CHAPTER 4

Crime and Social Control

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

1. Identify commonalities and differences in crime and criminal justice systems throughout the world and compare crime in the U.S. with crime in other countries.
2. Define crime and describe and compare three major sources of crime statistics: official statistics, victimization surveys, and self-report offender surveys.
3. Explain crime and violence from the structural functional perspective, including the functions of crime, the relation of crime to anomie, subcultural theories of crime, and how social bonds can prevent criminal behavior.
4. Use the conflict perspective to explain how power and inequality are related to crime.
5. Explain crime from the symbolic interactionist perspectives of labeling theory and differential association theory.
6. Define and describe prevalence and trends in the following types of crime: vice crime; organized crime; white-collar crime, including corporate violence; and computer crime.
7. Distinguish between status and delinquent offenses of juveniles, identify the most common juvenile offenses, describe trends in juvenile crime, and explain the rise in gang-related crime.
8. Describe the economic, social, and psychological costs of crime.
9. Describe local initiatives of youth intervention and community programs to prevent crime.
10. Explain the debate about whether the purpose of the criminal justice system should be rehabilitation or incapacitation and how societal fear of crime has affected government policies.
11. Describe current international efforts to control crime, including Europol, Interpol, the United Nations Office of Drugs and Crime (UNODC), and the International Centre for the Prevention of Crime (ICPC).
12. Explain the concept of restorative justice.

KEY TERMS

acquaintance rape 108
capital punishment 128
classic rape 108
clearance rate 102
corporate violence 113
crime 102
crime rate 102
deterrence 123
feminist criminology 116
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LECTURE OUTLINE

I. THE GLOBAL CONTEXT: INTERNATIONAL CRIME AND SOCIAL CONTROL

A. Similarities in international crime
   1. Crime is ubiquitous (there is no country without crime).
   2. Most countries have police, courts, and prisons.
   3. Adult males comprise the largest category of crime suspects.
   4. Theft is most common crime worldwide.
   5. Violent crime is relatively rare.

B. Differences in international crime rates
   1. Dramatic differences exist in international crime rates, although comparisons are made difficult by variations in measurement and crime definitions.
   2. The U.S ranks twelfth among 165 nations in terms of crime (below Sweden, Denmark, Australia, and Great Britain). The U.S. ranks similarly in violent crime and property crime.

C. Global priority areas
   1. Global priority areas: drugs and criminal organizations (e.g., drug trafficking); financial and high tech crimes (e.g., counterfeiting, fraud, and cyber-crime); tracing fugitives; countering terrorism; trafficking human beings; fighting corruption
   2. Each priority area contains a relatively new category of crimes—transnational crime, defined as organized criminal activity across one or more national borders (e.g., Internet child pornography; human trafficking).

II. SOURCES OF CRIME STATISTICS

A. Crime: an act, or the omission of an act, that violates a federal, state, or local criminal law for which the state can apply sanctions.

B. Official Statistics
   1. FBI compiles reported crimes and arrests annually and publishes them in the Uniform Crime Reports (UCR), which lists:
      a. Crime rates (number of crimes per 100,000 population)
      b. Actual number of crimes
      c. Percentage of change over time
      d. Clearance rates: the percentage of cases in which an arrest and official charge have been made and turned over to the courts
   2. Problems with official statistics:
      a. Many crimes are not reported to police.
      b. Incorrect recordings.
      c. Motivations for distorting crime statistics come from the public, political officials, and organizational pressures (e.g., police may “crack down” on certain crimes in election year).

C. Victimization Surveys
   1. The National Crime Victimization Survey, begun in 1973 and conducted annually by the U.S. Department of Justice, interviews over 135,000 people about their experiences as victims of crime.
   2. Interviewers collect information on demographic characteristics of crime victims; relationship to offender; and extent to which victim was harmed.
   3. Victimization surveys provide more information on victims than offenders.
      a. In 2009: 4.3 million violent crimes, 15.6 million property crimes, one rape or sexual assault, two robberies, three aggravated assaults and eleven simple assaults for every 1,000
people 12 or older.

