



EGUZKILORE

(Flor protectora contra las fuerzas negativas)

Cuaderno del Instituto Vasco de Criminología.
San Sebastián, N.º 3 Extraordinario. Abril 1990.
XLI CURSO INTERNACIONAL DE CRIMINOLOGIA

“La enseñanza universitaria de la Criminología en el mundo de hoy”

• G. Picca, J.B. Pardo, J.R. Guevara , “Acto de Apertura”	17
• D. José Miguel de Barandiarán	23
• E.R. Zaffaroni , “Conferencia inaugural”	25
• D. Szabo , “Le modèle canadien”	29
• M. Kelliher , “The United States”	47
• E.R. Zaffaroni , “En América Latina”	59
• A. Beristain, A. Sánchez Galindo, M. Hernández , “Desde y hacia las capellanías penitenciarias”	73
• G. Traverso , “In Itali to-day”	111
• R. Ottenhof , “En France”	133
• M. Kellens , “Dans les Universités belges et neerlandaises”	147
• F. Muñoz Conde , “La Criminología en la formación del jurista”	173
• A. Beristain , “En la Universidad española”	183
• R. Cario, J. L. de la Cuesta, A. Baratta, J. Bustos , “El programa Erasmus de Criminología en Europa”	185
• H. Jung , “Dans la République Fédérale d’Allemagne”	217
• H. Rees , “In Britain”	231
• U. Bondeson , “In the Scandinavian Countries”	251
• P.R. David , “Las N.U. y la enseñanza de la Criminología”	259
• E. Neuman , “En Latinoamérica”	269
• E. Giménez-Salinas , “La formación del funcionario”	287
• O. Peric , “Dans certains pays socialistes européens”	293
• M.T. Asuni , “In Africa”	311
• A. Wazir , “Les Pays Arabes. L’exemple égyptien”	319
• G. Picca , “Perspectives internationales”	329
• V. Garrido Genoves, R. de Luque, S. Redondo , “Criminología aplicada en delincuentes”	335
• F. Etxeberria, J. Laguardia , “Las drogas en la enseñanza”	365
• E. Ruiz Vadillo , “La reforma penal desde la Criminología”	373
• Comunicaciones. Conclusiones de los grupos de trabajo	383
• J. Pinatel , “Informe General”	415
• R. Ottenhof, J.I. García Ramos, E. Ruiz Vadillo, A. Bassols, J.J. Zubimendi , “Acto de Clausura”	421

EGUZKILORE

Número extraordinario. 3
Abril 1990
231 - 250

THE TEACHING OF CRIMINOLOGY IN BRITAIN

Huw REES

*Department of Social Administration
London School of Economics and
Political Science
London University*

1.- THE NEED FOR CRIMINOLOGY

The need for criminology which has been previously affirmed at these symposia continues and has been reinforced. At the political level, issues of law and order are high on the agenda of political parties. Each autumn at the Conservative Party Conference the incumbent Home Secretary has to face a vociferous gathering of delegates who clamour for more severe law enforcement measures to deal with what they consider to be rising crime rates and the declining respect for authority. Instances of hooliganism by soccer fans at home and abroad, well publicised cases of rape, sexual abuse of children, disorderly and drunken behaviour by young people, not only in run-down inner city areas, but in hitherto peaceful and affluent country towns, fears of mugging, and the presence of drug addicts in provincial and metropolitan areas, provide the basis for these ritual expressions of anxiety by the grass roots supporters of the present government.

Violent confrontations between police and striking miners and newsprint workers and inner city riots have all heightened public awareness and concern. They raise issues not only for criminology, but also for social policy, which have to be taken seriously by the right and left wing in politics.

Hence, at a time of severe restriction of public expenditure, money has been found to reinforce the police force, and Home Office funding of crime prevention

and the Probation Service budget has increased annually to provide for the expansion of Community Service¹. Hood has stated "There is a national tendency (or so it seems) to draw criminologists, or rather criminological experts as practical advisors — or even decision-makers — into the realm of policy making and implementation... Furthermore, there is an equally strong tendency for those concerned with penal policy and practice to look to criminology for solutions to the many problems posed by crime and the operation of agencies which exist to deal with it"².

As examples of this, criminologists have been called upon to assist Police in Nottingham to explain why that city has the highest number of recorded crimes in any British city³. Middlesex Polytechnic has conducted a Crime Survey in Islington for the Local Authority⁴.

