government-funded initiative to enhance educational opportunities among low-income individuals

B) A move to broaden police powers by increasing the number of exceptions to the Exclusionary Rule

C) Rewriting state statutes to increase the severity of punishment for violent offenders, such as three-strikes laws

D) Allocating federal funds to help states build and operate more prisons

Answer: A

Page Ref: 16

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Intermediate

22) Which of the following recent developments in national crime control policy is most likely to have been influenced by the social problems perspective?

A) The increase in the number of federal capital crimes

B) The enactment of a federal three-strikes law

C) The abolition of federal parole

D) The creation of the Job Corps to reduce unemployment by encouraging the development of job skills

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Answer: D

Page Ref: 17

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Intermediate

23) Crime is not an isolated individual activity but a(n) _____ event.

A) social

B) economic

C) deviant

D) political

Answer: A

Page Ref: 18

Objective: What is the social context of crime? What are crime's consequences?

Level: Intermediate

24) An American visitor witnessing a crime in Japan may interpret the events differently than someone born within the Japanese culture. This is an example of _____.

A) intercultural perspective

B) social relativity

C) deviant perception

D) politicization

Answer: B

Page Ref: 19

Objective: What is the social context of crime? What are crime's consequences?

Level: Intermediate

25) Which of the following is a background contribution by the offender?

A) A genetic inventory

B) A peculiar motivation

C) A specific intent

D) A drug-induced state of mind

Answer: A

Page Ref: 19

Objective: What is the social context of crime? What are crime's consequences?

Level: Intermediate

26) The _____ contributes to a criminal event by failing to prevent criminal activity.

A) victim

B) offender

C) criminal justice system

D) general public

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Answer: C
Page Ref: 19
Objective: What is the social context of crime? What are crime's consequences?
Level: Basic

27) Ultimately, crime is a result of the coming together of inputs provided by all but which of the following?
A) The victim
B) The criminal justice system
C) Society
D) The media
Answer: D
Page Ref: 20
Objective: What is the social context of crime? What are crime's consequences?
Level: Intermediate

28) Victims may actively contribute to their own victimization through the appearance of _____.
A) defensiveness
B) exposure
C) defenselessness
D) precipitation
Answer: C
Page Ref: 20
Objective: What is the social context of crime? What are crime's consequences?
Level: Basic

29) _____ is the process by which one acquires the cultural values of one's society.
A) Socialization
B) Integration
C) Social relativity
D) Criminalistics
Answer: A
Page Ref: 20
Objective: What is the social context of crime? What are crime's consequences?
Level: Basic

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30) Many modern criminologists operate from a(n) _____ perspective.

A) psychological

B) political

C) economic

D) sociological

Answer: D

Page Ref: 23

Objective: What social science has traditionally provided a central theoretical basis for criminology? Why?

Level: Basic

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1.2 True/False Questions

1) The legalistic perspective defines crime as a violation of the criminal law.
Answer: TRUE
Page Ref: 2-3
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

2) Adopting the psychological perspective of crime would greatly expand the scope of criminology.
Answer: TRUE
Page Ref: 3-4
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

3) All criminal behavior is deviant.
Answer: FALSE
Page Ref: 6
Objective: What is deviance? How are crime and deviance similar? How do they differ?
Level: Basic

4) Some behaviors are considered to be criminal only if they are committed by a child.
Answer: TRUE
Page Ref: 7
Objective: What is deviance? How are crime and deviance similar? How do they differ?
Level: Intermediate

5) The pluralistic perspective is most applicable to societies characterized by a shared belief system.
Answer: FALSE
Page Ref: 7
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

6) The difficulty in reaching agreement regarding legalizing marijuana is an example of social consensus.
Answer: FALSE
Page Ref: 7-8
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

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7) Criminology is an interdisciplinary field.
Answer: TRUE
Page Ref: 9-10
Objective: What is criminology? What are its many roots?
Level: Basic

8) Criminal justice focuses on questions about the causes of crime.
Answer: FALSE
Page Ref: 10
Objective: What is criminology? What are its many roots?
Level: Basic

9) A correctional officer is a criminalist.
Answer: FALSE
Page Ref: 11
Objective: What do criminologists do?
Level: Intermediate

10) There is a growing tendency to apply the term *criminologist* to anyone who works in the criminal justice field.
Answer: FALSE
Page Ref: 10
Objective: What do criminologists do?
Level: Basic

11) A theory that attempts to explain all types of criminal behavior is a general theory of crime.
Answer: TRUE
Page Ref: 12
Objective: What do criminologists do?
Level: Basic

12) An integrated theory is one that proposes a single identifiable cause for all serious criminal behavior.
Answer: FALSE
Page Ref: 13
Objective: What do criminologists do?
Level: Basic

13) Translational criminology focuses on taking research findings and converting them into social policy.
Answer: TRUE
Page Ref: 14

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Objective: What is evidence-based criminology? How does it complement theoretical criminology?