**D. Self-Report Offender Surveys**
1. Ask offenders about their criminal behavior.
2. Sample may be known offenders or the general population.
3. Self-report surveys reveal virtually every adult has engaged in some type of criminal behavior, but only a small proportion of the total population of law violators is ever convicted of a crime.
4. May still be subject to exaggeration and concealment.

**III. SOCIOLOGICAL THEORIES OF CRIME**

**A. Structural-Functionalist Perspective**
1. Crime is functional for society
   a. Strengthens group cohesion: people develop solidarity when they come together to express outrage over a criminal violation.
   b. Catalyst for social change
2. Strain theory (developed by Robert Merton) uses Durkheim’s concept of anomie.
   a. When legitimate means (e.g., a job) of acquiring culturally defined goals (e.g., money) are limited by the structure of society, the resulting strain may lead to crime.
   b. Individuals must adapt to the inconsistency between means and goals in a society that socializes everyone into wanting the same thing but provides opportunities for only some.
      i. Conformity occurs when individuals accept culturally defined goals and socially legitimate means of achieving them.
      ii. Innovation occurs when individuals accept societal goals but reject/lack socially legitimate means of achieving them; innovation is most associated with criminal behavior and explains crime among poor.
      iii. Ritualism occurs when individuals accept a lifestyle of hard work, but reject cultural goals of monetary rewards.
      iv. Retreatism involves rejecting cultural goals of success and socially legitimate means of achieving it; the retreatist withdraws from society and may become an alcoholic, drug addict, or vagrant.
      v. Rebellion occurs when individuals reject culturally defined goals and means and substitutes new goals and means.
3. Subcultural theories argue certain groups or subcultures have values conducive to crime.
4. Control theory (by Hirschi) argues a strong social bond between individuals and society constrains some individuals from violating social norms.
   a. Elements of the social bond:
      i. Attachment to significant others
      ii. Commitment to conventional goals
      iii. Involvement in conventional activities
      iv. Belief in the moral standards of society

**B. Conflict Perspective**
1. Deviance is inevitable whenever two groups have unequal power.
2. Social inequality leads to crime as means of economic survival or expression of anger.
3. Those in power define what is criminal; these definitions reflect the interests of the ruling class.
4. Law enforcement is applied differentially, penalizing those without power and benefiting those with power (e.g., blacks are more likely to be arrested for black-on-white than black-on-black crime).
5. Societal beliefs reflect power inequalities (e.g., rape myths).

C. Symbolic Interactionist Perspective
   1. Labeling theory
      a. Argues social groups create deviance by making defining certain actions as criminal or deviant; acts are not intrinsically deviant.
      b. Analyze the consequences of being labeled criminal or deviant.
         i. Primary deviance: deviant behavior committed before a person is caught and labeled as an offender.
         ii. Secondary deviance: deviance that results from being caught and labeled; deviant label can dominate social identity, which leads to further deviant behavior by denying opportunities for non-deviant behavior; individual may also internalize deviant label.
   2. Differential association theory (by Sutherland)
      a. Individuals learn criminal values techniques and motivations for criminal behavior through social interactions.
      b. Those exposed to more definitions favorable to law violation than unfavorable are more likely to engage in criminal behavior (e.g., children who see parents benefit from crime).
      c. Media may also play a role; video games are of particular concern.

