

# The Myopia of Public Criminology & the need for a Critical Education 'Impact'



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# Myopia of Public Criminology

**REF2021** Research  
Excellence  
Framework

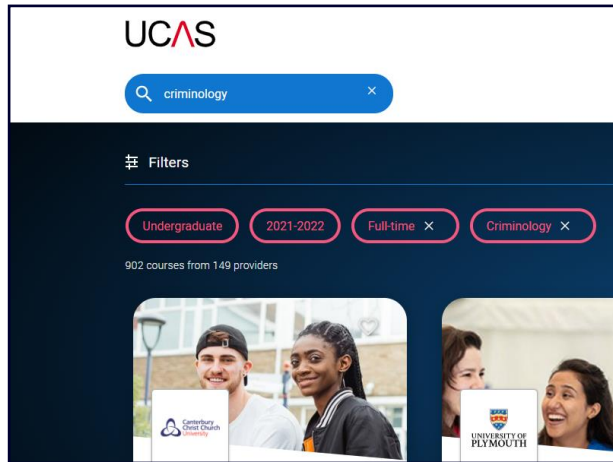
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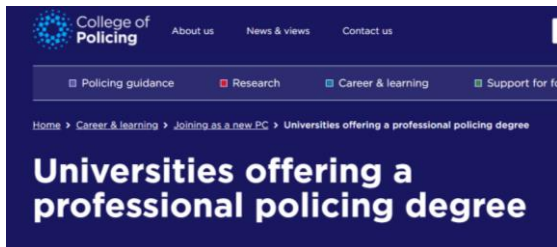
“But where is the student? How can an analysis of the success/failure paradox of criminology...be complete without criminology’s role in education & the ways student attitudes, experiences & careers become part of the publicness?”

(Walters, 2011 pp.732-733)<sub>2</sub>

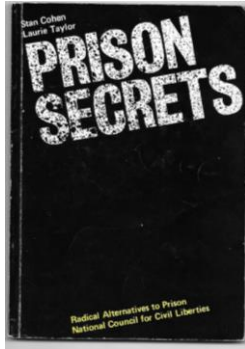
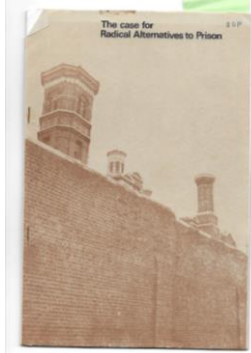
# Army of Untapped Public Criminologists



- 902 full time undergraduate criminology courses from 149 providers
- 150 Masters degrees in criminology ([findamasters.com](https://findamasters.com))
- UoP 1,300 FTUG students, 115 PG, 450 UG/PG DL
- Professional/contracted courses
- Add these numbers to those studying where you work

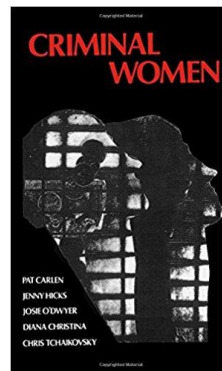
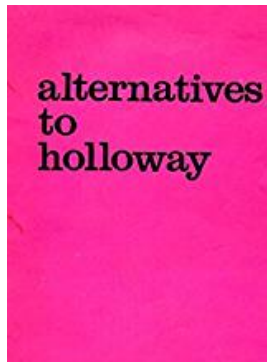
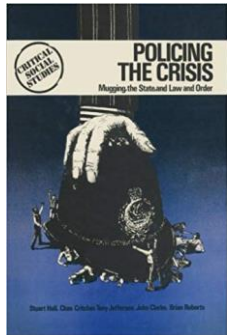


# Public Criminology in the 1960s/70s – Activist Academics/Students



“...there was a massive expansion of social science education in this period ... Courses in criminology & the sociology of deviance sprung up in every major institution of higher education & were taught very largely by individuals in & around the new radical criminology organisation the National Deviancy Conference & to sociology students heavily imbued with the New Left ideas & practice”

(Young, 1988, p.298)



# Obstacles of Criminology Students becoming Public Criminologists

“Criminologists have had to confront the embarrassing fact that in a society saturated with ‘crime talk’, they have utmost difficulty in communicating with politicians, policy makers, professionals & the public”

(Chancer & McLaughlin, 2007, p.157)

- What difficulties exist with communicating with *students*?
- 1. Not taking sides (Becker, 1967)
- 2. Marginalisation & denuding (sociological) theory
- 3. Teaching theory rather than teaching students how to theorise.

