

MODULE 1

INTRODUCTION TO CRIMINOLOGY

This course provides the basic understanding of a theory, its development, and application to the etiology of crime, and its use to understanding human, criminal and deviant behaviors. It includes the historical evolution of criminology, the different schools of thoughts, the process of measuring crime, as it relates to criminological research, the divisions and scope of criminology, and the justice system. This course also introduces Criminology as a profession in the Philippines.

This module will bring you guidance and information as you start your journey in studying criminology. The discussions from this module are coming from books written by different authors. As your facilitator of learning, I will enrich our discussion by presenting information with citations. If you have questions, please do not hesitate to give me a call, send me an email, have a chat with me or text me.

COURSE LEARNING OUTCOMES

At the end of this module, the students are expected to demonstrate competence and broad understanding in criminal sociology and etiology, as well as in victimology (5.1.1.).

CONTENTS OF THE MODULE

This module contains the following lessons:

Lesson 1: Historical accounts and evolution of Criminology

Lesson 2: Understanding the development and process of making scientific theories

DIRECTIONS ON HOW TO USE THE MODULE PROPERLY

In order to benefit profoundly from this module, please be guided by all the key points presented below.

1. This module contains two (2) lessons. Each lesson is explained substantively. Read the explanations thoroughly so that you could understand the lesson fully.
2. On the first page of each lesson, you will find the specific learning outcomes (SLO) of each lesson. SLOs are knowledge and skills you are expected to acquire at the end of the lesson. Read them heartily.
3. You must answer the Learning Activities/ Exercises (LAEs). The LAEs are designed to help you acquire the SLOs.
4. Feel free to chat, call or text or send an email message to me if you have questions, reactions, or reflections about the contents or activities in the module.
5. The Practice Task/ Assessment and the Assignment shall be checked by me.

LESSON 1 – HISTORICAL ACCOUNTS AND EVOLUTION OF CRIMINOLOGY

Specific Learning Objectives

At the end of this course, the students shall be able to:

1. Value the historical accounts of criminology as a guidance to future study.
2. Embody the foundation of criminology from its roots
3. Understand the evolution of criminology and its relevance to the current generation

HISTORICAL ACCOUNTS AND EVOLUTION OF CRIMINOLOGY

The foundations of criminology were built date back to centuries ago by different personalities in order to understand more on the reasons behind the commission of crime. These schools of thought will show you where does criminology ever started.

Classical Criminology

During this time, crime as a violation did not exist in most primitive societies. **William Graham Sumner** used the terms *Mores*, *folkways* and *laws* to describe the three basic forms of behavioral strictures imposed by social groups upon their members (Schmallegger, 2017). Mores are behavioral proscriptions covering potentially serious violations of a group's values while Folkways are time-honored customs; although they carry the force of tradition, their violation is less likely to threaten the survival of the social group (Schmallegger, 2017).

Early criminologists has divided crimes into two categories: *Mala in se* and *Mala prohibita*. *Mala in se* is an act that is thought to be wrong in and of itself while *mala prohibita* is an act that is wrong only because it is prohibited (Schmallegger, 2017).

Human beings are fundamentally rational, and most human behavior results from free will coupled with rational choice.

Pain and pleasure are the two central determining factors of human behavior.

Punishment serves to deter law violators and serves as an example to others who might contemplate violating the law.

The principles of right and wrong are inherent in our nature and cannot be denied.

Society exists to provide benefits to individuals that they would not receive living in isolation.

When people band together for the protection offered by the society, they forfeit some of their personal freedoms in order to enjoy the benefits of living among others cooperatively.

Certain key rights of the individual are necessary of the enjoyment of life, and governments that restrict and prohibit the exercise of those rights should be disbanded.

Crime lessens the quality of the contractual bond that exists between individuals and their society. Therefore, criminal acts cannot be tolerated by any members if everyone wants to receive the most benefit from living in a cooperative society.