IV. TYPES OF CRIME
   A. The FBI identifies 8 index offenses (street crimes) as the most serious crimes in the U.S.
      1. Street Crime: Violent Offenses
         a. Prevalence and trends
            i. The 2007 violent crime rate decreased from the previous year by 1.4%.
            ii. Victim surveys show a little over half of all violent crimes are reported to police.
         b. Homicide: the willful or non-negligent killing of one human being by another individual or group of individuals.
            i. Least common violent crimes, accounting for 1.2% of all violent crime.
            ii. Mass murders have more than one victim in a killing event.
            iii. Serial murder occurs when the same offender has two or more victims in separate events.
         2. Aggravated assault: attacking a person with the intent to cause serious bodily injury
            a. Occurs most often between members of same race
         3. Rape
            a. The FBI definition of rape contains three elements: sexual penetration; force or the threat of force; non-consent of the victim.
            b. Most rapes are intraracial (victim and offender are the same race).
            c. 80% of all rapes are acquaintance rapes—committed by someone the victim knows.
               i. Acquaintance rapes are least likely to be reported and hardest to prosecute.
               ii. Increased use of date rape drugs may lower reporting levels further.
            d. Classic rape occurs when the rapist is a stranger who used a weapon and the attack resulted in serious bodily injury.
      4. Robbery
         a. Theft that involves force/threat of force and is thus considered a violent crime.
   B. Street Crime: Property Offenses
      1. Property crimes are crimes in which someone’s property is damaged, destroyed, or stolen; they include larceny, motor vehicle theft, burglary, and arson.
         a. Property crimes have decreased since 1998 by almost 10%.
      2. Larceny, or simple theft, accounts for more than two-thirds of all property offenses.
a. Examples include purse-snatching, bicycle theft, pick-pocketing, shoplifting, etc.

3. Motor vehicle theft is considered a separate index offense due to the cost involved.

4. Burglary: entering a structure (usually a house) with intent to commit a crime while inside
a. Second most common index offense
b. Most burglaries are residential rather than commercial and take place during the day when houses are unoccupied.

5. Arson: the malicious burning of the property of another.

C. Vice Crimes
1. Are illegal activities that have no complaining party and therefore are often called victimless crimes.
2. Examples are using drugs, engaging in or soliciting prostitution, illegal gambling, and pornography.
   a. Prostitution is illegal in the U.S. with the exception of several counties in Nevada.
      i. Despite its illegal status, it is a multi-million dollar industry and thousands of women and children are trafficked into the U.S. for prostitution.
   b. Many states have legalized gambling, including casinos in Nevada, New Jersey, Connecticut, North Carolina, and other states, as well as state lotteries, bingo parlors, horse and dog racing, and jai alai.
      i. Some argue there is little difference between gambling and other risky ventures, such as investing in the stock market; conflict theorists note that the difference is in who is making the wager
   c. Pornography
      i. Pornography regulation is difficult by fears of censorship and debate over what constitutes “obscenity.”

3. Organized crime: criminal activity conducted by members of a hierarchically arranged structure devoted primarily to making money through illegal means.
   a. Organized crime often uses coercive techniques (e.g., may force legitimate businesses to pay “protection money” by threatening vandalism or violence).
   b. Members of many ethnic groups engage in organized crime.
   c. Organized crime also occurs in other countries.
   d. Transnational crime organizations directly or indirectly involve more than one country.
      i. Tend to be decentralized and less likely to operate through legitimate businesses.
      ii. Consttute a growing threat to U.S. and global security.
      iii. Involved in many types of transnational crime (e.g., money laundering, narcotics, arms smuggling, human trafficking, terrorism).

D. White Collar Crime
1. Occupational crime: individuals commit crimes in the course of their employment (e.g., theft, embezzlement, forgery and counterfeiting, insurance fraud).
   a. Many white-collar criminals go unpunished.
      i. Many companies dismiss parties involved rather than press charges to avoid negative publicity.
      ii. Many white collar crimes go undetected (based on victim surveys, only 14% are reported).
      iii. Federal prosecutions of white-collar criminals have decreased recently due to time and resources needed to make prosecution and redistribution of FBI resources to terrorism after 9/11.
   b. Corporate violence: the production of unsafe products and failure of corporations to provide safe working environment for employees.
(1) Result of negligence, pursuit of profit at any cost, and intentional violation of health, safety and environmental regulations.

E. Computer Crime (Cybercrime)
   1. Any law violation in which a computer is the target or means of criminal activity (e.g., hacking; identity theft – use of someone else’s identification to obtain credit; internet fraud; child sexual exploitation).
   2. Computer crime is one of the fastest growing crimes in U.S.

