

Worksheet 3.1 The nature of crime, deviance and social control (pages 126–131)

Consolidate (work individually)

- 1 Define 'deviance'.
- 2 Define 'crime'.
- 3 Identify two possible criticisms of Pease's (2002) definition of crime.
- 4 Briefly explain 'private deviance'.
- 5 Briefly explain 'public deviance'.
- 6 Define 'situational deviance'.
- 7 Define 'societal deviance'.
- 8 Give two examples to illustrate the idea that crime and deviance are relative to culture.
- 9 Briefly explain formal methods of social control.
- 10 Briefly explain informal methods of social control.

Apply (work in small groups)

- 1 Suggest examples of behaviour that is:
 - a) Deviant but not criminal.
 - b) Criminal - but which is not seen as being particularly deviant.
 - c) Criminal and deviant.
- 2 Suggest examples of private and public forms of deviance other than those in the text.
- 3 Identify an example of behaviour that is societally but not necessarily situationally deviant.
- 4 Using examples to illustrate your answer, identify some of the ways you try to informally control the behaviour of your friends.

- 5 Make a list of the formal and informal methods of social control that operate in your school/college. Giving brief reasons for your answer, which do you think are most effective as a means of controlling people's behaviour?

Evaluate (work as a class)

- 1 Using both historical and cross-cultural examples to support your argument evaluate the claim that deviance is a relative concept.
- 2 Discuss the claim that formal methods of social control are likely to be more effective in combating crime than informal methods.

Worksheet 3.2 Crime statistics (pages 132–140)

Consolidate (work individually)

- 1 Identify two main measures of crime in Britain.
- 2 Suggest three reasons why official crime statistics do not represent the total volume of crime in our society.
- 3 Identify four reasons why people may not report crime to the police.
- 4 Suggest three factors that may affect trends over time in crime statistics.
- 5 Identify three types of crime excluded from the British Crime Surveys.
- 6 Identify the characteristics of offenders produced by official crime statistics.
- 7 What are the characteristics of offenders according to the National Prison Survey?
- 8 Identify the characteristics of offenders produced by self-report studies.
- 9 Identify two methods usually used to collect data in self-report studies.
- 10 Suggest three criticisms of self-report studies.

Evaluate (work as a class)

- 1 Assess the reliability and validity of *either* official crime statistics *or* the British Crime Surveys.
- 2 'Crime in our society is overwhelmingly committed by young, black, working-class, males'. Assess the evidence for and against this statement.

Apply (work in small groups)

- 1 Suggest one advantage and one disadvantage of official crime statistics
- 2 Suggest one advantage and one disadvantage of victim studies (such as the British Crime Surveys).
- 3 Examine the argument that the advantages of *either* official crime statistics *or* victim report studies outweigh their disadvantages.
- 4 Using an example to illustrate your answer, briefly explain Holdaway's (1988) argument that crime statistics are socially constructed.
- 5 Examine the argument that official crime statistics tell us a great deal about criminals but very little about offenders.

Worksheet 3.3 Media representations of crime (pages 141–146)

Consolidate (work individually)

- 1 Suggest three types of analysis commonly used by sociologists to understand media representations.
- 2 Suggest *one* criticism of *each* of the types of analysis identified in question 1.
- 3 Identify two patterns in the reporting of types of crime.
- 4 What are the social characteristics of offenders as portrayed by the media?
- 5 Identify three ways that the legitimacy of the criminal justice system is safeguarded through media crime reports.
- 6 Identify three ways that the picture of crime in media fiction is different to the picture given by official statistics, victim studies and self-report studies.
- 7 Explain 'news values'.
- 8 Identify two examples of 'state crimes'.
- 9 Suggest two ways media representations may contribute to the 'fear of crime'.
- 10 True or false? 'Tabloid readers are three times more likely to be very concerned about violent crime than broadsheet readers'.

Apply (work in small groups)

- 1 As preparation for a content analysis of crime reporting, collect a day's worth of popular newspapers (from tabloids like The Sun and The Mirror, through mid-range titles like The Mail and The Express to broadsheets such as The Guardian and The Times). Each group should have access to at least one title from each of these groups).

