Dedication

For Ava
and Malia
# Major Theoretical Developments

## Classical School

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
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<tbody>
<tr>
<td>1764</td>
<td>Cesare Beccaria</td>
<td>Deterrence through punishment, free will, social contract</td>
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<tr>
<td>1789</td>
<td>Jeremy Bentham</td>
<td>Hedonistic calculus, utilitarianism</td>
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## Neoclassical Criminology

<table>
<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
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<tbody>
<tr>
<td>1988</td>
<td>Jack Katz</td>
<td>Seductions of choice, situational crime</td>
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## Classical Criminology

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1789</td>
<td>Jeremy Bentham</td>
<td>Classical School</td>
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## Biological and Biosocial Theories

<table>
<thead>
<tr>
<th>Year</th>
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<th>Theory</th>
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<tbody>
<tr>
<td>1915</td>
<td>Arthur Estabrook</td>
<td>Criminal Anthropology</td>
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## Psychological/Psychiatric Theories

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<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1930</td>
<td>August Aichorn</td>
<td>Behavioral genetics/twins</td>
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## Social Structure Approaches

<table>
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<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1973</td>
<td>Oscar Newman</td>
<td>Social Disorganization</td>
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## Culture Conflict

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<tr>
<th>Year</th>
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<tr>
<td>1927</td>
<td>Frederic Thrasher</td>
<td>Culture Conflict</td>
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## Biosocial Criminology

<table>
<thead>
<tr>
<th>Year</th>
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<th>Theory</th>
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<tbody>
<tr>
<td>1920</td>
<td>Albert Cohen</td>
<td>Strain Theory</td>
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## Strain Theory

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<thead>
<tr>
<th>Year</th>
<th>Theorist</th>
<th>Theory</th>
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<tbody>
<tr>
<td>1982</td>
<td>Blau &amp; Blau</td>
<td>Relative deprivation, frustration, distributive justice</td>
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## Evolutionary Theories

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<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1998</td>
<td>Donald Andrews and James Bonta</td>
<td>Criminogenic needs, criminogenic domains</td>
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## Psychosocial Theories

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<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1975</td>
<td>Edward O. Wilson</td>
<td>Socio-biological theories</td>
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## Developmental Theories

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<tr>
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<tr>
<td>2003</td>
<td>Kevin M. Beaver and Anthony Walsh</td>
<td>Biosocial criminology</td>
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## Criminogenic Needs

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<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1992</td>
<td>Clarke &amp; Cornish</td>
<td>Situational choice, situational crime prevention</td>
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## Example Entries

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<tr>
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<tr>
<td>1973</td>
<td>Albert Bandura</td>
<td>Social learning theory, modeling</td>
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## Impacts

- **1992 Clarke & Cornish**: Neoclassical Criminology
- **1988 Jack Katz**: Seductions of choice, situational crime
- **1975 James Q. Wilson**: Classical School

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**Note**: This table provides a summary of major theoretical developments in criminology, spanning from ancient times to modern theories. Each entry includes the year, the theorist, and a brief description of their contribution to the field.
### Social Learning Theory
- 1939 Edwin Sutherland: Differential association
- 1960 Daniel Glaser: Differential identification theory
- 1966 Burgess & Akers: Differential association-reinforcement theory

### Social Control Theory
- 1950s Walter Reckless: Containment theory, inner and outer containment
- 1969 Travis Hirschi: Social bond and self-control theory, commitment, belief, involvement
- 1970s Howard Kaplan: Self-degradation

### Labeling Theory
- 1938 Frank Tannenbaum: Tagging, dramatization of evil
- 1951 Edwin Lemert: Primary deviance, secondary deviance
- 1963 Howard Becker: Outsiders, moral enterprise
- 1995 Charles Tittle: Control-balance, control surplus, control deficit
- 1995 Per-Olof H. Wikström: Situational action theory

### Feminist Criminology
- 1975 Adler & Simon: Gender socialization
- 1988 Daly & Chesney-Lind: Androcentricty, crime may not be normal
- 1989 John Hagan: Power-control theory

### Peacemaking Criminology
- 1986 Pepinsky & Quinney: Restorative justice, participatory justice
- 1989 Lovell & Braswell: New Age principles

### Postmodern Criminology
- 1980s Stuart Henry, Dragan Milovanovic, Ian Taylor, Jock Young, Paul Walton: Deconstructionism, constitutive criminology, semiotics, androcentric

### Cultural Criminology
- 1995 Jeff Ferrell, Clinton R. Sanders: Crime as a cultural product
- 1998 Mark S. Hamm: Ethnographic research into deviant populations
- 2000 Mike Presdee: The carnival of crime, edgework

### Convict Criminology

### Conflict Theories
- 1948 Karl Marx: The Communist Manifesto
- 1916 Willem Boeber: Class struggle
- 1938 Thurstor Sellin: Culture conflict