F. Juvenile Delinquency
   1. Children under 18 are handled by juvenile courts as status offenders or delinquent offenders.
      a. Status offense: violation that can only be committed by a juvenile (e.g., underage drinking, truancy, and running away from home).
      b. Delinquent offense: offense that would be a crime if committed by an adult.
   2. Juveniles commit more property than violent crimes.
   3. Gang-related crime
      a. Is a function of 2 related social forces: increased availability of guns in the 1980s and the lucrative and expanding drug market.

V. DEMOGRAPHIC PATTERNS OF CRIME
   A. Gender and Crime
      1. Women everywhere are less likely to commit crime than men.
         a. In 2009, males accounted for 74.7% of arrests, 81.2% of violent crime arrests, and 62.6% of property crime arrests.
         b. Female criminality has increased dramatically over the past decade.
      2. Feminist Criminology: focuses on how women’s subordinate position in society affects their criminality and victimization.
         a. Feminist criminology has impacted public policy (e.g., mandatory arrests for domestic violence, rape shield laws, etc.).
   B. Age and Crime
      1. Criminal activity is more prevalent among younger than older people.
         a. In 2007, 43.6% of all arrests in the U.S. were of people under age 25.
      2. Criminal activity is greater because: juveniles are insulated from many legal penalties for criminal behavior; and young people are more likely unemployed or earn low wages resulting in less access to legitimate means for acquiring goods.
      3. Some research suggests that high school students who have jobs become more, rather than less, involved in crime.
      4. Conflict theorists argue young people have less social power than other groups and consequently are subject to greater police profiling and surveillance.
   C. Race, Social Class and Crime
      1. Race impacts who gets arrested; minorities are disproportionately represented in official crime statistics.
      2. Official statistics reflect behaviors of criminal justice actors: high rate of arrests, convictions, and incarceration of minorities may result from bias against them.
         a. Racial profiling—the practice of targeting suspects based on race status—may be responsible for higher arrest rates.
      3. Race and social class are closely related in that nonwhites are over-represented in the lower classes
         a. Lower-class members lack legitimate means to acquire goods and may resort to crime.
         b. Subcultural theorists argue that the “have-nots” more often live in communities where respect is based on physical strength and violence, which may promote crime.
4. Criminal justice system contact may act as the independent variable and lead to a lower position in the stratification system.

D. Region and Crime
1. Crime rates (particularly violent crime) are higher in metropolitan than nonmetropolitan areas.
   a. The 2009 violent crime rate in metropolitan areas was 459 per 100,000 population compared to 396 per 100,000 in non-metropolitan areas.
   b. Higher crime rates in urban areas result from:
      i. People in urban areas are less likely to know each other and thus not influenced by the approval or disapproval of strangers.
      ii. Large cities have high concentrations of poor, unemployed, and minority individuals.
      iii. Some of the nation’s most violent cities are transit points for Mexican drug cartels.
   c. Crime rates in urban areas have been decreasing over the last 15 years.
2. Crime rates also vary by region of the country.
   a. In 2009, violent and property crime rates were highest in southern states followed by western, mid-western, and northeastern states.
   b. Violent crime is particularly high in the South.
      i. The high rate of Southern lethal violence has been linked to high rates of poverty and minority populations; a southern “subculture of violence;” higher rates of gun ownership; and warmer climate that increases social interaction.

E. Crime and Victimization
1. Women are much more likely to know their offenders.
2. Violent crime victims are typically young (16-19) and nonwhite. Weapons were used in 22 percent of all violent crimes involved a weapon.
3. Poorer households experience more violent crime than wealthy households.

