

A guide to the symbols

|  |  |
| --- | --- |
| This symbol | Means you will be doing this sort of activity |
| MC900304333[1] | A ‘think – pair –share’ type activity |
| [John Greenaway jones](https://twitter.com/roryandiz) | A tweet – limited words activity |
| MC900293480[1] | A peer-teaching/explaining activity |
|  | A jigsaw/marketplace-type activity |
| MC900359715[1] | An online/internet-based activity |
|  | An activity using drawing or posters |
| MC900196546[1] | An unavoidable listening to me opportunity (used sparingly, promise). |

|  |  |
| --- | --- |
| This symbol | Means you will be doing this sort of activity |
| MC900187587[1] | Some thinking – it’s good for you ! |
| MC900056352[1] | A choice from a range of things |
| MC900060322[1] | Stuff to do at home or in your frees |
| southpark-1205EekAPenis2-cartman_1207668702 | Giving a presentation |
| MC900071185[1] | Peer-assessment and review |
| MC900056929[1] | Finding stuff out |
| [See full size image](http://i375.photobucket.com/albums/oo193/chaosnonstop/Chaos.j) | This seemed like a good idea at the time... |

Class consciousness

Capitalism

Ideology

Class and exploitation

**Marx’s Ideas**

Alienation

Historical

Materialism

Relative

autonomy

**Neo-Marxism**

Hegemony and revolution

**Althusser**

**Gramsci**

Evaluation

Criticisms

of

humanism

Evaluation

Activity 1: Marx’s ideas\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[John Greenaway jones](https://twitter.com/roryandiz) Task One: The three sentence summaries

The purpose of this task is to:

1. get the gist of an idea or argument – this is what is called ‘deep learning’
2. to make connections between these ideas and arguments

Instructions:

* You will need to look at pages 227-228 of the Theory IPC.
* For each of the sections, try to sum up each paragraph in a single sentence.
* Add these sentences to the appropriate box on the next page
* When you have finished, try to link ideas using coloured arrows, explaining the link along the line of the arrow.

**Class consciousness**

**Historical materialism**

**Class and exploitation**

**Ideology**

**Alienation**

**Capitalism**

MC900304333[1] Task Two: The ‘Are Marxist ideas still relevant today ?’ game

The grid below contains a range of statements which either support the view that Marxists ideas are still relevant today, or disagree with it. The problem is they have all got jumbled up. Your job is, using your skill and judgement, to sort the statements into those that agree with the view and those which do not.

|  |  |  |
| --- | --- | --- |
| We have a Welfare State now and few people live in absolute poverty. | People now create their own identities, reaching towards whatever image and lifestyle they want on an individual basis. | There are growing disparities of wealth in Britain today. |
| Many so called middle class people are proletarianised as far as their working conditions are concerned. | Society is no longer divided between the bourgeoisie and the proletariat. Most people are middle class now. | People can only afford to create their own identities if they have plenty of money to spend. |
| The collapse of Communism occurred because these nations implemented a distorted version of Marxism. | Marxist ideas on education are valid to the extent that working class children still underachieve. | The collapse of Communism suggests that Marx’s ideas were misguided. |
| Marx focussed too much on class, ignoring other sources of inequality such as gender and ethnicity. | It is impossible for us not to be influenced by the dominant views of our society, supporting Marxist ideas of the ideological state apparatus. | Even though there are a few left wing media, they quickly disappear through lack of funding. Most people who are wealthy enough to own and control media inevitably have right wing views. |
| Marxism is realistic about the potential for conflict in society whereas consensus theories are over-optimistic. The news is full of stories about conflict. | There is increased social mobility now, with almost half the young population going to university, undermining Marxist ideas on education. | Marxism was right to stress the importance of a nation’s economic base. Whether it is Communist or capitalist dictates the sort of government it will have and the government decides on the laws, the types of schools, and whether to permit religious practice and freedom of the press. |
| Marxism was right to stress the importance of a nation’s economic base. Whether it is Communist or capitalist dictates the sort of government it will have and the government decides on the laws, the types of schools, and whether to permit religious practice and freedom of the press. |  | Marxist ideas on crime are misguided. We have more reason to fear working class street crime than corporate crime |
| Marxist ideas are too deterministic. They ignore the individual’s ability to reason and to resist ideologies. | Marxism exaggerates the potential for conflict in society. | Marxism is even more relevant in a globalised world where capitalist TNCs exploit the people of poorer nations and there is a vast gap between developed and developing countries. |
| Marxism ignores the possibility that public ideas might influence the economy. It asserts instead that every aspect of the infrastructure is dictated by the economic base. | Marxism is a metanarrative which tries to explain everything from one viewpoint. | Marx wrote at a time of nation states. His ideas are less relevant since globalisation. |