The Classical School is a criminological perspective of the late 1700s and early 1800s that had its roots in the Enlightenment and that held that humans are rational beings, that crime is the result of the exercise of free will, and that punishment can be effective in reducing the incidence of crime to the degree it negates the pleasure to be derived from crime commission (**Schmallegger, 2017**).

Retribution – the act of taking revenge upon a criminal perpetrator.

Source: Schmallegger, Frank, Criminology, printed and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey

The Demonic Era

- **Demonological Theory** is the belief that evil spirit or demons forced some persons to commit crimes; they are possessed or influenced by demons.
- Cosmic-level evil has been explained by ideas as diverse as divine punishment, karma, fate and vengeful activities of offended gods. Early explanations of personal deviance ranged from demonic possession to spiritual influences, to temptation by fallen angels (Schmallegger, 2017).

Early Sources of Criminal law

Code of Hammurabi

- One of the first known bodies of law to survive for study today. King Hammurabi ruled the ancient city of Babylon from 1792 to 1750 B.C. and created a legal code consisting of strictures that were originally intended to establish property and other rights and that were crucial to the continued growth of Babylon as a significant commercial center.
- Hammurabi's law spoke to issues of theft, property ownership, sexual relationships, and interpersonal violence (Schmallegger, 2017).

Early Roman Law

- Early Roman Law derived from the **Twelve Tables**, a collection of basic rules regulating family, religious and economic life written around 450 B.C. They appear to have been based on common and fair practices generally accepted among early tribes existing prior to the establishment of the Roman Republic; only fragments of the tables survive today (Schmallegger, 2017)..
- **The Justinian Code**, the best-known legal period in Roman history occurred during the reign of Emperor Justinian I (A.D. 527-565). This code was consisted of three lengthy legal documents- the Institutes, the Digest and the Code itself- and distinguished between two major legal categories: public laws and private laws (Schmallegger, 2017).

The Common Law

- Refers to the traditional body of unwritten legal precedents that was created through everyday practices in English society, was based on shared traditions and standards, and was supported by court decisions during the Middle Ages.
- law originating from usage and custom rather than from written statutes. The term refers to non-statutory customs, traditions, and precedents that help guide judicial decision making (Schmallegger, 2017).

Magna Carta (Great charter)

- was signed on June 15, 1215 by King John of England at Runnymede, under pressure from British barons who took advantage of his military defeats to demand a pledge to respect their traditional rights and to be bound by law (Schmallegger, 2017).
- Its original purposes were to ensure feudal rights, to guarantee the king would not encroach on landowning barons' privileges, to guarantee the freedom of church, and to ensure respect for the customs of towns (Schmallegger, 2017).

The Enlightenment (Age of Reason)

- This happened during the seventeenth and eighteenth centuries were many important thinkers emerged with highly social movement that has affect the classical criminology.
- We will know who are these thinkers in the following sections:

Thomas Hobbes – he uses the term **social contract**, where human beings abandon their natural state of individual freedom to join together and form society. Because of social contract, individuals gives power to the government to make and enforce laws for the betterment of the society they belong to as well as the protection of people in the society.

John Locke – he stated that the traits of personality were contributed through interpersonal encounters and other experiences since the natural human condition at birth is a blank slate.

- So, through our experiences, we learn something.

Jean-Jacques Rousseau – he further enhanced the notion of Hobbes on social contract, stating that human beings are basically good and fair in their natural state but historically were corrupted by the introduction of shared concepts and joint activities like property, agriculture, science and commerce. As a result, the social contract emerged when civilized people agreed to establish governments and systems of education to correct the problems and inequalities brought on by the rise of civilization (Rousseau, 1762) as cited in Schmalleger, 2017.

- He also contributed to the **natural law**, which was originally formulated by Saint Thomas Aquinas (1225-1274), Baruch Spinoza (1632-1677), that certain immutable laws are fundamental to human nature and can be readily ascertained through reason (Schmalleger, 2017).

Thomas Paine – he supported the French revolution stating that only democratic institutions could guarantee individuals' **natural rights** (Schmalleger, 2017).