VI. THE COSTS OF CRIME AND SOCIAL CONTROL
A. Death and Physical Injury
1. Homicide is the second most common cause of death among 15-25 year olds.
2. The U.S. Public Health Service defines violence as a top health concerns facing Americans.
   a. Health initiatives include reducing drug and alcohol use; reducing domestic violence, child abuse and neglect; and reducing violence through public health initiatives.
B. Economic Costs
1. Direct losses from crime include destruction of buildings through arson, vandalism, environmental destruction by polluters.
2. Costs associated with transferring of property, such as through bank robbery and embezzlement.
3. Criminal violence creates costs through medical cost of treating crime victims or loss of productivity due to injury.
4. Illegal expenditures are costs associated with production and sale of illegal goods and services that divert funds away from the legitimate economy.
5. Cost of prevention and protection includes money spent on locks and safes, surveillance cameras and guard dogs.
6. Cost of controlling crime includes law enforcement, judicial services and corrections.
7. The cost of white-collar crime is greater than the cost of FBI index crimes combined.
C. Social and Psychological Costs
1. Fear depends on individual perceptions of crime; despite continuing declines in crime rates, public perception is that crime has increased.
a. Americans worry about crime at the individual level as well; 25% of Americans said they would be afraid to walk alone at night within a mile of their home.
b. Americans deal with fear through behavioral changes (e.g., avoiding certain places or neighborhoods), sense of shock, loss of trust, guilt, anger, and feelings of vulnerability.

2. White collar crimes produce feelings of cynicism and distrust, de-legitimates political institutions, weakens respect for the law, and can facilitate street crime.

**VII. STRATEGIES FOR ACTION: CRIME AND SOCIAL CONTROL**

A. **Local Initiatives**

1. Youth programs focus on preventing crime rather than trying to ‘cure’ it.
   a. Many anticrime programs are directed to at-risk youth (e.g., interventions such as family counseling or transportation services for children who have been suspended from school but not arrested for crime).
   b. Many programs engage youth in noncriminal activities for community integration (e.g., through establishment of “safe havens”).

2. Community programs
   a. Neighborhood watch programs involve local residents in crime prevention (e.g., MAD DADS—Men Against Destruction Defending Against Drugs and Social Disorder—patrol streets, provide positive adult role models, organize gun buy-back, and more).
   b. Mediation and victim-offender dispute resolution programs are increasing.

B. **Criminal Justice Policy**

1. The criminal justice system is based on the principle of deterrence: the use of harm or threat of harm to prevent unwanted behaviors.
   a. Assumes people rationally choose to commit crime, weighing rewards and consequences.
   b. Recent “get tough” measures hold that maximizing punishment will increase deterrence and reduce crime rates.
   c. 30 years of “get tough” policies have created other criminal justice problems and have not reduced recidivism—a return to criminal behavior by a former inmate, measured by re-arrest, re-conviction or re-incarceration.

2. Law enforcement Agencies
   a. In 2009, the U.S. had an estimated 3.0 law enforcement personnel for every 1000 inhabitants.
   b. Accusations of racial profiling, brutality, and discrimination have made police-citizen cooperation difficult.

3. Rehabilitation versus incapacitation
   a. There is debate over whether the purpose of the criminal justice system is: rehabilitation—a philosophy that argues recidivism can be reduced by changing the criminal through programs such as substance abuse counseling, job training, etc.—or incapacitation—a philosophy that argues recidivism can be reduced by placing the offender in prison so that s/he is unable to commit further crimes.
   b. Societal fear of crime has led to emphasis on incapacitation and tougher punishment.
      i. Critiques are that research suggests incarceration may not deter crime, tough measures are not applied equally, and states cannot afford increased sentences.
   c. In response to economic downturn and concerns over the effectiveness of tough policies, many states and the Obama administration are revisiting the ideals of rehabilitation, which focus on identifying sociological, psychological and biological forces that cause crime so inmates may change and then re-enter society.

4. Corrections
   a. The U.S. incarcerates more people than any other country in the world, and the rate of
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imprisonment has grown 700% between 1950 and 2005.

b. Due to lack of funding, states are relying more on community alternatives to incarceration such as probation—the conditional release of an offender who remains under court supervision in the community for a specific time period and under certain conditions—and parole—release from prison before the inmate’s sentence is finished for a specific time period and under certain conditions.