MC900187587[1] Task Three: Evaluation of Marxism

Using the statement you have just sorted, construct a list of strengths and weaknesses of Marxist ideas. You will be aware that some of the statements are illustrations/examples, so you will have to work out what the evaluative point is !

Activity 2: The development of Marx’s ideas\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MC900187587[1] Task One: Humanistic v structuralist Marxism

The table on the next page is a comparison of humanistic Marxism and structuralist Marxism – actually its Table 4B from page 229 of the Theory IPC with some extra gaps added. Your job is to use pages 230-232 to develop the points in the table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Humanistic Marxism** | | **Structuralist Marxism** | |
| **Example: Antonio Gramsci** | | **Example: Louis Althusser** | |
| Draws on Marx’s early writings, where he focuses on *alienation* and people’s subjective experience of the world. |  | Draws on Marx’s later work, where he writes about the *laws* of capitalist development working with ‘iron necessity’ towards inevitable results. |  |
| Marxism is a *political critique* of capitalism as alienating and inhuman, and a call to overthrow it. |  | Marxism is a *science*. It discovers the laws that govern the workings of capitalism. |  |
| *Voluntarism*: humans have free-will. They are active agents who make their own history. Their consciousness and ideas are central in changing the world. |  | *Determinism*: structural factors determine the course of history. Individuals are passive puppets – victims of ideology manipulated by forces beyond their control. |  |
| Socialism will come about when people become *conscious* of the need to overthrow capitalism. *Encourages* political action, believing the time is always ripe  for revolution. |  | Socialism will come about only when the *contradictions* of capitalism ultimately bring about the system’s inevitable collapse. Tends to *discourage* political action. |  |

Ideological functions of crime and law

Selective law-enforcement

The state and law-making

Crimogenic

capitalism

Evaluation

**Traditional**

**Marxism**

**Neo-**

**Marxism**

Crimogenic

capitalism

Crimogenic

capitalism

Crimogenic

capitalism

MC900187587[1]Activity 3: Crimogenic capitalism

Read the section on crimogenic capitalism on page 87 of the Criem and Deviance IPC. Briefly explain what is crimogenic about capitalism, and which social classes it applies to.

Explain the crimogenic nature of the following things:









MC900187587[1]Activity 4: The State and law Creation

Task 1: Who makes the law ?

Read through the following two case studies:

**Gabriel Kolko** examines the development of laws regulating the railroads in the USA. Kolko argues that competition for passengers and freight during the last half of the nineteenth century was intensely competitive, with rival firms desperately attempting to undercut each other. In response to this, the major railroad operators approached the government and persuaded them to pass laws fixing standard prices, thus guaranteeing profits. The official justification of this move was to prevent monopolies emerging, but in practice it did the opposite. The laws favoured the larger companies by preventing the smaller ones from undercutting them, thus forcing smaller firms out of business and guaranteeing the profits of the major companies.

**James Graham** agrees with Kolko's analysis, pointing to the effects of the Drug Abuse and Prevention Act 1970 in the United States. Graham argues that attempts were made to place greater controls over the manufacture of amphetamines. However, because over 90% of amphetamines were produced by the giant drug companies in America, pressure was put on legislators to prevent stricter control on amphetamine production and distribution. From this, Graham concludes that the end result was a national government policy which declared war on drugs as long as they were not the ones who were a major source of income for the large, powerful drug corporations.

