

CHAPTER 2

Classical and Neoclassical Criminology

Chapter 2 Multiple Choice

1. Classical theory in criminology formally began in what year?

- a. 1764
- b. 1778
- c. 1791
- d. 1800

Answer: A

Objective: Classical School

Page number: 14

Level: Intermediate

2. The classical model of human nature discusses all the following elements, except:

- a. free will.
- b. hedonism.
- c. altruism.
- d. rationality.

Answer: C

Objective: Understanding the Classical School

Page number: 16

Level: Intermediate

3. Which philosopher believed that the function of the criminal law should be social harm prevention rather than moral retribution?

- a. Hobbes
- b. Bentham
- c. Beccaria
- d. Voltaire

Answer: C

Objective: Enlightenment Era

Page number: 14

Level: Intermediate

4. First introduced by the philosopher Thomas Hobbes, which of the following supports the sacrificing of some personal freedom to the government in order to receive protection to the benefit of the larger society.

- a. Hedonism
- b. Free will
- c. Rational choice
- d. Social contract

Answer: D

Objective: Enlightenment Era

Page number: 14

Level: Basic

5. Nineteenth-century positivism, which supplanted classical criminology, took issue primarily with which assumption of classical theory?

- a. Free will
- b. Hedonism
- c. Altruism
- d. Benevolence

Answer: A

Objective: Comparing Positivism and Classical schools

Page number: 16

Level: Basic

6. What was the main reason that classical theory re-emerged in the 1970s?

- a. People saw that they had more choices to make in their personal decisions.
- b. Politicians found it a springboard to political success.
- c. Social engineering and rehabilitation came into vogue.
- d. Scholars and criminal justice administrators lost faith in positivism.

Answer: D

Objective: Neoclassical criminology

Page number: 17

Level: Intermediate

7. Which areas of research (in the 1970s) were the first to start showing deterrence-like correlations between punishments and crime rates?

- a. Capital punishment, imprisonment, sentencing policies
- b. Plea bargaining, discovery, incapacitation
- c. Post-conviction, parole, and profiling
- d. Penology, sociology of law, symbolic interactionism

Answer: A

Objective: Deterrence Theory

Page number: 18
Level: Intermediate

8. Approximately when did the positivist domination of criminology decline and the revival of interest in classical theory occur?

- a. 1950s
- b. 1960s
- c. 1970s
- d. 1980s

Answer: C

Objective: Neoclassical Criminology

Page number: 17

Level: Intermediate

9. Who published the influential article “Nothing Works”?

- a. Cesare Beccaria
- b. Thomas Hobbes
- c. Jack Gibbs
- d. Robert Martinson

Answer: D

Objective: Positivism on the decline

Page number: 17

Level: Basic

10. Theoretically, which of the following should lead to an increase in deterrence?

- a. Recognizing that individual differences exist
- b. Ratcheting up the costs of crime
- c. Making time a negative incentive for crime
- d. Maximizing the severity of punishment

Answer: B

Objective: Effective deterrence

Page number: 19

Level: Intermediate

11. The process of deterrence is inherently psychological because it is based on what?

- a. Fear of punitive consequences
- b. An egoistic/altruistic juxtaposition
- c. Perceptions having no basis in reality
- d. Satiation of public sentiments

Answer: A

Objective: Understanding how deterrence works

Page number: 21

Level: Intermediate

12. Beccaria failed to recognize or expand upon the importance of what, regarding deterrence?

- a. The distinctions between motivation and free will in the model of human nature
- b. The critical role of perceptions as the subjective basis of deterrence
- c. Reducing recidivism (specific deterrence) v. reducing crime rates (general deterrence)
- d. Supportive empirical studies v. those which were ambiguous or inconclusive

Answer: C

Objective: Enlightenment Period

Page number: 21

Level: Intermediate

13. One of the main difficulties in subjecting deterrence theory to scientific testing is:

- a. the theory is more a policy prescription than criminological theory.
- b. scientific technique are not advanced enough to fully embrace the theory.
- c. it is difficult to construct clearly defined (measurable) and concepts and fully specified (testable) hypotheses.
- d. there are too many religious or supernatural ideas in deterrence theory.

Answer: C

Objective: Shortcomings of deterrence theory

Page number: 22

Level: Difficult

14. Which area of deterrence research has shown that offenders don't often think rationally, and has also provided insights into the phenomenology of evil?