# Applied 'Cool' Education

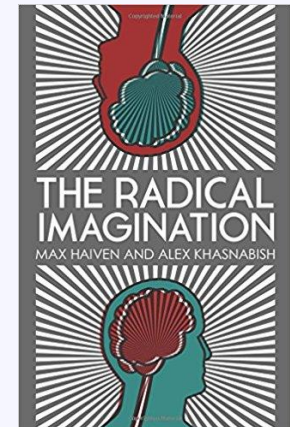
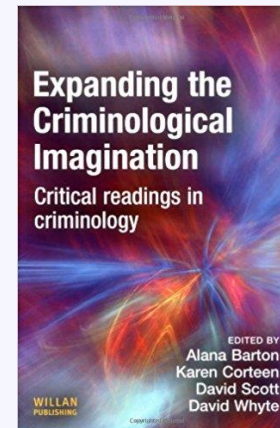
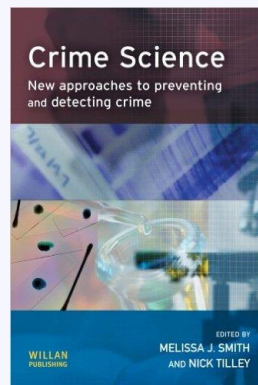
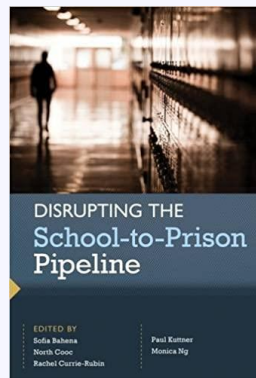
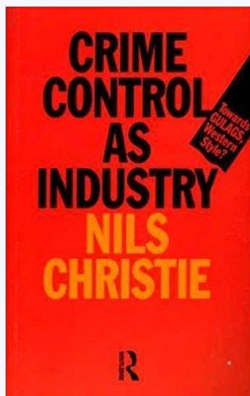
## Value Neutrality

## Goal Oriented



# Radical 'Heated' Education

## Critical Conscience

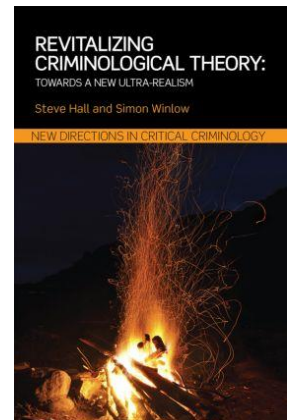
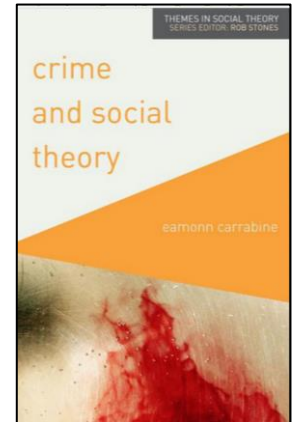


# Criminology is impoverished when adrift from Sociology



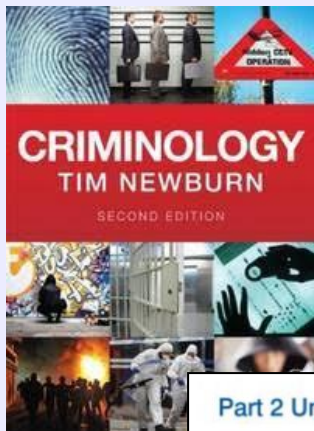
“British criminology seems to have given up [the] sociology of deviance, sociology of crime & control ... [which] was part of a wider intellectual project. Increasingly criminology is taught as a discrete discipline bereft of epistemological considerations ... What were once thought of as the foundations are increasingly ignored ... This is reinforced by the availability of expertly produced handbooks & textbooks .... Criminology is no longer a branch of sociology, it's karaoke”

(Hobbs cited in Rock 2005, p.484)



# Atheoretical vs Theoretical (critical) (epistemological questions)

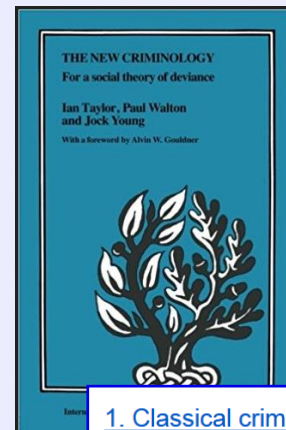
## Apolitical (neutral)