In the field of social policy mounting concern by central and local governments about the level of crime and the deteriorating of municipal housing (so-called problem estates) have produced studies in which attempts have been made to correlate the incidence of crime with ill-designed and managed housing⁵.

Incidents of racial harassment and the backlash of indigenous populations against ethnic minorities all have contributed to a climate in which public and government concern has meant that expert opinion has been canvassed, but not always acted on.

Crime of course is the standard diet of the media, particularly the tabloid press and also of the free local press. So crime, and criminology has been a growth industry, but a coherent policy for criminal justice has not emerged in government or opposition parties, despite the wealth of research which is now available. Governments tend to look for simple explanations of and remedies for social problems and as criminology has demonstrated no such simple solutions exist and some doubt if they exist at all⁶.

Above all the phenomenon of crime, in all its forms, juvenile delinquency, crimes against the person and property and recently international crime, is very relevant to any study of contemporary society and our understanding of human nature.

The traditional purpose of Universities, the pursuit of knowledge, makes them the proper locus for criminological endeavour⁷.

1.- Home Office: *Probation Statistics* 1987 (HMSO).

2.- HOOD, R., 1987. "Some Reflections on the Role of Criminology in Public Policy". *Address to the British Society of Criminology*, 28 Jan. 1987.

3.- *The Independent* newspaper, 16 August 1989.

4.- JONES, T., MACLEAN, B. & YOUNG, J., 1986 *The Islington Crime Survey*. (Gower).

5.- POWER, A., 1987. *Property before People* (Allen & Unwin).

6.- MORRIS, T.P., 1988. *British Journal of Criminology*. Vol. 28 No. 2.

7.- RADZINOWICZ, L., 1988. *The Cambridge Institute of Criminology. Its background and Scope*. pp. 121/2/3 (HMSO).

2.- TEACHING INSTITUTIONS

As was noted in the UNESCO report of 1957 on the University Teaching Social Services (Criminology), Continental and British Universities have different structures, organisations and hierarchies of degrees⁸.

British Universities are state funded to a large extent, but each has developed in its own way, has a separate charter which entitles it to award degrees and to develop areas of specialism which it thinks appropriate.

Before 1950 there were only 29 Universities in the whole of the United Kingdom, but since then there has been an enormous expansion, due in the main to the Robbins Report on Higher Education 1963 which recommended that higher education should be available to all suitably qualified students and that fees and maintenance grants rather than loans should be paid to all students who secured a place at a University⁹. Side by side with the growth of Universities has been the development of Polytechnics; these are colleges which until recently were managed by Local Authorities as part of the local education service and who provide a wide range of courses in technical as well as academic subjects and have made a notable contribution to industry and commerce by responding to local needs for vocational and practical training.

They have the power to award degrees which are validated by a national body. Many eminent criminologists who have made notable contributions to the development of the subject, both in teaching and research, are to be found in the Polytechnics. They have been especially prominent in the development of radical criminology in Britain¹⁰. This year their funding and management, as part of government policy, has been removed from Local Education Authorities and they are now controlled by Central Government, in the shape of the Department of Education and Science¹¹. The same Act of Parliament, brought about major reforms to the whole of the education system, in infants, junior and secondary schools, imposing for the first time in our schools a National Curriculum.

It also disbanded the University Grant Committee, which previously and with some independence, allocated government funds to each University, replacing it by another body the University Funding Council. This has led to a harsher financial climate, a rationalisation of courses, and the abolition of tenure for University teachers. This last measure was strenuously opposed by the majority of teachers. They saw tenure, which virtually guaranteed security of employment, except for misconduct, as a bastion of academic freedom and the right to publish unpopular and unorthodox views and findings.

8.- UNESCO. *The University Teaching of Social Sciences. Criminology*. 1957, Paris.

9.- Higher Education: Report of the Committee on Higher Education (The Robbins Report) 1963, CM 2154.

10.- TAYLOR, J., WALTON, P., and YOUNG, J. *The New Criminology*. 1973.

11.- *Education Reform Act*, 1988. Sects. 131, 132 and 202.

It is against this background that the teaching of criminology has to be viewed. That is an enormous expansion in the late 1960s and 1970s and a struggle in the 1980s to survive and maintain the gains which had previously been made in the heady days of 1970s. This is not the place to embark on a major study of the role of the State in Higher Education, but the facts indicate how dependent British Universities and Polytechnics are on the State. Although the older Universities have private endowments and all Universities have been encouraged to engage in entrepreneurial activities to sell their services and so raise money, it is likely that for the foreseeable future all these institutions will still look to Government for the major source of funding.