From a Marxist point of view, what do these two case studies suggest about the process of law creation in capitalist societies ?

MC900187587[1]Task 2: Selective law enforcement

Below are a number of paragraphs explaining how Marxists believe that the law is not applied equally to all but instead selectively enforced. However, as you can see, some of the words have wandered off, got arrested and flung into the word prison below. Your job is to gently rescue them and restore them back to their rightful places.

Marxists argue, firstly, that certain types of crime are likely to be dealt with more rigorously than others. For example, Reiman’s book *The Rich Get Richer and the Poor Get Prison* (2001) shows that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such as assault and theft are far more likely to be pursued by the police than much \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such as fraud or 'insider trading' in the City. In fact, white collar crime is less likely to be reported to the police in the first place, as large financial institutions prefer to deal privately with crimes committed by their staff by sacking them, to avoid scandal.

Secondly, certain groups in the population are more likely to be on the receiving end of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Inner city areas have manymore police on patrol than other areas. As crime is regarded as most common among the\_\_\_\_\_\_\_\_\_\_\_\_, the young, and blacks, there is a much greater \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_among these populations than elsewhere, and the approach the police adopt towards them is also said to be more confrontational'.

**David Gordon** in 'Class and the Economics of Crime' argues that the selective enforcement of the law benefits \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in three main ways. Firstly, punishing working class individuals protects the system which is responsible for their deviance. Individuals are defined as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and as such blame can be directed away from the capitalist system. Secondly, the imprisonment of the working class effectively neutralises any\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the system. Finally defining criminals as 'animals' and 'sick, for example, justifies incarcerating them in prison. Keeping these individuals out of the public eye allows us to forget about the scale of the social transformation needed to solve the problem of crime by attacking the root of it ‑ the scale of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_produced by capitalism.

This distracts the working class from their own \_\_\_\_\_\_\_\_\_\_\_\_\_\_and oppression by directing a part of the frustration and hostility produced by inequalities generated by capitalism onto the criminals in their own social class. This provides a safety valve which releases aggression which might otherwise be directed against the ruling class.

Moreover, Gordon argues that the selective enforcement of the law helps to maintain ruling class power and reinforce ruling class ideology. It serves to give the impression that criminals are located mainly in the working class, which serves to direct attention away from\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Word Prison**

law enforcement

social failures

police presence

exploitation

inequalities

street crimes

capitalism

white collar crime

ruling class crime

working class

opposition

MC900187587[1]Activity 5: The Ideological functions of crime and law

For many Marxists, crime and law creation provide a valuable function in allowing the ruling class to maintain their position of wealth, power and advantage. . This process involves what the French Marxist Louis Althusser calls the ideological state apparatus(ISA). For Althusser, the ISA includes the school and the variety of forms of media, and it is through these that the ruling class are able to socialise individuals into accepting as legitimate ruling class ideology. ISAs are responsible for promoting ruling class values of freedom, self‑interest, competition and the rights of private property. The result is a society in which the basic values guiding action support the capitalist political and economic system, and reinforces the power of the ruling class.

Below are a number of paragraphs explaining how all this works. However, they have somehow got chopped in half, separated, and then got themselves all jumbled up. Your task is to re-unite the first half of the paragraph with its appropriate second half.