The Classical School of criminology has been developed after the Enlightenment period. Before, crime and deviance were explained based on mythological influences and spiritual shortcomings (Schmalleger, 2017), but when the Classical school of thought emerged, different personalities with different notions on the commission of crime. Here are the personalities behind the Classical School of Criminology:

1. **Cesare Beccaria (1738-1794)**

- He claimed that “the more rapid and the more closely punishment follows upon the commission of a crime, the more just and useful will it be” as cited in Schmalleger, 2017.

- Beccaria argued that adjudication and punishment should be swift and certain to help prevent crimes. According to Schmalleger (2017), as stated in his book, Beccaria further stated that punishment imposed immediately following crime commission is connected with the wrongfulness of the offense, both in the mind of the offender and in the minds of others who might see the punishment imposed and thereby learn of the consequences of involvement in criminal activity.
- He further stated that the punishment should be only severe enough to outweigh the personal benefits to be derived from the crime commission (Schmalleger, 2017). [Potential offenders will inhibit themselves to commit crime due to the fact that a certain crime has a severe punishment.]
- Punishment should fit the crime
- He is the founder of the Classical School of Criminology

Jeremy Bentham (1748-1832)

- Another founder of Classical School stated that “nature has placed mankind under the governance of two sovereign masters, pain and pleasure”. Just like Beccaria, Bentham supported the notion that the pain of punishment should outweigh the pleasure to be derived from criminal activity (Schmalleger, 2017).
- Bentham believed that human beings are fundamentally rational and that criminals will weigh in their minds the pain of punishment against any pleasures thought likely to be derived from crime commission (Schmalleger, 2017).
- Bentham advocated the punishment that bring discomfort to the offender and not extreme or cruel punishment, but those punishment that outweighs the pleasure of crime commission.
- **Hedonistic calculus or utilitarianism**, the term used by Bentham for his approach, the belief that behavior holds value to any individual

undertaking it according to the amount of pleasure or pain it can be expected to produce for that person (Schmallegger, 2017).

- As per interpreted by Schmallegger (2017), Bentham believed that individuals could be expected to weigh the consequences of their behavior before acting to maximize their pleasure and minimize their pain, based on intensity, duration, certainty and immediacy (or remoteness) in time.
- Bentham has distinguished 11 types of punishment as cited in Schmallegger (2017):
 - o Capital Punishment (Death)
 - o Afflictive Punishment (whipping and starvation)
 - o Indelible punishment (branding, amputation and mutilation)
 - o Ignominious punishment (public punishment involving use of stocks or pillory)
 - o Penitential punishment (censure by the community)
 - o Chronic punishment (banishment, exile, and imprisonment)
 - o Restrictive punishment (license revocation and administrative sanction)
 - o Compulsive punishment (restitution and appointment with probation officer)
 - o Pecuniary punishment (fine)
 - o Quasi- pecuniary punishment (denial of services otherwise available)
 - o Characteristics punishment (mandates such as wearing prison uniforms)

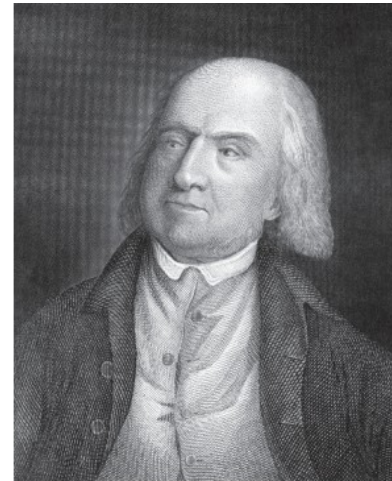
Bentham's other major contribution is the **Panopticon**, a prison designed as a circular building with cells along the circumference, each clearly visible from a central location staffed by guards (Schmallegger, 2017).

Approach: Application of Classical School principles to problems of crime and justice

Period: 1700s- 1880

Theorists: Cesare Beccaria, Jeremy Bentham, others

- He also proposed that there should be prison contractors with pay that would facilitate the security and safe custody of those entrusted to the prison (Schmallegger, 2017).