One private University which has recently been established is Buckingham. It offers a 2 year course instead of the usual 3 years, for a first degree and has a Faculty of Law, headed by a former member of the staff of the London School of Economics. Its progress is being followed with interest, particularly by those who think that it might be more healthy for Universities to be less dependent on the State.

Universities

The most recent survey of criminology teaching has been made by Paul Rock in 1988¹². He found that the subject was taught in 160 Departments and Centres. This covers almost the entire University field. They are too numerous to detail here, but his other findings which indicate how the subject is being taught showed that there were 118 specialist criminologists in post, distributed as follows; 38 in Law Departments, 8 in Psychology Departments, 33 in Sociology Departments, 27 in Social Administration Departments and 13 in Centres for Criminology.

To illustrate rise and fall of teachers, and students, he found that 58% of all teachers were appointed in the 1970s, but that only 2 were appointed in 1981 and none in 1982 and only a few thereafter. In Sociology Departments there has been a decline of graduate students from 2514 in 1979/80 - to 2122 in 1983/84 and of undergraduate students from 4355 in 1979/80 to 2159 in 1988¹³. The average age of the teachers of criminology he found as follows:

Law Department	:	40
Sociology	:	42
Social Administration	:	43

This highlights the predicament. On the one hand criminologist are looked to for advice and explanation concerning the phenomenon of crime and on the other hand there is the anxiety about the future recruitment of a new generation to replace those who now teach the subject.

12.- ROCK, P., "The Present State of Criminology in Britain". *British Journal of Criminology*, 1988, Vol. 28 No.2.

13.- *Universities Statistical Record* 1988.

Centres of Criminology

Rock's survey of the present state of criminology in the United Kingdom included University Centres. The following are now in existence:

Oxford	The Centre for Criminological Research
Cambridge	The Institute of Criminology
Edinburgh	Centre for Criminology and the Social and Philosophical Study of Law
Sheffield	Centre for Criminological and Socio-Legal Studies
Southampton	Centre for Criminology
Hull	Centre for Criminology
Glasgow	Crime Research Unit
Keele	Centre for Criminology
London (LSE)	Is a centre for criminology but as yet does not call itself a "Centre".

All of these are centres for post graduate study and research. Apart from the London School of Economics where criminology has been taught since Dr. Hermann Mannheim was first appointed in 1935 (and has been called the Father of British criminology) Cambridge is the most comprehensive and well developed Centre in Britain. It was established in 1959 as a result of an initiative by Mr. R. A. Butler, the then Home Secretary. Funding was initially provided through the University Grants Committee and a private benefaction to endow the first chair of criminology in Britain. Leon Radzinowicz was appointed the first Director of the Institute and Professor of Criminology, a post he held until his retirement. The Institute has offered courses for undergraduates reading for law degrees, Post Graduate Diplomas, Masters Degrees, short term Fellowships for academics and practitioners, arranged conferences and published papers and books and undertaken a series of major enquiries into aspects of crime. It also has a specialised Library (the Radzinowicz Library)¹⁴.

The other centres offer similar opportunities. Though not as well endowed as Cambridge, their activities have been on a smaller scale, producing scholars who have made and are making a significant contribution to the development of the subject. LSE because of its situation in London and connections with government and the judiciary, attracts a continuing number of overseas students and academic visitors. It is also the venue for seminars and conferences on problems of crime and criminal justice policy. It has recently started a course on "Child Protection" in response to public concern about child abuse and offers the only post graduate course for Probation Officers in the capital. Criminology is also taught at undergraduate and post graduate level.

The Open University founded in 1964 is one of the most interesting innovations in British education. It is nonresidential, except for summer schools and is designed for students of all ages and all levels of academic attainment, to study at home any

14.- *The Cambridge Institute of Criminology Its Background and Scope*. L. RADZINOWICZ, 1988 HMSO.

subject they wish, whether or not they seek a qualification or degree. Students study by what is called "Distance Learning" and can start at a very elementary level and proceed, if they are successful and have the desire, to degree level. It attracts a large number of mature students who for some reason did not proceed to higher education at an earlier age, but who in later life wish to study for pure enjoyment, or for professional reasons. It is strong on the Social Sciences. Its own staff, who are based at Milton Keynes act as tutors to students keeping in touch by correspondence, setting essays and recommending reading, but it also uses radio and television, out of prime time, to broadcast core lectures by academics drawn from Universities and Polytechnics.