5. Capital punishment: the state (the federal government or a state) takes the life of a person as a punishment for a crime.

a. In 2008, China, Iran, Saudi Arabia, Pakistan and the U.S. were responsible for 93% of all executions worldwide.

b. 34 of the 36 states that have the death penalty and the federal government use lethal injection almost exclusively.

i. Some states have halted executions because of concerns over whether lethal injection violates the Eighth amendment’s protection against cruel and unusual punishment and the American Medical Association’s insistence that it is a violation of medical ethics for doctors to participate or be present at executions.

c. Arguments regarding capital punishment:

i. Proponents: Executions of convicted murders are necessary to convey public disapproval and intolerance for such heinous crimes.

ii. Opponents: No one, including the state, has the right to take another person’s life; life in prison is a “social death” that conveys necessary disapproval.

iii. Proponents: Capital punishment deters individuals from committing murder.

iv. Opponents: Offenders don’t consider consequences when they act since most murders are unplanned; The U.S. has a much higher murder rate than Western European nations without capital punishment; death sentences are racially discriminatory (minorities who kill whites are more likely than others to be sentenced to death).

v. Proponents: Executing a convicted murderer relieves the taxpayers of the costs involved in housing, feeding, guarding, and providing medical care for inmates.

vi. Opponents: Life and death issues should not be determined by finances; life in prison may cost less than the death penalty due to lengthy and costly appeal processes.

vii. Proponents: It protects society by preventing convicted individuals from committing another crime, including the murder of another inmate or prison official.

viii. Opponents: Capital punishment results in innocent people being sentenced to death (since 1989, there have been 250 post-conviction exonerations using DNA evidence).

D. Legislative Action

1. Gun control

a. In a national sample of U.S. adults, 50% said gun control was more important than protecting the rights of gun owners while 47% said the reverse.

b. Opponents of gun control argue citizens have a constitutional right to bear arms and more guns may lead to less crime as would-be offenders retreat in self-defense when confronted.

c. Advocates of gun control argue that privately owned guns contribute to the violent crime rate in the U.S. and distinguish the country from other industrialized nations.

d. Brady Bill

i. Passed in 1993, it requires 5-day waiting period on handgun purchases so sellers can screen buyers for criminal records or mental instability.

ii. The law was amended in 1998 to include an instant check of buyers and their
suitability for gun ownership.

iii. Today the law requires background checks of those who purchase rifles and shotguns as well as handguns.

e. In addition to federal regulations, cities and states can create other restrictions.

2. Other legislation

b. Some significant crime-related legislation presently before Congress include:
   i. Medicare Fraud Enforcement and Prevention Act: increases penalties for Medicare fraud.
   ii. Preventing Gun Violence Act: makes it impossible for violent juvenile offenders to traffic or possess a firearm.
   iii. Safety from Sex Offenders Act: restricts property managers from providing the means of access to residences for convicted sex offenders.
   iv. Nicole’s Law: expands protections to all victims of sexual offenses.

E. International Efforts in the Fight against Crime
1. Europol is the European law enforcement organization that handles criminal intelligence.
   a. Europol provides support services for law enforcement in European Union countries (e.g., fast information exchange, intelligence analysis, etc.) and works with agencies against transnational crimes.

2. Interpol (International Criminal Police Organization) is the world’s largest international police organization and provides support services for law enforcement agencies.
   a. Interpol operates a worldwide police communication network that provides police with a common platform to share information about criminals/criminality; provides extensive databases (e.g. DNA profiles, names and photographs) to ensure police get needed information; provides emergency support services and operational activities to law enforcement personnel; and provides police training and development.

3. The ICPC (International Centre for the Prevention of Crime) is a consortium of policymakers, academicians, police, government officials, and non-government agencies from around the world.
   a. ICPC seeks to raise awareness of crime prevention knowledge; enhance community safety; facilitate the sharing of crime prevention information; and respond to calls for technical assistance.

VIII. UNDERSTANDING CRIME AND SOCIAL CONTROL
A. Support exists for both a functionalist and conflict approach to crime
B. Recent declines in crime should not be taken as support for “get tough” approaches as there are other, more valid, explanations.
C. Some advocate for increased prevention and restorative justice because of their effectiveness in reducing future crimes.