Reproduce the following table and use it as a grid to record examples of the way crime is reported in our society:

Newspaper Source	Types of crime	Social characteristics of offenders	Incidents or causes	The criminal justice system
The Sun				
The Times				
Etc.				

Use the information from the content analysis to analyse the various ways newspapers report crime in our society (do different types of newspaper report crime differently, for example?).

Worksheet 3.3 (2)

- 2 The information from the content analysis can also be applied to the concept of news values. Reanalyse the information collected to focus on examples of:
- Novelty, freshness and surprise
 - Drama and excitement
 - Titillation
 - A focus on personalities.
- a) Find examples of crime stories that include any or all of these characteristics.
- b) Count the number of crime stories that include none of these characteristics.
- 3 If 'journalists are largely dependent on official sources for their information', suggest two ways that this might bias public perception of crime and criminals.
- 4 On the basis of your content analysis, suggest three ways that crime reporting might contribute to the 'fear of crime'.
- 5 Thinking about your own behaviour:
- a) Identify any specific steps you take to 'lessen your chances of being a victim of crime'.
- b) Compare the responses of males and females in the class to this question.

Evaluate (work as a class)

- 1 'Media representations of crime amplify people's fear of crime'. To what extent do you agree/disagree with this statement?
- 2 Examine the advantages and disadvantages of content analysis as a way of understanding how the media report crime in our society.

Worksheet 3.4 Explaining crime and deviance: functionalism, strain theory and subcultural theory (pages 147–158)

Consolidate (work individually)

- 1 Identify two non-sociological approaches to the study of crime.
- 2 Suggest four 'functions of crime'.
- 3 Suggest one criticism of functionalist explanations of crime.
- 4 Identify Merton's 'five possible adaptations or responses to the strain of anomie'.
- 5 Briefly explain 'status frustration'.
- 6 Identify three types of subculture suggested by Cloward and Ohlin.
- 7 Identify three 'focal concerns' of lower-class youth.
- 8 Identify five 'neutralisation techniques' suggested by Matza and Sykes.
- 9 Suggest four types of crime mainly committed by the middle and upper classes.
- 10 Suggest three reasons why white-collar crime is treated differently by the public, police, courts and regulatory bodies.

Apply (work in small groups)

- 1 Suggest three reasons why sociologists are sceptical of biological, physiological, psychological and genetic explanations of crime.
- 2 Give examples to illustrate *each* of the five 'responses to strain' identified by Merton (Table 1: page 150).
- 3 Identify three ways that young, working-class, males may be defined as 'failures' by society.

- 4 Consider the 'techniques of neutralisation' identified by Matza and Sykes (page 154). Identify and briefly explain any situations in which you have used these techniques to absolve yourself of blame for deviant behaviour.
- 5 Examine the reasons that corporate and white-collar crimes are treated differently, by the police, courts and society, to working-class crimes.

Evaluate (work as a class)

- 1 'The only difference between criminals and non-criminals is that the former have been caught and labelled'. Examine the evidence for and against this claim.
- 2 Examine the argument that white-collar crime is less serious and less important than lower-class crime.

Worksheet 3.5 Interactionism and labelling theory (pages 158–163)

Consolidate (work individually)

- 1 Suggest one difference between functionalist and interactionist perspectives on crime and deviance.
- 2 Identify three 'central views' of interactionism.
- 3 Briefly explain the difference between primary and secondary deviance.
- 4 Define 'self-fulfilling prophecy'.
- 5 Suggest two advantages of labelling theory.
- 6 Give two criticisms of labelling theory.
- 7 Briefly explain a 'deviancy amplification spiral'.
- 8 Define 'moral panic'.
- 9 Define 'folk devils'.
- 10 Suggest one criticism of the concept of 'moral panic'.