Jeremy Bentham



Stateville Correctional Center in Illinois

(Panopticon based design which was proposed by Bentham)

Neo-Classical Criminology

- A contemporary version of classical criminology that emphasizes deterrence and retribution, with reduced emphasis on rehabilitation (Schmallegger, 2017).

Classical Criminology

Neo-Classical Criminology

Approach: Modern-day application of classical principles to problems of crime and crime control in contemporary society, often in the guise of “get tough” social policies

Period: 1970s to the present

Theorists: Ronald V. Clarke, Derek B.

Positivist Criminology

Positivism – the application of scientific techniques to the study of crime and criminals.

-with the principle of **hard determinism**, the belief that crime results from forces beyond the control of the individual.

- the original positivists completely rejected the notion of free will and turned their attention to the impact of socialization, genetics, economic conditions, peer group influences, and other factors that might determine criminality (Schmalleger, 2017).

Historical Setting of Criminology

A timeline is hereby presented below for a better portrayal:

THEORY	MOTIVE
Demonology (5,000 BC -1692 AD)	Demonic Influence
Astrology (3500 BC – 1630 AD)	Zodiac/Planetary Influence
Theology (1215 BC- present)	God’s will

Medicine (3000 BC- present)	Natural illness
Education (1642 – present)	Academic underachievement/ bad teachers
Psychiatry (1795 – present)	Mental Illness
Psychoanalysis (1895 – present)	Subconscious guilt/ defense mechanisms
Classical School of Criminology (1690--)	Free will/ reason/ hedonism
Positive School of Criminology (1840--)	Determinism/ beyond control of individual
Phrenology (1770- 1875)	Bumps on head
Cartography (1800- present)	Geographic location/climate
Mental testing (1895- present)	Feeble-mindedness/ retardation/ low IQ
Osteopathy (1892 – present)	Abnormalities of bones or joints
Chiropractics (1895 -present)	Misalignment of spine/nerves
Imitation (1843-1905)	Mind on mind crowd influences
Economics (1818 – present)	Poverty/ economic/need/ consumerism
Case study Approach (1909- present)	Emotional/social development
Social work (1903 -present)	Community/individual relations
Sociology (1908- present)	Social/environmental factors
Castration (1907-1947)	Secretion of androgen from testes
Ecology (1927-present)	Relation of person with environment
Transsexualism (1937-1969)	Trapped in body of wrong sex

Psychosurgery (1935-1959)	Frontal lobe dysfunction/need lobotomy
Culture Conflict (1938-1980)	Conflict of customs from “old” country
Differential Association (1939-present)	Learning from bad companions
Anomie (1938-present)	State of normlessness/ goal-means gap
Differential opportunity (1961-present)	Absence of legitimate opportunities
Alienation (1938-175)	Frustration/ feeling cut off from others
Identity (1942-1980)	Hostile attitude/crisis/sense of sameness
Identification (1950-1955)	Making heroes out of legendary criminals
Containment (1961-1971)	Outer temptation/inner resistance balance
Prisonization (1940-1970)	Customs and folkways of prison culture
Gang formation (1927-present)	Need for acceptance, status, belonging
Behavior modification (1938-1959)	Reward/Punishment Programming
Social Defense (1947-1971)	Soft targets/absence of crime prevention
Guided group interaction (1958-1971)	Absence of self-responsibility/discussion
Interpersonal Maturity (1965-1983)	Unsocialized, subcultural responses
Sociometry (1958-1969)	One’s place in group network system
Dysfunctional families (1958- present)	Members “feed off” other’s neurosis
White collar crime (1945-present)	Cutting corners/bordering on illegal