ACTIVITIES AND ASSIGNMENTS

STUDENT PROJECTS

Crime on Campus
Request the students to obtain information regarding crime on their college campus and to search for information about crime on U.S. college campuses by library research or the Internet. Then instruct the students to compare crime on their campus with crime at other U.S. colleges in terms of the extent and kinds of crime. Also have the students obtain information on what their campus is doing to prevent crime and whether their campus should implement particular crime prevention measures that have been taken on other campuses.

**White Collar Crime**

Have students research white collar crime (e.g., Enron, Bernie Madoff, subprime mortgage scandal). In particular, have students compare public opinion in articles about white collar crime with actual criminal cases that have been brought forth. Do the punishments fit the crime? Are enough of these crimes being prosecuted? What makes it difficult to press charges?

**Transnational Crime**

Request each student to select a transnational crime to investigate. Students should look up information regarding the primary countries involved in the crime they selected, the nature and prevalence of the crime, the victims of the crime, and both national and international efforts to reduce the crime. Students can report their findings to the class. The instructor can engage the class in a discussion of transnational crimes and brainstorm ways to reduce them.

**CLASSROOM ACTIVITIES**

**Criminal Activities Survey**

Ask students to complete the Criminal Activities Survey in Chapter 4 of their textbook and calculate the maximum “prison time” and fines they would be subject to under the laws of your state. Then ask students to raise their hand in response to the following questions:

1) How many students received no prison time?
2) How many students received between 30 days and six months?
3) How many students received between six months and one year?
4) How many students received between one and three years?
5) How many students received between three and five years?
6) How many students received more than five years?
7) How many students received more than ten years?

Engage the class in a discussion about why only a relatively small portion of adults earn the label of “criminal” even though virtually every adult has engaged in some type of criminal activity.

**Gangs and Prevention**

Visit [http://www.ncjrs.gov/spotlight/gangs/programs.html](http://www.ncjrs.gov/spotlight/gangs/programs.html). Select one program to analyze based on the theories and information presented in the text. Come to class prepared to discuss why the program is/is not effective according to the theoretical approaches. What components of the program do you think would work in your community?

**The Death Penalty Debate**
Instruct each student to search in the library or Internet for arguments and evidence in the support of the arguments both for and against the death penalty. In the classroom, divide the students into small groups and have each group take a stand on the issue. Have each group report their stance and at least one of their arguments in support of their position.

**Crime in the Media**

Instruct each student to find some portrayal of crime in the media. Students can look for portrayals in songs, music videos, clips from television shows or movies, or they can examine a news story that involves criminal activity by a celebrity. Each student should bring their media to share with the class. Students can take turns presenting their media to the class. The instructor can then help lead a class discussion that analyzes the target audience of each media selection and its portrayal of crime.

**Vice Crime Debate**

Instruct students to get into small groups and assign each group a vice crime and a position regarding the legalization of the vice crime (e.g., for legalizing prostitution; against legalizing prostitution; etc.). Instruct each group to prepare for a debate by creating a list of arguments to support their assigned position. Groups should also consider the arguments their opponents will make and prepare responses to these arguments. Then have each group participate in a 5-10 minute debate on their topic. The instructor can open each topic to a class discussion after each debate is complete.

**INTERNET ASSIGNMENTS**

**Crime-Related Publications on the Web**

Request the students to go to the Federal Bureau of Investigation’s website at: [www.fbi.gov/](http://www.fbi.gov/)
Instruct the students to go to “Stats and Services” and click the link for “Reports and Publications,” then to choose a publication and summarize its main points.

**F.B.I. Crime Statistics**

Request the students to go to the Federal Bureau of Investigation’s website at: [www.fbi.gov/](http://www.fbi.gov/)
Instruct the students to click on “About Us” and then “What We Investigate,” then to choose a kind of crime, such as counter-terrorism, cybercrime, civil rights, white-collar crime, or organized crime. Request the students to summarize the statistical information they find about the category of crimes that they have selected. The students can present their reports in class using tables or graphs obtained from these sites.