Apply (work in small groups)

- 1 Becker argues that 'deviance is not a quality of the act the person commits but rather a consequence of the application by others of rules and sanctions to an offender'. Suggest and briefly explain two examples of deviant behaviour we could use to support this argument.
- 2 We all carry concepts in our head about 'typical criminals'. Copy the following table and use it to identify what you consider to be the characteristics (such as age, sex, class or whatever you decide might be important) of the following criminals:

Characteristics	Petty Thief	Burglar	Fraudster	Serial Murderer

Once completed, compare your answers with the rest of your group/class:

- a) What similarities and differences did you find between your answers?
 - b) How might we explain these similarities and differences?
- 3 Imagine that a close friend, someone you had known and trusted for years, was suddenly revealed to be an armed robber.
 - a) Identify some of the ways your relationship to this person might change.
 - b) What does your reaction tell us about master labels?
 - 4 Suggest two ways that the actions of control agencies may contribute to an increase in the deviant behaviour they are trying to prevent.
 - 5 Using Figure 1 (page 162) as the basis for your answer show how a deviancy amplification spiral might occur for any one of the following: child abuse; paedophilia; the influence of violent films on young viewers.

Evaluate (work as a class)

- 1 Examine the idea that the 'causes of deviance' are not to be found in the social, psychological or biological characteristics of offenders.
- 2 Critically examine the claim that there is nothing intrinsically deviant about any act. It only becomes deviant when it is seen and labelled as such.

Worksheet 3.6 Marxism and radical criminology (pages 164–167)

Consolidate (work individually)

- 1 Identify what, for Marxists, are two key features of capitalist society.
- 2 Suggest one way laws in capitalist society reflect the interests of the dominant capitalist class.
- 3 How are workers encouraged to accept the capitalist system?
- 4 Give two examples to illustrate the argument 'there is one law for the rich and another for the poor'.
- 5 Identify three advantages of the traditional Marxist approach to understanding crime.
- 6 What is the focus of radical criminology?
- 7 Identify the seven dimensions of a 'fully social theory of deviance'.
- 8 Identify one study that illustrates the radical criminological approach.
- 9 Suggest two advantages of radical criminology.
- 10 Suggest three criticisms of radical criminology.

Apply (work in small groups)

- 1 Briefly explain why, for Marxists, law-breaking is a rational response to structural pressures produced by capitalism.
- 2 Suggest two ways radical criminology is similar to labelling theory.
- 3 Briefly explain the role played by the media within radical criminology's 'fully social theory of deviance'.
- 4 Explain what is meant by 'a crisis of capitalism' and suggest one criticism of this concept.
- 5 Radical criminology is sometimes accused of seeing criminals as 'victims of the system'. Suggest three criticisms of this view of criminal behaviour.

Evaluate (work as a class)

- 1 Compare Marxist and functionalist explanations of crime and deviance.
- 2 'There is one law for the rich and another for the poor'. Evaluate this statement with reference to Marxist theories of crime.

Worksheet 3.7 Right realism, social order and social control (pages 167–171)

Consolidate (work individually)

- 1 According to right realists crime is disproportionately committed by which social group?
- 2 The 'tendency to commit crime' is influenced by which two factors?
- 3 Identify three cultural factors that right realists claim have reduced restraints on young people's behaviour.
- 4 What is control theory's main concern?
- 5 Control theorists argue social bonds consist of which four elements?
- 6 What, according to Hirschi, is the primary distinguishing feature of young offenders?
- 7 Briefly explain rational choice theory.
- 8 Identify two measures that may 'increase the cost of crime'.
- 9 Briefly describe the right realist view of the role of the police.
- 10 Suggest three criticisms of right realism.

Apply (work in small groups)

- 1 Explain, using an example to illustrate your answer, a cost-benefit analysis of crime.
- 2 Identify two *significant others* in your life and, for each, briefly explain how they have influenced your behaviour.
- 3 Evaluate the idea that the social bonds of attachment, commitment, involvement and belief can be used to explain why you have remained in education beyond the school-leaving age.
- 4 Suggest two reasons why imprisoning more people for longer might:
 - a) Reduce crime rates.
 - b) Increase crime rates.
- 5 Examine the argument that right realism fails to explain crimes committed by the middle classes.

Evaluate (work as a class)

- 1 Assess the argument that 'crime falls when the costs of criminality outweigh its benefits'.
- 2 Evaluate the argument that the weaknesses of right realism outweigh its strengths.