Criminology is offered as an option after the first year foundation course by the Department of Sociology, under the title "Crime, Justice and Society" and counts towards a B.A. degree¹⁵.

Polytechnics

Of the 30 Polytechnics now in existence, criminology, or courses with a strong criminological input, is taught in 19 of them. It is offered as an option on three year courses in Law, Sociology or Social Policy and usually is included in the second or third year. The titles of such courses vary from straight forward criminology to crime and criminal justice and crime and deviance¹⁶.

Two Polytechnics have developed further and have designated themselves as "Centres". Middlesex Polytechnic -where some of the main protagonists of Radical Criminology are to be found- is the most well known and offers a post graduate Diploma as well as an M.A. in Criminology. It has conducted a number of surveys and reports for local authorities and community groups which have provided "bottom up" views of events which have differed from official accounts¹⁷.

Also a recently designated Centre now called the Bath & Bristol Centre for Criminal Justice at Bristol Polytechnic played host to this year's successful conference of the British Society of Criminology and apart from teaching and research, has organised conferences in a Crime and Justice series and published occasional papers arising from the proceedings.

Police and Prison Departments

The Bramhill Police College and the Wakefield Training College for Prison Officers provide basic and advanced training. The Police force, however, is not a national body, but consists of local forces managed by local committees, except for London where the Metropolitan Police is the direct responsibility of the Home

15.- Open University. *Open University Opportunities*, 1989.

16.- Committee of Directors of Polytechnics. *Polytechnic Courses in England and Wales*, 1989/90.

17.- For example, JONES, T., MACLEAN, B. and YOUNG, J. 1986. *The Islington Crime Survey* and JONES, J., LEA, J., and YOUNG, J., 1987. *Saving the Inner City: The First Report of the Broadwater Farm Survey*.

Secretary. Senior policemen from all the forces apart from attending courses at the Police College are likely to be seconded to take degrees in Law and Social Science subjects in University establishments. Police increasingly call on scientists and psychologists in University departments and medical schools to assist in providing forensic evidence in courts. An example of this is the profiling of suspects in rape cases, work being developed by Canter at Surrey University. Police studies are a well developed part of criminological courses with notable contributions by Reiner, previously at Brunel and now at LSE¹⁸.

Senior Prison Officers, usually of Governor and assistant Governor rank attend University courses, some taking a Social Work qualification, others registering for masters courses in Law, Sociology or Social Policy. The Prison Service as distinct from the Police is a national service, administered from the Home Office.

Social Workers (including Probation Officers)

The Central Council for Education and Training in Social Work has, since 1971, been responsible for training programmes for Social Workers. The CCETSW does not train or examine themselves but instead validates courses in Universities and Polytechnics who award Diplomas and Degrees. Thirty such courses have been providing specialised teaching in Law and Criminology for Probation Officers, and this teaching is usually open to the Social Workers also. A review of the teaching provided for Probation Officers has recently taken place and it is likely that the number of places where this specialised teaching is provided will be reduced in the near future. The Home Office has been sponsoring about 230 Probation students annually, but this number varies to meet the requirements of the service¹⁹.

3.- GENERAL STRUCTURE OF TEACHING

Because of the diversity of institutions and departments and the independence which they enjoy in preparing a curriculum for criminology it is impossible to give a comprehensive account of the structure of teaching. The factors which determine the teaching will depend on the research and teaching interests of staff, departmental allocations and policy, and sometimes the requirements of outside bodies (such as the Law Society and the Central Council for Education and Training in Social Work). In some institutions criminology is mainly taught in the Law Department. In others teachers from departments of Law, Sociology, Social Administration and Psychology provide joint teaching.

At undergraduate level criminology is generally taught as an option in the second or third year e.g. the Cambridge Syllabus consists of 40 lectures followed by visits

18.- R. REINER, "British Criminology and the State". *British Journal of Criminology*, 1988, Vol. 28 No. 2.

19.- *Review of Probation Training* (the Coleman Report) Home Office, 1989.

to penal institutions and seminars and tutorials in small groups²⁰. But as referred to in Section 2, the titles of courses indicate different emphases in other institutions with correspondingly different structures of teaching. As can be seen from the Cambridge example theory and practice are integrated in the teaching.