- a. Anecdotal
- b. Correlational
- c. Natural experiments
- d. Public surveys

Answer: A

Objective: Testing deterrence theory

Page number: 23

Level: Basic

15. In which area of deterrence research have some studies found evidence of a brutalization or facilitation effect from the application of deterrence policies?

- a. Anecdotal
- b. Correlational
- c. Natural experiments
- d. Public surveys

Answer: C

Objective: Testing deterrence theory

Page number: 24

Level: Basic

16. Which area of deterrence research holds promise of being able to actually measure perceptions?

- a. Anecdotal
- b. Correlational
- c. Natural experiments
- d. Public surveys

Answer: D

Objective: Testing deterrence theory

Page number: 24

Level: Basic

17. Which of the following statements is the best overall summary or assessment of deterrence theory?

- a. It works well enough, but no better than competitive theories.
- b. It works, but only at certain times a history.
- c. It doesn't work but could be improved and made to work.
- d. It doesn't work at all and should be abandoned.

Answer: A

Objective: Effectiveness of deterrence

Page number: 25

Level: Intermediate

18. Punishing an offender for a DUI by sentencing him/her to 30 days in jail is trying to realize what goal?

- a. General deterrence
- b. Restorative justice
- c. Specific deterrence
- d. None of the above

Answer: C

Objective: Types of deterrence effects

Page number: 24

Level: Basic

19. What is the philosophical goal of posting speed limit signs?

- a. Specific deterrence
- b. Retribution
- c. Rehabilitation
- d. General deterrence

Answer: D

Objective: Types of deterrence effects

Page number: 21

Level: Basic

20. Which of the following perspectives assumes that events can be explained in causal rather than volitional terms?

- a. Classical
- b. Neo-classical
- c. Impressionist
- d. Positivism

Answer: D

Objective: Scientific perspectives of crimes

Page number: 16

Level: Intermediate

21. According to Bentham, individuals calculate the value of pleasure or pain based on which factor(s)?

- a. Intensity
- b. Duration
- c. Certainty
- d. Extent
- e. All of the above

Answer: E

Objective: Jeremy Bentham and deterrence-based models of justice

Page number: 15

Level: Basic

22. Which movement corresponded with scientific advances in biology, botany, and other medical sciences?

- a. Deterrence
- b. Positivist
- c. Marxist
- d. Classical

Answer: B

Objective: Positivism School of Crime

Page number: 16

Level: Basic

23. What was the conclusion drawn from Martinson's 1974 report?

- a. Deterrence works
- b. Rehabilitation works
- c. Nothing works
- d. Incapacitation works

Answer: B

Objective: Reviving classical school and deterrence theory

Page number: 17

Level: Basic

24. Which of the following concepts relates to recognizing environmental and biological restraints on decision-making?

- a. Soft determinism
- b. Bounded free will
- c. Labeling
- d. Hedonism

Answer: B

Objective: Neoclassical model

Page number: 18

Level: Intermediate

25. All but which of the following are examples of deterrence-related field experiments?

- a. DUI crackdowns
- b. Mandatory arrest
- c. Incarceration
- d. All are examples of deterrence-based field experiments

Answer: C

Objective: Application of deterrence theory

Page number: 24

Level: Basic

26. Which of the following is NOT an element of the deterrence framework?

- a. Severity
- b. Somatotyping
- c. Swiftness
- d. Certainty

Answer: B

Objective: Deterrence theory

Page number: 19

Level: Basic

Chapter 2 True-False

1. All else being equal, a punishment that is certain, swift, and severe should deter potential offenders from committing crime.

- a. TRUE
- b. FALSE

Answer: TRUE

Objective: Deterrence theory

Page number: 19

Level: Basic

2. Deterrence is based on a model of human nature that emphasizes the determining influences of free will.

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Human nature from classical school and deterrence theory perspective

Page number: 15, 18

Level: Basic

3. Classical theory forms the logical foundation for contemporary rational choice theory?

- a. TRUE
- b. FALSE

Answer: TRUE

Objective: Classical school

Page number: 14

Level: Intermediate

4. Neo-classical theory is based on a post-modern rejection of causal determinism.

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Classical school reemerges

Page number: 17-18

Level: Difficult

5. Beccaria believed that maximizing certainty and swiftness is more important than increasing the severity of punishments because the latter may result in irrational brutality.