Worksheet 3.8 Left realism, social order and social control (pages 172–176)

Consolidate (work individually)

- 1 Identify two effects of street crime.
- 2 Explaining crime involves understanding the interaction between which four basic elements?
- 3 Identify three things that victim studies can tell us about crime.
- 4 Why, according to Young, is deprivation not an explanation for crime?
- 5 Explain 'individualism'.
- 6 Suggest three ways those at the bottom of the class structure are increasingly excluded from mainstream society.
- 7 Briefly explain what is meant by 'multi-agency intervention'.
- 8 Suggest two reasons why some communities are reluctant to help the police.
- 9 Briefly explain 'military policing'.
- 10 Suggest three criticisms of left realism.

- 5 Suggest two methodological problems we might face with operationalising the concepts of:
 - a) Relative deprivation.
 - b) Individualism.

Evaluate (work as a class)

- 1 Compare the strengths and weaknesses of right and left realism as explanations for street crime.
- 2 Imagine you have been asked to find a solution to 'problems of crime and deviance' in your school or college (something you will need to initially identify). Suggest practical ways that an understanding of the four elements identified by left realists (victims, offenders, formal agencies and the nature of informal methods of social control) could help to reduce or eliminate the problems you've identified.

Apply (work in small groups)

- 1 Suggest two reasons why victim studies such as the Islington Crime Survey might provide a more valid picture of crime than official crime statistics.
- 2 Suggest one strength and one weakness of the concept of relative deprivation as an explanation for crime.
- 3 Briefly explain how a combination of relative deprivation and individualism can lead to an increase in crime.
- 4 How might 'greater democratic control of the police' help to reduce crime rates?

Worksheet 3.9 Globalisation and crime (pages 176–184)

Consolidate (work individually)

- 1 Suggest one key factor in the development of globalisation.
- 2 Identify three types of transnational crime.
- 3 Identify three changes in the political economy that Taylor (1997) believes have increased criminal behaviour.
- 4 Suggest three examples of major crimes in the new international markets.
- 5 Identify five ways that a 'market society promotes crime'.
- 6 Give two examples of the way green issues (and crimes) do not respect national boundaries.
- 7 Suggest two reasons why violent state activities have recently appeared on the criminological agenda.
- 8 Why are there no official statistics available to allow us to measure the extent of state crimes?
- 9 Briefly explain the idea of a 'spiral of denial'.
- 10 Briefly explain the term 'techniques of neutralisation'.
- 3 Global changes in the *illegal* economy have mirrored those in the *legal* economy. Illustrate this argument using evidence from the international drugs trade (pages 179–180).
- 4 Using the example of Nelson Mandela to illustrate your answer, show how labelling theory can be applied to our understanding of changing definitions of crime.
- 5 Examine the contribution that *either* theories of neutralisation *or* strain theory can make to our understanding of state crimes.

Evaluate (work as a class)

- 1 'Terrorism is simply a convenient label used by governments to legitimise their own criminal behaviour'. Discuss arguments for and against this statement in the context of events such as the bombing of the World Trade Center and the invasion of Iraq.
- 2 Examine the extent to which globalisation has resulted in new and different forms of criminal activity.

Apply (work in small groups)

- 1 Some criminologists have argued we should redefine the concept of crime to include the idea of 'social harm'. Suggest and briefly explain three examples of practices that may be 'socially harmful' in our society but which are not criminal/illegal.
- 2 How has globalisation made *any* of the following *easier* for organised crime:
Drug-smuggling; people-smuggling (illegal immigrants and/or sex slavery); financial fraud; insider trading.

Worksheet 3.10 Ethnicity and crime (pages 185–191)

Consolidate (work individually)

- 1 Suggest two explanations for the relatively higher levels of Black criminalisation.
- 2 Suggest two reasons why official statistics do not demonstrate ethnic differences in rates of offending.
- 3 According to Mayhew et al's (1993) analysis of British Crime Survey data, what percentage of White victims of violence identified the offenders as White.
- 4 Identify three weaknesses of self-report study measures of criminality.
- 5 Define 'institutional racism'.
- 6 Identify one reason why, once arrested, Blacks are less likely to receive a caution and more likely to face formal action.
- 7 Give two reasons why ethnic minority defendants are more likely to be acquitted by the courts than White defendants.
- 8 Suggest two reasons why sentencing is a clear example of discrimination against ethnic minority groups.
- 9 Identify two factors responsible for the increased risk of victimisation faced by ethnic minority groups.
- 10 Identify two ways racial discrimination may play a part in increasing the risk of victimisation.