Level: Basic

14) A social program that encourages teenagers to stay in school and graduate is typical of the social problems perspective.

Answer: TRUE

Page Ref: 16-17

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Intermediate

15) The individual responsibility perspective considers people to be responsible for their own behavior.

Answer: TRUE

Page Ref: 16-17

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Basic

16) The abolition of federal parole and the creation of the federal three-strikes law were influenced by the social problems perspective.

Answer: FALSE

Page Ref: 17

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Intermediate

17) Because crime is a social event, it can have more than one interpretation.

Answer: TRUE

Page Ref: 18

Objective: What is the social context of crime? What are crime's consequences?

Level: Intermediate

18) Social relativity means that the offender and the victim interpret crime in a similar way.

Answer: FALSE

Page Ref: 19

Objective: What is the social context of crime? What are crime's consequences?

Level: Basic

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19) The consequences of crime include both outputs and interpretations.

Answer: TRUE

Page Ref: 19

Objective: What is the social context of crime? What are crime's consequences?

Level: Basic

20) The primacy of sociology should not prevent criminologists from recognizing contributions from other perspectives.

Answer: TRUE

Page Ref: 23

Objective: What social science has traditionally provided a central theoretical basis for criminology? Why?

Level: Intermediate

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1.3 Fill in the Blank Questions

1) Seeing crime as the result of criteria that have been built into the law by powerful groups is the basis of the _____ perspective on crime.
Answer: political
Page Ref: 3-4
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

2) The sociological perspective considers crime to be a(n) _____ act.
Answer: antisocial
Page Ref: 3-4
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

3) _____ is human activity that violates social norms.
Answer: Deviance
Page Ref: 6
Objective: What is deviance? How are crime and deviance similar? How do they differ?
Level: Basic

4) Truancy and running away from home are examples of _____.
Answer: delinquency
Page Ref: 6
Objective: What is deviance? How are crime and deviance similar? How do they differ?
Level: Basic

5) The _____ perspective suggests that behaviors should be criminalized when members of society generally agree that such laws are necessary.
Answer: consensus
Page Ref: 7
Objective: Who decides what should be criminal? How are such decisions made?
Level: Basic

6) _____ focuses on questions about the causes of criminal behavior.
Answer: Criminology
Page Ref: 9
Objective: What is criminology? What are its many roots?
Level: Basic

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7) _____ criminology proposes explanations for criminal behavior.
Answer: Theoretical
Page Ref: 12
Objective: What is criminology? What are its many roots?
Level: Basic

8) The individual _____ perspective argues that criminal offenders choose crime over more law-abiding behaviors.
Answer: responsibility
Page Ref: 16
Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?
Level: Intermediate

9) Social _____ means that social events are interpreted differently according to an individual's cultural experiences and personal interests.
Answer: relativity
Page Ref: 19
Objective: What is the social context of crime? What are crime's consequences?
Level: Basic

10) Background causes of crime are known as _____.
Answer: contributions
Page Ref: 19
Objective: What is the social context of crime? What are crime's consequences?
Level: Basic

11) A specific intent is an example of a(n) _____ contribution to crime by the offender.
Answer: foreground
Page Ref: 19
Objective: What is the social context of crime? What are crime's consequences?
Level: Intermediate

12) An innocent victim killed outside his/her home by random gunfire from a drive-by shooting is a(n) _____ participant in the crime.
Answer: passive
Page Ref: 20
Objective: What is the social context of crime? What are crime's consequences?
Level: Basic

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13) A situation in which someone starts a fight but ends up being severely beaten is an example of victim _____.

Answer: precipitation

Page Ref: 20-21

Objective: What is the social context of crime? What are crime's consequences?

Level: Intermediate

14) The field of _____ has contributed the most to criminology.

Answer: sociology

Page Ref: 23

Objective: What social science has traditionally provided a central theoretical basis for criminology? Why?