Control theory (1961-present)	Weak social bonds/ natural predispositions
Strain theory (1954-present)	Anger, relative deprivation, inequality
Subcultures (1955-present)	Criminal values as normal within group
Labelling theory (1963-1976)	Self-fulfilling prophecies/name-calling
Neutralization (1957-1990)	Self-talk, excuses before behavior
Drift (1964-1984)	Sense of limbo/living in two worlds
Reference groups (1953-1980)	Imaginary support groups
Operant conditioning (1953-1980)	Stimuli-to-stimuli contingencies
Reality therapy (1965-1975)	Failure to face reality
Gestalt therapy (1969-1975)	Perception of small part of “big picture”
Transactional Analysis (1961-1974)	No communication between inner parent-adult-child
Learning disabilities (1952-1984)	School failure/relying on “crutch”
Biodynamics (1955-1962)	Lack of harmony with environment
Nutrition and Diet (1979-present)	Imbalances in mineral/vitamin content
Metabolism (1950-1970)	Imbalance in metabolic system
Biofeedback (1974-1981)	Involuntary reactions to stress
Biosocial criminology (1977-1989)	Environment triggers inherited “markers”
The “new criminology” (1973-1983)	Ruling class oppression

Conflict criminology (1969-present)	Structural barriers to class interests
Critical criminology (1973-present)	Segmented group formations
Radical criminology (1976-present)	Inarticulation of theory/praxis
Left realism (1984-present)	Working class prey on one another
Criminal personality (1976-1980)	53 errors in thinking
Criminal pathways theory (1979-present)	Critical turning/tipping points in life events
Feminism (1980-present)	Patriarchial power structures
Low self control theory (1993-present)	Impulsiveness, sensation-seeking
General strain theory (1994-present)	Stree, hassles, interpersonal relations

Source: Manwong, Rommel (2008), Fundamentals of Criminology, 3rd edition

CRIMINOLOGY defined

- A body of knowledge regarding delinquency and crime as a social phenomenon (Tradio, 1999) as cited in Manwong, 2008.
- The study of crimes and criminals and the attempt of analyzing scientifically their causes and control and the treatment of criminals.
- The term *criminology* was coined by a Frenchman, Paul Topinard, in 1889, he used it to differentiate the study of criminal body types within the field of anthropology from other biometric pursuits (Schmalleger,2017).

- As per defined by Edwin H. Sutherland, “dean of American criminology”, *criminology* is the body of knowledge regarding the social problem of crime as cited in Schmalleger (2017).
- *Criminology* is an interdisciplinary profession built around the scientific study of crime and criminal behavior, including their forms, causes, legal aspects, and control (Schmalleger, 2017).

In narrower sense, criminology is the study which includes all the subject matter necessary to understanding and prevention of crime and to the development of law, together with the punishment or treatment of delinquents and criminals.

Sutherland, Cressey & Luckenbill (1992) defined criminology as the body of knowledge regarding crime and delinquency as a social phenomenon. It includes within its scope the processes of making laws, breaking of laws and reacting to the breaking of laws.

- When we say social phenomenon, these are the events or acts that has been happening around us based on what we have observed.
- Basically, when we study criminology, we look into how the criminal commit the act, how the society makes rules to address the criminal act and how our society reacts towards the commission of a criminal act. Criminology also covers the correction of criminals, on how these criminals being treated or punished for the crime they have committed.
- We also study criminology in order to prevent the commission of crime through the development of laws and establishing ways that can lessen the act of crime.

Sutherland et.al stated further that there are three interrelated divisions which focus on the processes of lawmaking, lawbreaking, and the reaction to lawbreaking:

1. The sociology of criminal law – an attempt to analyze systematically the conditions under which penal laws develop and to explain

variations in the policies and procedures used in police departments and courts.

2. The sociology of crime and the social psychology of criminal behavior – an attempt to analyze systematically the economic, political, and social conditions in which crime and criminality are generated and prevented.
3. The sociology of punishment and correction – an attempt to analyze systematically the policies and procedures for controlling the incidence of crime.

The scholarly objective of criminology is the development of a body of knowledge regarding the three processes (Sutherland, Cressey, & Luckenbill, 1992).