|  |  |
| --- | --- |
| Beginnings | Ends |
| The media is a good example of how the ISA works. According to Marxists, the rich and powerful who own or control the media use them to further their own political and financial interests. Radical ideas are suppressed, ridiculed, or ignored. Attention is diverted from serious issues by a constant diet of trivia (television personalities, soap gossip, lotteries, stories about the rich etc.). | On a smaller scale, violence has been used by the police to control groups of youths who pose a threat to the dominant order, for instance predominantly black and Asian youths in the inner cities, and 'new age' travellers. |
| Threat is the main fallback if socialisation fails. In this century it has been used in Britain on a number of occasions, for example to break the General Strike in 1926, in Northern Ireland since the early 1970s, against coal miners during the 1984 strike, and against anti-Capitalist demonstrators in London in 2009. | An important consequence is that there are far more police in these areas, and a disproportionate amount of police are concentrated on these groups. |
| Marxists argue that the definition of what is criminal reflects the social values of the ruling class. Causing injury to another person while in a fit of temper, for example during a street brawl, is regarded as assault. | Instead, they refer to acts which are more likely to be committed by young, poorly educated males who are often unemployed, live in working class impoverished neighbourhoods, and frequently belong to an ethnic minority. |
| A further effect of the work of the ISAs, according to the Marxist view, is to create the belief that criminals are most likely to be drawn from the working class, the young and the black community, who generally live in inner city areas. | The real holders of power (i.e. owners of big businesses etc.) are ignored and the attention of the audience is centered instead on institutions where power no longer resides (parliament, the monarchy, local government). |
| Steven Boxalso examines the role of ideology in defining what is a criminal act. He argues that definitions of serious crime are 'ideological constructs'. These definitions do not refer to acts which objectively cause the most harm, such as acts of genocide and mass murder carried out by governments. | Yet the destruction of water supplies to rural villages by Coca Coal bottling plant in India is considered at worst as worthy of a fine ‑ even when the management were aware of the risks to the continued existence of the villages and the villagers livelihoods. |

MC900187587[1]Activity 6: Evaluating Marxist theories

The following are a list of the strengths and weaknesses of Marxist theories of crime and deviance. Normally, you would expect all the strengths to be under the heading ‘strengths’ and all the weaknesses to be under the heading ‘weaknesses’. However, they have been very naughty indeed and jumbled themselves up. Your job is to sort this mess out.

|  |
| --- |
| Marxist approaches challenge the orthodox thinking of the time. For example, they dismiss the functionalist view that the law reflects value consensus, arguing instead that it perpetuates ruling class ideology. By challenging dominant views, the Marxists open up new areas of debate about class and power and their relationship to crime and deviance. |
| Marxist theories seem to ignore individual motivation as a cause of crime. The stress is primarily on the nature of capitalism and how economic factors 'force' people to act in various ways. As such, Marxist explanations are often attacked for being highly deterministic, rarely considering notions of individual free‑will. |
| Marxists seem to suggest that the high rate of recorded crime among the working class, the youth, and black communities is solely the outcome of biased policing. At the same time they argue that the laws are biased against the working class, thus forcing them into crime. Critics suggest that there is a contradiction here. |
| Their analysis emphasises the importance of power and questions the ability of the state to influence law creation and enforcement. By doing this they also cast doubt on the validity of official statistics on crime. Official statistics are of little use if they simply reflect a policy of selective law enforcement and ruling class control. |
| It seems implausible to explain all laws in terms of the interests of the ruling class; many laws appear to rest on genuine agreement. However, Marxists reject this argument, claiming that, like **Kolko,** even lawswhich appear to be for the benefit of society are inreality of use ultimately by the ruling class. By providing a few laws that are of use to everybody, the real, repressive nature of the legal system is hidden. This reasoning is rejected by critics such as **Mishra,** who has called this form of Marxist analysis 'left functionalism', by which he means that any law can be shown to be in some way 'functional' for the maintenance of capitalism. This makes any meaningful critical debate with Marxists impossible. |
| Marxists also offer a solution to crime. By replacing capitalist society with an egalitarian Communist society, the root cause of crime would be removed. |
| Marxism has been extremely influential in the development of more recent theories and approaches to crime and deviance, in particular New Criminology and Left Realism. It has also influenced recent approaches to the study of the crimes of the powerful. Slapper and Tombs argue that corporate crime is under-policed and rarely prosecuted or punished severely. This encourages companies to use crime as a means of making profit, often at the expense of their workers or consumers. |
| Left Realists argue that Marxism focuses largely on the crimes of the powerful and ignores intra-class crimes (where both the criminals and victims are working class) such as burglary and ‘mugging’, which cause great harm to victims. |
| Societies which called themselves Marxist appear to have had at least as high a crime rate as capitalist ones, yet in a Marxist society there ought not to be any crime because the principle cause of it, capitalism, has been removed. |

Activity 7: Neo-Marxism and Critical Criminology

Neo-Marxist sociologists of crime and deviance accept that society is characterised by competing groups with conflicting interests.