### Radical Criminology
- 1958 George Vold: Political conflict between groups, conflict is normal
- 1959 Ralf Dahrendorf: Conflict is normal, destructive change
- 1969 Austin Tork: Social order as pattern of conflict, laws serve to control
- 1970s William Chambliss: Power gaps, crime reduces surplus labor
- 1974 Richard Quinney: Contradictions of capitalism, socialist principles

### Left-realist Criminology
- 1973 Jock Young, Ian Taylor, Paul Walton: The new criminology

### Routine Activities Theory (RAT)
- 1970 Lawrence Cohen and Marcus Felson: Motivated offenders combine with suitable targets in the absence of a capable guardian

### Deviant Places Theory
- 1980s Rodney Stark: Stigmatized neighborhoods produce crime

### Victim Precipitation Theory
- 1947 Beniamin Mendelssohn: Coined the term “victimology”
- 1948 Hans von Hentig: The criminal and his victim
- 1958 Marvin Wolfgang: Some victims are positive precipitators in crime
- 1968 Stephen Schafer: The victim and his criminal
- 1970 Menachem Amir: Victim contribution to victimization

### Lifestyle Theory
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Introducing the Justice Series

and instructional designers come together focused on one goal—to improve student performance across the criminal justice (CJ) curriculum—they come away with a groundbreaking new series of print and digital content: the Justice Series.

Several years ago, we embarked on a journey to create affordable texts that engage students without sacrificing academic rigor. We tested this new format with Fagin’s CJ 2010 and Schmalleger’s Criminology and received overwhelming support from students and instructors.

The Justice Series expands this format and philosophy to more core CJ and criminology courses, providing affordable, engaging instructor and student resources across the curriculum. As you flip through the pages, you’ll notice that this book doesn’t rely on distracting, overly used photos to add visual appeal. Every piece of art serves a purpose—to help students learn. Our authors and instructional designers worked tirelessly to build engaging infographics, flowcharts, pull-out statistics, and other visuals that flow with the body of the text, provide context and engagement, and promote recall and understanding.

We organized our content around key learning objectives for each chapter and tied everything together in a new objective-driven end-of-chapter layout. The content not only is engaging to students but also is easy to follow and focuses students on the key learning objectives.

Although brief, affordable, and visually engaging, the Justice Series is no quick, cheap way to appeal to the lowest common denominator. It’s a series of texts and support tools that are instructionally sound and student-approved.

Additional Highlights to the Author’s Approach

• The lavish use of figures, charts, and line art visually attracts readers to the subject matter of criminology, making for ease of learning.

• This book moves beyond the confusing terminology found in other criminology texts to provide students with straightforward explanations of criminology’s important concepts and most fascinating schools of thought. Content is readily accessible through the use of plain language and commonsense definitions of key terms.

• Cases in every chapter illustrate the principles discussed and provide true-to-life stories of criminal offenders. Thought-provoking questions within the cases provide students with the opportunity to apply what they’ve learned.

New to This Edition

Chapter 1

• The issue of illegal immigration and sanctuary cities is raised.

• The legal status of medical and recreational marijuana use in the United States has been significantly updated.

• Added a discussion of NCS-X, a BJS-led statistical sampling program that aims to collect complete crime data from 400 large city police departments with the goal of providing detailed national estimates of the volume and characteristics of crimes known to law enforcement throughout the United States.

• The relatively new Crime and Justice Research Alliance (CJRA), formed jointly by the ASC and the Academy of Criminal Justice Sciences (ACJS), is discussed.

• The information on mass shootings in the United States has been updated.

• The creation, by the American Society of Criminology, of a new division called the “Biopsychosocial Division” is discussed, including reasons for its creation.

Chapter 2

• A new figure diagrams the steps that are likely to be involved in making a choice to commit a property crime.

• The 2017 rash of Swedish car burnings is discussed within the context of the excitement of crime.

• The crime-prevention strategy now being employed in some jurisdictions—paying known criminals not to commit further crimes—is discussed within the section on the policy implications of the Classical School.

Chapter 3

• The influence of the Positivist School on early criminological thought is now discussed.

• The growing acceptance of biologically based theories within the field of criminology is discussed.

• A new key term, Positivist School, has been added to the chapter, and is defined.

Chapter 4

• Details of a new study on variations in the MAO-A gene and its relationship to criminality have been added to the chapter.

• Discussion about the Stockholm Prize in Criminology has been added to the chapter.
• The key term *genetic memory* has been added to the chapter and is now discussed.
• Discussion of a new study on lead levels in the blood and their relationship to things like impulsivity, anxiety, and depression has been added.
• New information on heart rate and crime is now found in the chapter.
• Discussion of the digit ratio and its apparent relationship to criminality is now discussed.