SCOPES AND DIVISIONS OF CRIMINOLOGY

Criminology is a broad field of study of crimes and criminals. Its scope is categorized into the following studies:

The Making of Laws

- The examination of the nature and structure of laws in the society which could be analyzed scientifically, systematically and exhaustively to learn crime causation and eventually help fight them (Manwong, 2008).

The Breaking of Laws

- This pertains to the examination of the reasons of crime causation which primarily deals to answer issues why despite the presence of laws people still commit crimes (Manwong, 2008).

Reaction towards the Breaking of Laws

- This pertains to the study of how people, the criminal, and the government reacts towards the breaking of laws because the reactions necessarily bring light to the development of modern measures to treat criminal offenders at

the same time the reaction may be contributory to criminality (Manwong, 2008).

Criminology also covers several principal areas or divisions (Tradio, 1999), which are:

1. Criminal Behaviour or Criminal Etiology – the scientific analysis of the causes of crime;
2. Sociology of Law – the study of law and its application;
3. Penology or Correction – the study that deals with punishment and the treatment of criminals.
4. Criminalistics or Forensic Science – concern in crime detection and investigation.

Importance of Studying Criminology

Here are some of the reasons why it is important to study criminology (Manwong, 2008):

1. A source of philosophy of life
2. A background for a profession or for social service;
3. Because criminals are legitimate objects of interest.
4. Because crime is a costly problem

Purposes of Studying Criminology (Manwong, 2008)

1. The primary aim is to prevent the crime problem.
2. To understand crimes and criminals which are basic to knowing the actions to be done to prevent them.
3. To prepare for a career in law enforcement and scientific crime detection.
4. To develop an understanding of the constitutional guarantees and due process of law in the administration of justice.
5. To foster a higher concept of citizenry and leadership together with an understanding of one moral and legal responsibilities to his fellowmen, his community and the nation.

Nature of Criminology

Understanding crime is as complex as other fields of interest. It requires therefore a systematic and balanced knowledge in the examination of why they exist. In this sense, criminology is:

1. An Applied Science
2. A Social Science
3. Dynamic
4. Nationalistic

CRIME defined

Depending on how we look at it, “crime” can be understood in various ways. The four major perspectives useful in defining crime are:

The Legalistic

According to the legalistic perspective, crime is:

Human conduct in violation of the criminal laws of a state, the federal government, or a local jurisdiction that has the power to make such laws. Seen this way, if there is no law against it, there can be no crime, no matter how deviant or socially repugnant the behavior in question may be.

The Political

According to the political perspective, crime is:

The result of criteria that have been built into the law by powerful groups which are then used to label selected undesirable forms of behavior as illegal. Seen this way, laws serve the interests of the politically powerful, and crimes are merely forms of behavior that are perceived by those in power as direct or indirect threats to their interests.

The Sociological (aka sociolegal)

According to the sociological (sociolegal) perspective, crime is:

An anti-social act of such a nature that its repression is necessary for the preservation of the existing social order. From this viewpoint, crime is primarily an offense against human relationships, and secondarily a violation of law.

The Psychological

According to the psychological point of view, crime is:

A form of social maladjustment, especially one which is against the law, that can

be seen as a difficulty that an individual has in remaining in harmony with his or her social environment. Seen this way, crime is problem behavior for both the individual and for society.

Source: Pearson Education Inc. as cited in Schmalleger (2017). *Criminology Today: An Integrative Introduction*

Crime is a generic name that refers to offense, felony and delinquency or misdemeanor (Manwong, 2008).

- ✦ *Offense* – an act or omission that is punishable by special laws (special law is a statute enacted by Congress, penal in character, which is not an amendment to the Revised Penal Code) such as Republic Acts, Presidential Decrees, Executive Orders, Memorandum Circulars, Ordinances and Rules and Regulations (Reyes, 1960) as cited in Manwong (2008).
- ✦ *Felony* – is an act or omission that is punishable by the Revised Penal Code, the criminal law in the Philippines (Reyes, 1960) as cited in Manwong (2008).
- ✦ *Delinquency/Misdemeanor* – acts that are in violation of simple rules and regulations usually referring to acts committed by minor offenders (Manwong, 2008).