**Crime Trends**

Request the students to use the Bureau of Justice Arrest Data Analysis Tool at: [http://bjs.ojp.usdoj.gov/index.cfm?ty=datool&surl=/arrests/index.cfm#](http://bjs.ojp.usdoj.gov/index.cfm?ty=datool&surl=/arrests/index.cfm#). Have them look around at the data trends and draw conclusions about the trends of crime in the United States answering such questions as What surprised you?, How would you explain the trend?, What were the trends in your home community?

**Capital Punishment by State**

Request each student to select a state to investigate the capital punishment laws of the state. For each
state that uses capital punishment, students should find information on the number of executions in the last year, the number of people currently on death row and the murder rate for the state. Students should also summarize any current controversies regarding capital punishment in the state. For each state that does not use capital punishment, students should investigate the history of capital punishment to determine when and why the capital punishment is no longer used. Students should report their findings during class.

**Corporate Violence**

Request each student to investigate an example of corporate violence. Students should seek information regarding the company accused of corporate violence, the practices they were accused of, who was victimized and how, whether a lawsuit was filed, and if so, its outcome. Each student should report their findings to the class. The instructor can then lead a discussion on ways to reduce corporate violence.

**Sex Trafficking and Prostitution**

The Department of Justice estimates that between 100,000 and three million American kids under the age of 18 are involved in prostitution. This story examines the sex trafficking trade in America and the young girls forced into prostitution. One of the biggest problems facing police and law enforcement is prostitution and sex trafficking. Have students watch the clip at [http://college.cengage.com/sociology/shared/videos/template65.html](http://college.cengage.com/sociology/shared/videos/template65.html). How can law enforcement protect young girls from sexual trafficking?

**VIDEO SUGGESTIONS**

**Anonymously Yours**
Documentary of prostitution in Burma and other countries in Asia. Contains interviews with prostitutes and their stories of human trafficking.

Discussion Questions:
1. How did the women in the video become prostitutes? How did they feel about their status as prostitutes?
2. What kinds of barriers do the women face when trying to escape prostitution? What kinds of outreach programs or international efforts would help women overcome these barriers and be able to escape prostitution?
3. What is the relationship between gender inequality and the trafficking of girls and women?

**Erin Brockovich**
Dramatization based on a true story of corporate violence in which an electric company knowingly contaminates the water supply in a community, causing a host of health problems to residents.

Discussion Questions:
1. What types of crime are depicted in the movie?
2. Who (if anyone) should be held responsible when corporations damage the health of citizens?
3. What kinds of actions could be taken to reduce corporate violence?

**V-Day: Until the Violence Stops**
Documentary that shows how Eve Ensler’s Broadway show “The Vagina Monologues” inspired the creation of V-Day, a movement to end sexual violence against women and girls.
Discussion Questions:
1. What are the main messages of Eve Ensler’s show “The Vagina Monologues?”
2. What kinds of activism have been inspired by this show?

Plunder: The Crime of Our Time
This documentary explores the recent corporate practices (predatory lends, subprime mortgages, etc.) that contributed to bringing the global financial system to the brink of collapse.

Discussion Questions:
1. What punishment do you think people should receive for white collar crimes?
2. In your opinion is this type of crime more serious than violent offenses, or less?

RELATED SOCIAL MOVEMENTS
Sentencing Disparity: www.sentencingproject.org focuses on reducing disparities in sentencing and making more fair and uniform sentencing guidelines.

Capital Punishment: The Death Penalty Information Center (www.deathpenaltyinfo.org) focuses on producing unbiased facts about the death penalty and capital punishment.

SOLVING SOCIAL PROBLEMS
Amnesty International (www.amnesty.org) is one of the biggest agencies working on death penalty issues at the global scale. Watch their youtube video here (http://www.youtube.com/watch?v=7F-PCDopKBk). In order to prevent gang violence, you can volunteer at a local Boys and Girls Club (www.bgca.org). Additionally, you can advocate on behalf of children as a CASA volunteer (www.casaforchildren.org).