Chapter 5
• The chapter now begins with a new opening story.
• The section on cognitive theories has been restructured.

Chapter 6
• A new section on street crime has been added to the chapter.
• The chapter now includes a discussion of the pattern theory of crime.
• The purpose of the American Society of Criminology’s new Division of Communities and Place is described.
• A new section on crime and the economy has been added to the chapter.
• Web links to a number of YouTube videos that discuss the issue of crime and the economy are now available.
• A discussion of criminal street gangs is now a major part of the chapter.

Chapter 7
• The results of new studies supporting the theory of differential association have been added.
• Discussion of an article reporting on an analysis of Wikström’s situational action theory (SAT) has been added.
• Additional information on turning points has been added.
• The “Ban the Box” movement is discussed.

Chapter 8
• The name of the chapter has been changed to “Social Conflict and Emergent Theories” to allow for the inclusion of contemporary theories, many of which grew out of earlier social conflict perspectives.
• A section describing postmodern criminology and related concepts has been added to the Theory in Perspective box in the chapter.
• A discussion of cultural criminology (to include the concepts of edgework, carnival, media loops and spirals, liquid ethnography, and verstehen) has been added to the chapter as well as to the Theory in Perspective box in the chapter.

Chapter 9
• The chapter now begins with a discussion of the National Memorial for Peace and Justice and its relationship to the concept of continued victimization.
• The costs of criminal victimization are clarified, including use of a visual diagram.
• The difference between victim compensation and victim restitution has been clarified.
• A new section on victimization and social movements has been added.
• A new Case Study has been added at the end of the chapter describing the conviction of comedian Bill Cosby and the relationship of the #MeToo movement to criminal victimization.

Chapter 10
• A new chapter-opening story about gun-related violence in the City of Chicago now sets the tone for this chapter.
• The assault by Stephen Paddock on concertgoers in Las Vegas in 2017 is included in the chapter discussion.
• Discussion of the mass shooting by Nikolas Cruz at Parkland High School in Florida is now included.
• A typology of child molesters has been added to the chapter.
• The hate crimes section of the chapter now includes discussion of the Charleston Church Shooter, Dylann Roof.
• The discussion of cyberstalking has been enhanced to include real-life examples.

Chapter 11
• The results of a new study on decision-making by burglars is now part of the chapter.
• The results of a study of car thieves has been added to the chapter.

Chapter 12
• The criminality of the Volkswagen emissions scandal is discussed within the framework of white-collar crime.
• A new section on intellectual property theft has been incorporated into the chapter.
• Gary S. Becker’s use of mathematical models to show the trade-offs involved in rational decision-making has been added.
• The significance of the book *Why They Do It* by Harvard Business School professor Eugene Soltes is discussed relative to white-collar crime.

Chapter 13
• America’s opioid crisis is now discussed in significant detail.
• All of the statistical data on drug use and abuse has been updated.
• A discussion of the 2016 federal 21st Century Cures Act has been added to the chapter.
• The 2014 and 2018 Rohrabacher-Farr amendment to the Consolidated Appropriations Act is discussed as it relates to medical marijuana.
• The contemporary situation with regard to marijuana legalization is now explored.

Chapter 14
• A new chapter-opening story describes Congressional investigations into claims that Russian hackers influenced the 2016 presidential election.
• Computer intrusions in international context are now discussed.
• The data on Cybercrime-related Criminal Complaints and estimated Financial Loss has been updated, and now includes a new diagram.
• A discussion of ransomware is now part of the chapter.
• The Cybersecurity Information Sharing Act of 2015 is discussed.
• The arrest of the Golden State Killer through the innovative use of DNA technology is included.
• The federal Rapid DNA Act of 2017 is described.
• A brief discussion of the Internet of Things is now included in the chapter.

Chapter 15
• The chapter-opening story now describes a 2017 Russian law that decriminalizes some forms of domestic violence.
• “Carding,” or the selling of stolen credit card information, is now discussed, along with the Infraud Organization which specialized in such selling.
• The terrorism discussion has been significantly shortened, and a section on cyberterrorism has been added.
• A new section on “Explaining Violent Extremism” has been incorporated into the chapter, along with new graphic art.
REVEL for Criminology, 5e by Schmalleger

*Designed for how you want to teach – and how your students want to learn*

Revel is an interactive learning environment that engages students and helps them prepare for your class. Reimagining their content, our authors integrate media and assessment throughout the narrative so students can read, explore, and practice, all at the same time. Thanks to this dynamic reading experience, students come to class prepared to discuss, apply, and learn about criminal justice — from you and from each other.

Revel seamlessly combines the full content of Pearson’s bestselling criminal justice titles with multimedia learning tools. You assign the topics your students cover. Author Explanatory Videos, application exercises, survey questions, interactive CJ data maps, and short quizzes engage students and enhance their understanding of core topics as they progress through the content. Through its engaging learning experience, Revel helps students better understand course material while preparing them to meaningfully participate in class.