Learning Activities/ Exercises

Write your answers on a **bond paper** in a booklet form. Please write your answers legibly and please use **black ballpen** only.

Exercise no. 1 TRUE OR FALSE

Write TRUE if the statement is correct and FALSE if the statement is incorrect:

- _____ 1. Criminology is not a science but an art.
- _____ 2. Criminology is a dynamic discipline because it changes as technology advances.
- _____ 3. Misdemeanors and delinquencies are crimes.
- _____ 4. Crime is an anti-social act because it violates social norms.
- _____ 5. The aim of criminal psychology is to explain crime through the study of criminal behavior.
- _____ 6. Criminology is a field that deals with the study of crimes only.
- _____ 7. Criminology is both an applied and social science.
- _____ 8. Criminology as a discipline had its beginnings in Europe in the late 1970s.

Exercise no. 2 IDENTIFICATION/ SIMPLE RECALL

- _____ 1. A multi-disciplinary science that deals with crimes, criminals, criminal behavior, and the treatment of criminal behavior.
- _____ 2. The general term used to refer to offenses, felonies, delinquency and misdemeanors.
- _____ 3. The scientific analysis of the causes of crimes.
- _____ 4. An act or omission punishable by Special laws.

_____ 5. A person who committed a crime and has been convicted by final judgement by a competent court.

Exercise no. 3 ESSAY/ DISCUSSION

1. State the importance of studying criminology.
2. Is criminology an art or science? Explain.
3. What is Criminology?
4. Why is it important to know the historical accounts of Criminology?

Teacher Intervention

If you have questions, clarifications about the subject matter, please contact me on the following platforms for your information and guidance:

Txt/Call: 0965-271-7445

Email: alaban.anna@gmail.com

Fb Username: Lee So-Ae

Please do not hesitate to contact me in matters about the subject matter. Thank you very much and God bless you always.

Assignment

Write your reflections on the course that you have read and studied. Discuss it and describe your experiences.

Personal reflection

1. What are the difficulties I have encountered in understanding criminology?
2. What are the learnings that I have been interested to?

REFERENCES/ READING MATERIALS

Manwong, R. (2008). *Fundamentals of criminology*. Wiseman's Books Trading, Inc. Quezon City, Metro Manila, Phil.

Schmallegger, F., (2017), *Criminology today: An integrative introduction (8th ed.)*. Pembroke, North Carolina: Pearson Education, Inc.

LESSON 2- UNDERSTANDING THE DEVELOPMENT AND PROCESS OF MAKING SCIENTIFIC THEORIES

Specific Learning Outcomes

At the end of this course, the student shall be able to:

1. Understand the process of making scientific theories.
2. Remember and understand the method used to create scientific theories.
3. Embody the importance of making scientific theories in studying crime

How can you make scientific theories? What are the approaches that are essential in making a theory? Which approach in research that is appropriate with the idea you have? These questions will be answered as we discuss all along this course.

Since this topic touches a part of Criminological research, we will just discuss the basic and important points in making scientific theories.

HOW CAN WE MAKE A SCIENTIFIC THEORY?

The process of making a theory is through conducting a research or study for a specific idea you have. Through gathering of information from different resources, you could interpret and analyze the result and help you in making theories. So first, let us define what is research?

Research defined

Research is a careful or diligent search, studious inquiry or examination especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts or practical application of such new or revised theories or laws, or the collection of information about a particular subject (Webster, 1990).

- When we say careful, we have to follow steps in discovering for new knowledge relevant to our study which is criminology. Research is not defined like you went to internet café to search something on the net.

Research, which first appeared in English in about 1577, comes from the Middle French *recherche*, which itself comes from the Old French, *rechercher*, which means “*seek out, search closely*”. *Re* means intensive and *cercher* means to seek out. *Cercher* comes from the Latin *circare* “go about, wander”, from the *circus* “circle”. The meaning is “careful search for facts” appears in English in the first half of the 17th century (Jala, 2014).