- a. TRUE
- b. FALSE

Answer: TRUE

Objective: Understanding how deterrence theory works

Page number: 19

Level: Intermediate

6. Beccaria made extensive use of the distinction between specific and general deterrence.

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Types of deterrence effects

Page number: 21

Level: Intermediate

7. Anecdotal studies are those which rely upon interviews and the like.

- a. TRUE
- b. FALSE

Answer: TRUE

Objective: Testing deterrence theory

Page number: 23

Level: Basic

8. Most scholars agree that it is impossible to assign a simple “true” or “false” to the deterrence doctrine.

- a. TRUE
- b. FALSE

Answer: TRUE

Objective: Testing deterrence theory

Page number: 25

Level: Basic

9. Classical theory is NOT a viable and/or useful theory for explaining many crime patterns, and should certainly not be used to develop any crime control policies.

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Application of scientific perspectives of crime

Page number: 25

Level: Intermediate

10. The research on deterrence shows overwhelming support for the deterrent effect of punishments on individual behavior and crime rates.

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Evaluating deterrence theory effectiveness

Page number: 25

Level: Basic

11. When punishing offenders has a discouraging effect on other would-be offenders, this is known as specific deterrence.

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Types of deterrence effects

Page number: 21

Level: Intermediate

12. The Classical School of thought asserts that crime is caused by biological, psychological, or social factors beyond a person's control?

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Differentiating between scientific perspectives of crime

Page number: 13-15

Level: Difficult

13. When the offender is inhibited from repeating criminal behavior by the unpleasant experience of being punished for the original misdeed, this is known as general deterrence.

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Deterrence effect types

Page number: 21

Level: Difficult

14. Deterrence is based on a model of human nature that emphasizes irrationality.

- a. TRUE
- b. FALSE

Answer: FALSE

Objective: Assumptions of deterrence theory

Page number: 16

Level: Intermediate

15. Certainty is defined as the probability a punishment will be inflicted.

- a. TRUE
- b. FALSE

Answer: TRUE

Objective: Deterrence theory

Page number: 19

Level: Intermediate

Chapter 2 Fill in the Blank

1. _____ believed that the function of the law should be social harm prevention rather than moral retribution.

Answer: Cesare Beccaria

Objective: Philosophers of Enlightenment Period

Page number: 14

Level: Basic

2. _____ rejects the assumptions of free will and rational choice.

Answer: Positivism

Objective: Scientific perspectives of crime

Page number: 16

Level: Intermediate

3. _____ refers to the swiftness with which a particular punishment follows a criminal act.

Answer: Celerity

Objective: Deterrence theory

Page number: 19

Level: Difficult

4. _____ deterrence focuses on reducing crime rates versus individual recidivism.

Answer: General

Objective: Types of deterrence effects

Page number: 21

Level: Basic

5. The classical model assumes that individuals are inherently _____ because they seek pleasure and avoid pain.

Answer: hedonistic

Objective: Bentham and assumptions of classical school

Page number: 16

Level: Difficult

6. The _____ involves the sacrifice of some personal freedom in exchange for governmental protection for the masses.

Answer: social contract

Objective: Ideas of Enlightenment movement

Page number: 14

Level: Basic

7. Cesare Beccaria identified _____ prevention not moral _____ as the legitimate function of criminal law.

Answer: social harm; retribution

Objective: Enlightenment Period

Page number: 14

Level: Intermediate

8. Classical theory derives from ideas and writings of early _____ philosophy.

Answer: Greek

Objective: Evolution of the Classical School

Page number: 13

Level: Difficult

9. Beccaria highlighted features of a rational, enlightened justice system that would effectively deter crime and published these ideas in an anonymous document titled _____.

Answer: *On Crimes and Punishments* (also acceptable in Italian wording)

Objective: Evolution of classical school

Page number: 14

Level: Basic

10. Jeremy Bentham's notion of hedonism proposes people seek _____ and avoid _____.

Answer: pleasure; pain

Objective: Assumptions of Enlightenment philosophers

Page number: 16

Level: Intermediate

Chapter 2 Matching

Match the individual listed in Column 1 to their actions in Column 2.

Column 1	Column 2
1. Thomas Hobbes	a. Developed the principle of utility
2. Robert Martinson	b. Is one of the figures Beccaria drew ideas from during the Enlightenment movement
3. Jeremy Bentham	c. Anonymously published a document that had a significant impact on the criminal justice system
4. Cesare Beccaria	d. Questioned the viability of positivist explanations for criminality

1. *b
2. *d
3. *a
4. *c

Objective: Philosophers of Enlightenment Period

Page number: 15

Level: Basic

Match the behavior listed in Column 1 to the appropriate deterrence effect in Column 2.