Furthermore, they are all critical of existing capitalist societies, and they share a concern about the unequal distribution of power and wealth within such societies.

However, none accept that there is a simple and straightforward relationship between the infrastructure of society and deviance.

Although most of these sociologists (including Taylor, Walton and Young, Paul Gilroy, and Stuart Hall) have been strongly influenced by Marxism, their work differs in important respects from that of the Marxists we have examined so far.

It can therefore be termed a **Neo-Marxist approach** to deviance. The most important neo-Marxist contribution to our understanding of crime and deviance is Taylor, Walton and Young’s ‘New Criminology’.

|  |  |
| --- | --- |
| A ‘fully social theory of deviance’ | |
| 1. The wider origins of the deviant act. The radical criminologist need to locate the deviant act within the wider social system – i.e. capitalism and all the inequalities that go with it. | 5. The wider origins of social reaction. The immediate reaction needs to be located in the wider social system, with particular attention paid to who has the power to define an act as deviant. |
| 2. The immediate origins of the deviant act. The immediate social context in which an individual chooses to commit an act of deviance. | 6. The outcomes of social reaction on the deviants further action. It is important to recognise the effects of the labelling process on the deviant. |
| 3. The actual act. Attention need to be given to the individual concerned. | 7. The nature of the deviant process as a whole. All of this stuff need to be looked at as a whole. |
| 4. The immediate origin of social reaction. I.e. the immediate response of other people, such as family members and the police, to the discovery of deviance. |

Taylor et al argue in the final chapter of their book that a complete ‘fully social theory of deviance’ must have the seven elements outlined on the previous page.

MC900187587[1]

1. For each of the seven strands of a ‘fully social theory of deviance’, identify whether the strand is concerned with addressing the causes of deviance or its socially constructed nature.
2. Explain how each of the strands can be said to introduce the idea of power and control into the sociological study of deviance.

Record your answers in the chart below:

|  |  |  |
| --- | --- | --- |
| Strand | Cause or social construction | Idea of power and control |
| 1 | Cause | Recognition that the crimes of the powerless stem from the inequalities in capitalist society. |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |

Activity 8: Evaluating the ‘fully social’ theory

Listed below are a number of partly completed sentences to do with the strengths and weaknesses of critical criminology. Someone, though, has unhelpfully hacked them to bits. Your job is to match them up:

Strengths:

1. Critical criminology extends the definition of crime to issues concerned with human rights…
2. It reasserts the importance of the political economy of crime…
3. It unites structure and action approaches to deviance …
4. It focuses on the activities of the powerful…

Matching strengths clauses:

1. thereby offering a structuration approach.
2. such as sexism and racism.
3. in both rule making and rule breaking aspects.
4. looking at factors such as the economic arrangements in society

Weaknesses:

1. It offers an incomplete critique of earlier theories…
2. By rejecting both biological and psychological factors as partial causes of crime…
3. The approach tends to romanticize the deviant as a protorevolutionary, ignoring the harm that is done by many deviant acts …
4. There is a tendency for the approach to explain away crime as a social construction and …

Matching weakness clauses:

1. critical criminologists deny themselves the opportunity to explore many interesting aspects of criminology
2. in doing so the reality of crime can be missed.
3. particularly in working class communities.
4. dismissing them rather than showing they are necessarily in error.

Activity 9: Putting this all together

Go back to page 11 of this study guide and have a go at annotating the part of the summary map which covers Marxist theories of crime and deviance. Try to do most of this from memory.