- It refers to the organized, structured, and purposeful attempt to gain knowledge about a suspected relationship. This basically means that research is not an easy process to do that you can finish in a span of minutes inside the classroom but, research needs more time and more information to establish the propositions or theories you want to prove.

In academic undertaking, research across disciplines involves scholarly processes of search and re-search for it involves an oft-repeated and exhaustive scientific observation, investigation and experimentation on a subject for any of the following purposes:

- a. To discover new knowledge and paradigm

- b. To develop and improve standards and protocols; and
- c. To test and apply theories or laws in professional practices.

Research is generally a systematic research on any topic whether be it related to art, natural or social sciences, in order to obtain empirical data to prove or solve one or more problems.

- It is systematic because there is a definite set of procedures and steps which you will follow.
- It is organized because there is a structure or method in going about doing a research.
- Finding all answers is the end of all research.
- Questions are central to research. Research is focused on relevant, useful, and important questions. Without questions, research has no focus, drive, or purpose.

Utilizing the scientific method for gaining new information and testing the validity of a major premise, John Dewey suggested a series of logical steps to follow when attempting to support a theory or hypothesis with actual data. In other words, he proposed using deductive reasoning to develop a theory followed by inductive reasoning to support it, which are called the Dewey's scientific process, as found below:

1. Identifying and defining the problem
2. Determining the hypothesis or reason why the problem exists
3. Collecting and analyzing the data
4. Formulating the conclusions
5. Applying the conclusion to the original hypothesis

So, what is a theory?

Sometimes, a researcher is motivated in testing theories created to explain crime or any phenomenon in criminology and criminal justice (Barrera, 2015).

- A *theory* is a set of propositions that try explain something.
- According to Champion (1993), *theory* refers to “an integrated body of assumptions, propositions, and definitions that are related in such a way so as to explain and predict relationships between two or more variables” as cited in Barrera (2015).

The specific method to create a theory is what we call **Grounded Theory**, a qualitative inquiry that employs interviews and aims to develop a theory based on the views of several participants. This type of study uses interviews of 20-60 individuals.

- Loper and Emmer (2000) uses grounded theory in building theory on delinquent crime contexts upon learning that theories of delinquency concentrated more on individual differences as causes of crime and neglected situational precipitators of serious juvenile offending. To generate the crime contexts that most likely pushed juveniles to commit serious offenses, they conducted semi-structured interviews on 24 male juvenile offenders at the Texas Youth Commission. The participants were asked to recall and share their experiences when they committed a crime; then additional , probes of 5Ws and 1H were used to elicit information on the immediate, situational contexts wherein the offenders were motivated to commit a serious offense. Grounded Theory is helpful when the researcher wishes to provide a theoretical framework grounded on the participants' own views (Barrera, 2015).

Learning Activities/ Exercises

Write your answers on a **bond paper** in a booklet form. Please write your answers legibly and please use **black ballpen** only.

Exercise no. 1 ESSAY/DISCUSSION

1. What is the method used in making scientific theories?
2. Explain the importance of creating criminological theories.
3. Elaborate the process of creating scientific theories.

Teacher Intervention

If you have questions, clarifications about the subject matter, please contact me on the following platforms for your information and guidance:

Txt/Call: 0965-271-7445

Email: alaban.anna@gmail.com

Fb Username: Lee So-Ae

Please do not hesitate to contact me in matters about the subject matter. Thank you very much and God bless you always.

Assignment

Write your reflections on the course that you have read and studied. Discuss it and describe your experiences.

Personal reflection

1. What are the difficulties I have encountered in understanding the development of scientific theories?
2. What are the learnings that I have been interested to?

REFERENCES/ READING MATERIALS

Barrera, D. (2015). NORSU ETEEAP MODULE: Criminological research and statistics.

Jala, L. (2014). A student's handbook in research. ISBN: 978-971-9602-11-8

De Belen, R. (2015). Research methods and thesis writing. Jobal Publishing House. First Edition