*Author Explanatory Videos*

Short 2-3 minute Author Explanatory Videos, embedded in the narrative, provide students with a verbal explanation of an important topic or concept and illuminating the concept with additional examples.

*Point/CounterPoint Videos*

Instead of simply reading about criminal justice, students are empowered to think critically about key topics through Point/Counterpoint videos that explore different views on controversial issues such as the effectiveness of the fourth amendment, privacy, search and seizure, Miranda, prisoner rights, death penalty and many other topics.

*New Social Explorer Criminal Justice Data Maps*

Social Explorer Maps integrated into the narrative ask students to examine crime and corrections data correlated with socio-economic and other criminal justice data. Maps also show differences in state statutes on major issues such as marijuana legalization, the death penalty, and the distribution of hate organizations across the US.

*New Student Survey Questions*

Student Survey Questions appear within the narrative asking students to respond to questions about controversial topics and important concepts. Students then see their response versus the responses of all other students who have answered the question in the form of a bar chart. We provide the instructor with a PowerPoint deck with links to each survey and map, making it easy to pull these items up in class for discussion.

*Track time-on-task throughout the course*

The Performance Dashboard allows you to see how much time the class or individual students have spent reading a section or doing an assignment, as well as points earned per assignment. This data helps correlate study time with performance and provides a window into where students may be having difficulty with the material.
This book has benefited greatly from the quick availability of information and other resources through online services and in various locations on the World Wide Web. I am grateful to the many information providers who, although they are too numerous to list, have helped establish such useful resources.

Manuscript reviewers who have contributed to the development of *Criminology* include:
- Carly Hilinski-Rosick, University of Tampa
- Russ Pomrenke, Gwinnett Technical College
- Cindy Shireman, Southeastern Community College
- Pamela Tontodonato, Kent State University
- Michael Eskey, Park University
- Daniel Hebert, Springfield Technical Community College
- Frank Leonbruni, Lakeland Community College
- Chad Sexton, State University of New York at Fredonia
- Douglas Shuler, Paris Junior College

Last, but by no means least, I am indebted to a small but very special group of contemporary criminologists who have laid the foundation for our discipline’s presence on the Internet. Among them are Cecil Greek at Florida State University, whose online lecture notes are massively informative; Tom O’Connor of Austin Peay State University, whose Megalinks in Criminal Justice provide an amazingly comprehensive resource; Matthew Robinson at Appalachian State University, whose Crime Theory Links allow visitors to vote on what they think are the causes of crime; Bruce Hoffman, whose former Crime Theory site at the University of Washington offers many great insights into the field; and Regina Schekall, volunteer webmaster for the Santa Clara Police Department. All of these excellent resources were used in the development of the first edition of this book—and it is to these modern-day visionaries that *Criminology* owes much of its technological depth.

The Revel App

The Revel mobile app lets students read, practice, and study—anywhere, anytime, on any device. Content is available both online and offline, and the app syncs work across all registered devices automatically, giving students great flexibility to toggle between phone, tablet, and laptop as they move through their day. The app also lets students set assignment notifications to stay on top of all due dates. Available for download from the App Store or Google Play. Visit www.pearsonhighered.com/revel to learn more.

Learning Management System Integration

Pearson provides Blackboard Learn™, Canvas™, Brightspace by D2L, and Moodle integration, giving institutions, instructors, and students easy access to Revel. Our Revel integration delivers streamlined access to everything your students need for the course in these learning management system (LMS) environments.

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Frank Schmalleger, Ph.D., is professor emeritus at the University of North Carolina at Pembroke, where he is also recognized as Distinguished Professor. Dr. Schmalleger holds degrees from the University of Notre Dame and The Ohio State University, having earned both a master’s (1970) and a doctorate in sociology (1974) from The Ohio State University with a special emphasis in criminology. From 1976 to 1994, he taught criminal justice courses at the University of North Carolina at Pembroke. For the last 16 of those years, he chaired the university’s Department of Sociology, Social Work, and Criminal Justice. As an adjunct professor with Webster University in St. Louis, Missouri, Schmalleger helped develop the university’s graduate program in security administration and loss prevention. He taught courses in that curriculum for more than a decade. Schmalleger also taught in the New School for Social Research’s online graduate program, helping build the world’s first electronic classrooms in support of distance learning through computer telecommunications. An avid Web user and site builder, Schmalleger is also the creator of award-winning websites.


Schmalleger’s philosophy of both teaching and writing can be summed up in these words: “In order to communicate knowledge, we must first catch, then hold, a person’s interest—whether a student, colleague, or policymaker. Our writing, our speaking, and our teaching must be relevant to the problems facing people today, and they must—in some way—help solve those problems.”