Apply (work in small groups)

- 1 Examine the evidence that Black and Asian ethnic groups are over-represented at different stages of the criminal justice system.
- 2 Suggest two reasons why homicide statistics are more reliable than other official crime statistics.
- 3 Identify and briefly explain two methodological problems sociologists might face when measuring the extent of racist violence and harassment in our society.
- 4 Briefly explain how police statistics on racist violence and harassment illustrate the idea of an 'iceberg effect'.
- 5 Draw a diagram to express the 'vicious cycle of amplification' described by Lea and Young (1982).

Evaluate (work as a class)

- 1 'All measures of crime have their strengths and their weaknesses'. Assess this statement in relation to official statistics, victim surveys, and self-report studies.
- 2 Examine the argument that higher rates of acquittal amongst ethnic minority defendants shows that courts are 'biased against the White majority ethnic group'.

Worksheet 3.11 Gender and crime (pages 191–198)

Consolidate (work individually)

- 1 In 2002, what percentage of known offenders were men?
- 2 Identify three areas of agreement, pointed to by all sources of data, about the relationship between gender and crime.
- 3 Identify four ways, according to sex role theories, that the socialisation of boys differs from that of girls.
- 4 Suggest two ways in which women, according to Carlen (1990), are 'powerless'.
- 5 Define 'hegemonic masculinity'.
- 6 Identify three criticisms of Messerschmidt's analysis of the relationship between masculinities and crime.
- 7 What is meant by a 'crisis of masculinity'?
- 8 Briefly explain the meaning of the 'night-time economy'.
- 9 Suggest one reason why the courts treat some women differently than other women.
- 10 Suggest three ways that female fear of violent crime may place constraints on their behaviour.

Apply (work in small groups)

- 1 Briefly explain why Carlen's sample makes generalisations from her study unreliable.
- 2 Suggest two ways in our society that:
 - a) Male control of women discourages deviance.
 - b) Women are less likely to experience male control now than in the past.
- 3 Identify and explain some of the ways men and women in our society present themselves to others as 'masculine' or 'feminine'.
- 4 Suggest three ways young middle-class males accept their subordination to teachers.
- 5 What evidence is there that women are treated:
 - a) More leniently by the criminal justice system?
 - b) More harshly by the criminal justice system?

Evaluate (work as a class)

- 1 Examine the argument that we can best understand crime as a 'crisis of masculinity'.
- 2 Evaluate theories of the relationship between gender and crime.

Worksheet 3.12 Age and crime (pages 198–200)

Consolidate (work individually)

- 1 According to official statistics, which age group has the highest rate of offending in our society?
- 2 According to self-report studies, which age group has the highest rate of offending in our society?
- 3 What percentage of BCS crimes resulted in an offender being convicted or cautioned?
- 4 Offer three reasons as to why official statistics may exaggerate the proportion of young offenders.
- 5 Suggest three reasons why the results of self-report studies should be approached with caution.
- 6 According to control theory, what stops people committing crimes?
- 7 Identify two studies that support control theories of crime.
- 8 Give two criticisms of control theories of crime.
- 9 Define 'adolescence'.
- 10 Suggest two ways a delinquent subculture is a solution to the problems faced by young males in our society.

Apply (work in small groups)

- 1 Briefly explain how control theory accounts for the rising crime rate from the 1950s to the mid-1990s.
- 2 Identify and explain two reasons why control theory fails to explain falling crime rates.
- 3 Suggest three ways that adolescents remain dependent on their parents in contemporary British society.
- 4 The age-crime curve suggests most young people 'grow out' of criminal behaviour. Identify and explain three reasons for the relative decline in adult criminality.
- 5 How might labelling theories explain the age-crime curve?

Evaluate (work as a class)

- 1 Evaluate the argument that self-report studies provide only a partial view of crime in our society.
- 2 'The relationship between youth and crime is one of lifestyle differences rather than age'. How might class, gender and age differences in lifestyle explain lower levels of adult crime?