Level: Basic

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1.4 Matching Questions

Match the definitional perspective to its view of crime.

A) Crime is an antisocial act that needs to be repressed to preserve the existing social system
B) Crime is behavior that violates the criminal law
C) Crime is a form of social maladjustment or problem behavior
D) Crime is defined in terms of power structures existing in society

1) Legalistic
Page Ref: 3-4
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

2) Political
Page Ref: 3-4
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

3) Sociological
Page Ref: 3-4
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

4) Psychological
Page Ref: 3-4
Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?
Level: Basic

Answers: 1) B 2) D 3) A 4) C

Match the role to the type of field or study within criminology.

A) Criminal Justice
B) Criminologists
C) Criminalistics

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5) Polygraph examiner
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

6) Probation officer
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

7) Creating social policy
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

8) Public advocacy
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

9) Correctional officer
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

10) Constructing theories
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

11) Ballistics
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

12) Victim advocate
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

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13) Crime-scene photographer
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

14) Testing hypotheses
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

15) Fingerprint examiner
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

16) Prosecutor
Page Ref: 12
Objective: Who decides what should be criminal? How are such decisions made?
Level: Intermediate

Answers: 5) C 6) A 7) B 8) B 9) A 10) B 11) C 12) A 13) C 14) B 15) C 16) A

Match the policy to the underlying perspective.

A) Individual responsibility perspective
B) Social problems perspective

17) Head Start program of comprehensive early childhood education
Page Ref: 15-16
Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?
Level: Intermediate

18) Federal allocations to allow states to expand their prison systems
Page Ref: 15-16
Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?
Level: Intermediate

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19) A Job Corps initiative to help young people earn a high school diploma and find and keep a good job

Page Ref: 15-16

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Intermediate

20) Three-strikes laws to mandate life imprisonment for third-time violent felons

Page Ref: 15-16

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Intermediate

21) Enhanced sentences for drug trafficking

Page Ref: 15-16

Objective: What is the theme of this text? Upon what two contrasting viewpoints does it build?

Level: Intermediate

Answers: 17) B 18) A 19) B 20) A 21) A

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1.5 Essay Questions

1) What are the various definitional perspectives by which crime can be defined and how does each perspective define crime? What is deviant behavior? What are the similarities and differences between criminal behavior and deviant behavior?

Answer: Answers should include a discussion of the four definitional perspectives (legalistic, political, sociological, and psychological) and an explanation of how each views crime. They should also include a definition of deviant behavior as behavior that violates social norms and should explain how the two concepts overlap but are not identical.

Page Ref: 2-6

Objective: Multiple

Level: Difficult

2) What is criminology and what is a criminologist? What career paths are available for individuals earning various degrees in criminology?

Answer: Answers should define criminology and criminologists, and should discuss some of the career paths, including jobs available in the areas of criminalistics and criminal justice.

Page Ref: 9-14

Objective: Multiple

Level: Intermediate

3) What are the two contrasting viewpoints on which the book is built? Explain each and give examples of policies based on each viewpoint.

Answer: Answers should explain the two contrasting perspectives now popular in American society: social problems perspective and the individual responsibility perspective. Examples may vary.

Page Ref: 15-16

Objective: What is the theme of this chapter? Upon what two contrasting viewpoints does it build?

Level: Basic

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1.6 Critical Thinking Questions

1) What limitations exist with the legal perspective of crime?

Answer: Answers should define the legal perspective of crime as human conduct in violation of the criminal laws set by the government. Answers should address some of the following limitations discussed in the textbook: yielding moral high ground to powerful individuals with influence on the law; that social, ethical, and individual significance influence immoral forms of behavior; and that the legalistic definition also suffers from lack of recognition that formalized laws have not always existed.

Page Ref: 3

Objective: What is crime? What is the definition of crime that the author of this text has chosen to use?

Level: Difficult

2) How do the different roles of criminologists, criminalists, and criminal justice professionals vary? How do these roles contribute to the field of criminology? Who primarily contributes to social policy?

Answer: Answers should distinguish between criminologists, criminalists, and criminal justice. They should explain that criminologists contribute to the study of the field and development of policy, individuals working in the field of criminalistics collect physical evidence of specific crimes, and criminal justice professionals do the day-to-day work of the criminal justice system.

Page Ref: 10-12

Objective: Multiple

Level: Intermediate

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