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Question Response

Name

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Question Response

Part One

Question 1

Research and studies are vital in criminology because they help recognize the theories and root causes of certain criminal behaviors. Therefore, traditional criminological research is critical in several ideas characterized as biological features. The biological features help in indicating the root of the crime related to the trait. Criminology plays a crucial role in crimes research because it intends to evaluate how crimes happen, how they are done, the reason for performing them, and related effects. Classical theories relate criminal behavior with decisions made by offenders while they are aware and physiological ideas connect crime with the environment and past experiences. On the other hand, the study of criminology concentrates on the social facet to recognize criminal behavior because it evaluates an individual's behavior through research and theories that assist sociologists in realizing a comprehensive range of crime and behaviors.

Similarly, the criminology studies that approach crime from a life course perspective differentiates between persistent criminals and limited criminals. The two offenders distinguished by the maturity gap, which indicates that persistent criminals start involving in crime in early childhood, and limited criminals start the behavior at the adolescent stage (Laub & Sampson, 2001). The same source added a steadiness design between persistent criminals since there is a disturbance of the brain progression in early development when they start involving in wrongdoing. In contrast, the limited criminals tend to deny the biological variations of

adolescence into adulthood and social prospects of maturity, making them implicate in wrongdoing as a means of revolt.

Question 2

Individuals involved in crime reach a point where they decide the turn and change from the criminal behavior. The turning point is vital in individuals' lives because it comprises differences in their life experiences and situations. Laub & Sampson (2001) stated that turning points contains consciousness that the individuals have been in the wrong trajectory and thus need to change to be better members of the society. Thus, the primary choice needs to be taken. Moreover, turning points are associated with new procedures and practices, identity growth, and social sustenance. Nevertheless, society plays a primary part in helping these individuals change their behaviors and transform into better lives. This comprises assisting the turn in their lives and desisting from the wrongdoing events that perseveres and becomes a life course.

Similarly, to criminals, a turning point results in desistance of criminal behavior. Therefore, the turning point indicates a critical developmental step in the criminal's life course to cease the involvement of criminal events. For instance, some of the activities that may result in turning points and stopping from involving in criminal events comprise employment, working in the military, and marriage. Nevertheless, sometimes, individuals cannot transform during the turning point (Laub & Sampson, 2001). turning points are essential for resistance because it initiates the variation in behavior, resulting in the ceasing effects. The points are vital in the ceasing process since they can break and end criminal behaviors that start in the early years and make them live better lives with changed behaviors.

Part Two

Individuals in a society constantly develop specific cultural values that will quickly identify certain individuals or groups. Social identity is the qualities, personality, and beliefs that can differentiate certain groups of individuals. Therefore, this can be positive or damaging. For example, social class identity is utilized in a society where the aspect in which social institutions, including schools, uses authorization cultural thoughts that motivate and sustains the advantaged position of the leading or upper-class (Habermas, 1993). Moreover, class identity has worked as a significant investigative perception for sociologists for many years. It holds that people's welfares, boldness, sensitivities, and tendencies are associated with their socioeconomic class (Horkheimer & Adorno, 2020).

Cultural imitation is a fragment of a more significant procedure of social reproduction where the whole community and their cultural, organizational, and environmental features are replicated through a process that perpetually comprises several amounts go social change. Based on the Marxist view, social reproduction is mainly economic in possibility (Pedersen, 1998). Nonetheless. Social reproduction theory is broad because it extends from religious organizations to language and variations in music and artistic goods. Mills (2000) claims that social class is not explained by any specific possessions but by building associations among all the relevant belongings and assets.

Moreover, social reproduction is the set f procedures by which the social classes in an unsatisfactory society tend to duplicate their status from one generation to the other and how several social organizations, including improvement, economic and partisan, guarantee the imitation (Adorno & Horkheimer, 2002). Therefore, the work of education in society is the influence of creating a social reproduction. Social inequality is imitated in the educational scheme because it is authorized, and the institution preserves the supremacy of the class identity.

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