Worksheet 3.13 Location (pages 200–205)

Consolidate (work individually)

- 1 Explain the term 'cultural heterogeneity'.
- 2 Which zone, according to Shaw and McKay, always has the highest rate of crime?
- 3 Suggest two causes of social disorganisation.
- 4 Briefly explain the difference between area *offender* rates and area *offence* rates.
- 5 Where do offence rates tend to be highest in residential districts?
- 6 What two factors affect opportunities for crime?
- 7 Suggest three things that come together to make crime more likely in particular places.
- 8 Identify and briefly explain Skogan's (1990) two types of disorder.
- 9 Briefly explain Schuerman & Kobrin's (1986) 'three-stage process'.
- 10 Suggest two methodological problems revealed by local area studies of the distribution of offender and offence rates.

Apply (work in small groups)

- 1 As part of a local crime initiative you have been asked to advise on crime prevention at a large out-of-town shopping mall. What crime prevention techniques can you suggest?
- 2 Why might the housing of 'problem families' on particular estates result in an increase in crime in that area?
- 3 Suggest three reasons why offenders tend to commit criminal acts in places with which they are familiar.
- 4 Suggest two methodological problems a sociologist might face when testing Wilson and Kelling's concept of 'tipping'.
- 5 How can longitudinal studies of a particular area help us understand changing rates of crime?

Evaluate (work as a class)

- 1 Assess theories of crime that seek to explain the spatial distribution of offences and offenders.
- 2 Assess the evidence for and against the argument that the spatial distribution of crime can be explained solely in terms of social class.

Worksheet 3.14 Social control, crime reduction and social policy (pages 205–203)

Consolidate (work individually)

- 1 Identify three main approaches to crime reduction.
- 2 Identify four structural approaches to understanding crime.
- 3 Suggest one way early intervention programmes can help reduce crime rates.
- 4 Suggest one way imprisonment may reduce crime rates.
- 5 Briefly explain 'community sentencing'.
- 6 Briefly explain 'crime displacement'.
- 7 What, according to Wilson and Kelling, is the main job of the police?
- 8 What steps have the Labour government taken to reduce poverty since 1997?
- 9 Explain the meaning of an 'end-to-end approach' to reducing crime.
- 10 Identify four current Labour Party proposals designed to combat violent crime.

Apply (work in small groups)

- 1 What evidence is there that community sentences are a more-effective way of reducing crime than early intervention or imprisonment?
- 2 Give two reasons why situational controls may simply displace crime from one area to another.
- 3 Suggest three ways the behaviour of offenders may change as a response to target hardening and surveillance.
- 4 Identify and explain three ways a multi-agency approach might help to reduce crime.
- 5 Examine the methodological problems involved in measuring concepts of social inclusion and exclusion.

Evaluate (work as a class)

- 1 Which approach - structural, individual or situational - is most likely to result in a reduction in crime? Give reasons to support your answer.
- 2 Assess the argument that social exclusion increases crime rates and social inclusion reduces crime rates.

Worksheet 3.15 Suicide (pages 214–224)**Consolidate (work individually)**

- 1 Identify four things revealed by the statistics used by Durkheim in his research into suicide.
- 2 Identify Durkheim's four types of suicide.
- 3 Suggest two features of positivism.
- 4 Briefly explain what is meant by 'social currents'.
- 5 Suggest two positivist criticisms of Durkheim's methodology.
- 6 Identify five types of suicide categorised by the meanings victims give to their behaviour.
- 7 Identify three research methods used by Atkinson.
- 8 Offer two criticisms of Atkinson's research.
- 9 Suggest one reason why Taylor (1988) argues that the case study is the most appropriate research method for studying suicide.
- 10 Identify four types of suicide suggested by Taylor (1982).

Apply (work in small groups)

- 1 Identify and explain two methodological problems with the measurement of suicide.
- 2 Examine some of the ways your behaviour is directed by 'external forces' (social facts).
- 3 Suggest two examples of 'underlying structures and processes' in contemporary British society.
- 4 Using examples to support your answer, identify and explain four methodological issues raised by the study of suicide.
- 5 Suggest three ways that crime statistics are the result of negotiated meanings and a complex series of social interactions.

Evaluate (work as a class)

- 1 Examine the uses and limitations of a natural scientific methodology for the study of 'the causes of crime'.
- 2 What do the methodological problems raised by the study of suicide tell us about the study of deviant behaviour?