Column 1	Column 2
1. An individual slows down on the highway when they see an officer issuing a ticket to another driver on the side of the road.	a. Specific Deterrence
2. A person does not reoffend due to their experience in prison for a prior offense	b. General Deterrence
3. An individual arranges a taxi service to pick him up from a bar after hearing on the news that law enforcement would be enforcing a "no refusal" policy for the weekend.	c. Specific Deterrence
4. A convicted DWI offender was required to place a bumper sticker on his car reading "I drank and I drove." He never drank alcohol again.	d. General Deterrence

1. *b
2. *a
3. *d
4. *c

Objective: Applying deterrence theory

Page number: 21

Level: Difficult

Match the sociological ideas listed in Column 1 to its description in Column 2.

Column 1	Column 2
1. Neoclassical Theory	a. One of the oldest explanations of crime that continues to influence law and social control in society
2. Social Contract	b. People's sacrifice of some personal freedom in exchange for governmental protection
3. Classical Theory	c. Revised version of classical theory that emphasizes deterrence and punishment
4. Deterrence Theory	d. Prevention of a certain act or acts

1. *c
2. *b
3. *a
4. *d

Objective: Ideas of Enlightenment Period

Page number: 13-14; 18-19

Level: Intermediate

Chapter 2 Essay

1. How is it that classical theory constitutes one of the oldest yet also one of the most contemporary explanations for crime?

Answer:

- Derives from ideas and writings of early Greek philosophy
- Is among the latest and greatest theories of crime
- Rediscovered by modern criminologists in 1970's
- Revised and reemerged strongly
- Represents very old and very new thinking about crimes

Objective: Evolution and significance of classical theory

Page number: 13-14

Level: Intermediate

2. Explain the idea of deterrence as Beccaria conceived of it, and what points you think make up the strengths/weaknesses of those ideas.

Answer:

- Rational human nature
- Enlightened justice system and administration of legal punishments
- Corrected the injustices
- Had purpose to protect the liberty and dignity of individual citizens
- Achieve the greatest good for the greatest number of people

- Aim to prevent crime in order to not have to punish

Objective: Deterrence theory

Page number: 14, 15

Level: Difficult

3. In which ways has research been conducted to scientifically test classical theory, and what have been the main findings?

Answer:

- Anecdotal studies
- Crime rate analysis
- Natural/field experiments
- Self-report surveys
- A variety of research procedures have been employed to test classical theory
- A diverse array of findings have been produced from strong supporting findings to strong refutations

Objective: Classical theory research

Page number: 23-25

Level: Intermediate

Chapter 2 Critical Thinking

1. Discuss the similarities and differences between general and specific deterrence and give examples of each.

Answer:

- Deterrence effects are divided into two distinct types of ways punishments may influence people's behavior.
- Both aim to prevent crime, however, refer to different psychological events and can occur quite independently of each other.
- Represent separate problems in crime prevention as revealed in different patterns of criminal behavior
- General deterrence—punishing offenders has a discouraging effect on other would-be offenders (i.e., members of the general public, other than the person getting punished, who witness or hear about the punishment)
 - Idea that punishing offenders will deter the rest of society
 - Involves indirect or vicarious experience of punishment through seeing others receive unpleasant outcomes for their actions and provides an example of what might happen
- Specific deterrence—offender is inhibited from repeating criminal behavior by the unpleasant experience of being punished for the original misdeed.
 - Direct experience of punishment by offender
 - Idea that punishing offenders will have an effect on the offender themselves

Objective: Deterrence theory effects

Page number: 21-22

Level: Intermediate

2. Identify and describe the three characteristics that determine the deterrent effectiveness of a punishment. Also, identify which of the characteristics, if any, hold more importance than the others.

Answer:

- Certainty—probability that this misdeed will be detected and punished
- Celerity—the swiftness with which punishment follows the criminal deed
- Severity—the painfulness or unpleasantness of the punishing outcome
- To achieve maximum deterrence, a punishment needs to be unpleasant, certain, and swift
- Maximizing certainty and swiftness is more important for deterrence than severity
- Prioritizing severity may result in irrational brutality and have counterproductive effects on crime, inviting defiance, revenge, and even martyrdom

Objective: Deterrence theory

Page number: 19

Level: Basic