### Part 2 Understanding Crime: theories and concepts

- 5 Classicism and positivism
- 6 Biological positivism
- 7 Psychological positivism
- 8 Durkheim, anomie and strain
- 9 The Chicago School, culture and subcultures
- 10 Interactionism and labelling theory
- 11 Control theories
- 12 Radical and critical criminology
- 13 Realist criminology
- 14 Contemporary classicism
- 15 Feminist criminology
- 16 Late modernity, governmentality and risk

## Political (Partisan)

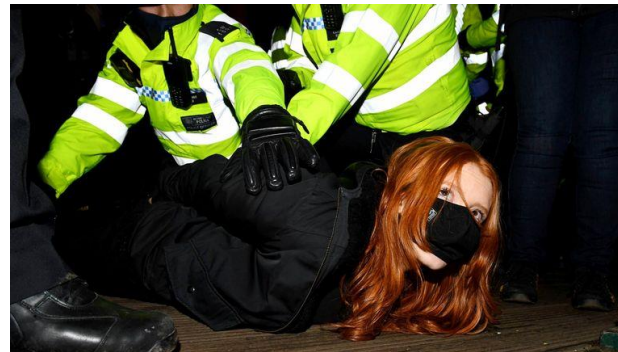
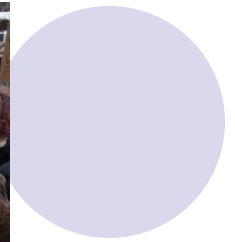


- [1. Classical criminology and the positivist revolution](#)
- [2. The appeal of positivism](#)
- [3. Durkheim and the break with 'analytical individualism'](#)
- [4. The early sociologies of crime](#)
- [5. Social reaction, deviant commitment and career](#)
- [6. American naturalism and phenomenology](#)
- [7. Marx, Engels and Bonger on crime and social control](#)
- [8. The new conflict theorists](#)

# Woke

/wəʊk/ adjective

1. Well-informed, up-to-date.
  2. Alert to injustice in society, especially racism.
- 'we need to stay angry, and stay woke'*



**LET'S #ENDCHILDFOODPOVERTY TOGETHER**

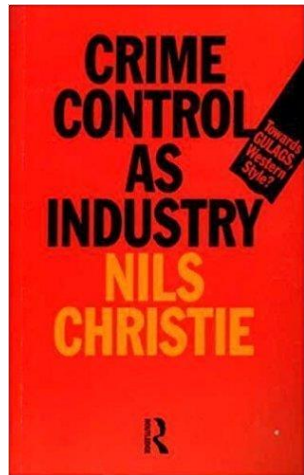
"We must act with urgency to stabilise the households of our vulnerable children. No child in the UK should be going to bed hungry. Whatever your feeling, opinion, or judgement, food poverty is never the child's fault. Let's protect our young. Let's wrap arms around each other and stand together to say that this is unacceptable, that we are united in protecting our children. Together we can end this problem."

*L. Oly*

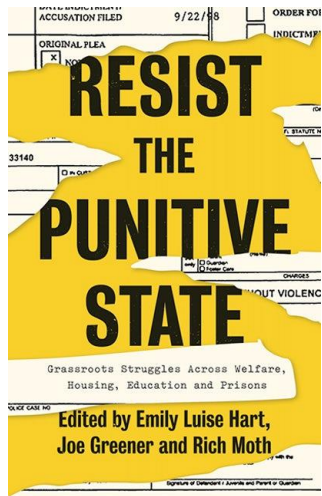
**WE LIVE IN THE SIXTH RICHEST ECONOMY IN THE WORLD. NO CHILD SHOULD GO HUNGRY IN THIS COUNTRY.**

[FIND HELP NEAR ME](#) [HOW CAN I HELP?](#)

# Having Impact on Students involves A Partisan Pedagogy



“We need to develop ways of fostering a criminology that is more than a relatively passive witness to the destruction wrought by contemporary global forces—much less an accomplice—& instead vigorously steps up to take on the job of combating those forces & dedicating itself unapologetically to the reduction of needless pain, fear, & injustice around the world”.



(Currie, 2016, p.29)

# References

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