4 AND 5.- CONDITIONS OF ENTRY

Teachers

These depend entirely on the institutions. There is no national requirement for the appointment of staff. Although Law Departments would not normally appoint anyone without a degree in law, some Sociologists have now been appointed. A doctorate is not an essential qualification, but is normal in most departments and especially now where there are numerous post-doctoral applicants seeking a diminishing number of academic posts. There are a small number of joint appointments where for example law teachers continue to practice as solicitors or barristers and in Social Administration, some teachers also hold joint appointments as social workers and probation officers. Judges do not normally contribute to academic teaching as they do for example in the Netherlands -but increasingly are called upon to participate in seminars at post-graduate level (e.g. Cambridge Institute of Criminology). Otherwise degrees in Sociology, Social Administration and Psychology are the basic qualification of criminologists.

Students

Again, entry requirements for students are set by each institution. For first degree students at least 2 relevant subjects at Advanced level are required (most students take 3 A level subjects). The grade of A level pass is on a scale from A to E, A being highest level. It is common for minimum of 2 A level passes at B grade to be required for entry into a law degree.

For post graduate degrees, at Masters level, it is usual to ask for a good first degree, that is at least a second class honours degree, but many institutions require a first class, or upper second class honours degree.

Special arrangements for admission of mature students (normally over 21 years of age but frequently much older) are provided by most Board's of Studies, who take account of the evidence of the ability to study, previous academic study, employment, and publications of applicants.

Diplomas and certificates are awarded by some institutions for external students, for example London University. No formal academic requirements are necessary for these, but students must give a commitment to study and are examined at the end of the course.

20.- *The Cambridge Institute of Criminology. Its Background and Scope.* L. RADZINOWICZ, 1988, pp. 70, 151 and 156.

In some centres, for example the Cambridge Institute of Criminology, a Post-Graduate Diploma in Criminology is the title of a very high level course for senior practitioners and academic researchers.

Diplomas therefore have a different status, depending on the awarding institution and should not be seen as having uniform academic value.

6.- TITLES AND AWARDS

Certificates and Diplomas are awarded for non-degree courses, but as indicated there are also some post graduate Diplomas.

First degrees awarded include:

LL.B.	(Bachelor of Laws)
B.A.	(Bachelor of Arts)
B.Sc.	(Bachelor of Science)
B.Soc.Admin.	(Bachelor of Social Administration)

Masters Degrees include:

LL.M.	Master of Law
M.Sc.	Master of Science
M.A.	Master of Arts

Depending on the institutions these degrees may include a sub-title for example M.A. (Sociology of Deviance).

For first degrees there is not the possibility of a Diploma award at the end of the first or second year, but at some institutions there is the possibility of starting at Diploma level and then proceeding to a Master's degree. This is more usual for a student with a non-relevant first degree wishing to take a Master's Degree. The diploma then serves as a foundation course for higher study and is more usually the route for mature students.

7.- PH.D. POSSIBILITIES

Most institutions where criminology is taught provide for students to register for a Ph.D. The entry requirements for a Ph.D. programme are rigorous, capacity for independent thought and original research, evidence of previous excellence in the field of study is required, with experience of research and an outline of the proposed area of enquiry.

A supervisor is appointed, who acts as an advisor, but no formal teaching is given. The student is expected to carry out the academic work, collection of data, field studies etc. on his own and to meet his supervisor at least once a term to discuss the progress of work. Students will have access to libraries and seminars and from time to time special research seminars for Ph.D. students. But it is essentially a lonely task which lasts a minimum of 3 years and may be much longer. There is now much pressure from funding authorities to accelerate the rate of Ph.D. completion, but there

are real difficulties for Ph.D. students who are in full time or part time employment to meet the required dead-lines.

At the LSE students are required first of all to register for the M.Phil. and a decision is taken at the end of the first year whether to allow the student to be registered for the Ph.D. This enables the Board of Studies to decide whether the student has the necessary qualities to proceed.

Two external examiners familiar with the area of study, are appointed to examine the student both orally and on the basis of the written thesis. The decision may be to reject, postpone for further work, award an M.Phil. instead of Ph.D., or pass.

8. COST OF QUALIFICATIONS - EXAMPLES

LSE

First Degrees	£ 607 UK: O/s £ 4800
Post Graduate Diplomas	£ 1890 UK: O/s £ 4800
Masters Degrees	£ 1890 UK: O/s £ 4950
Ph.D. and M.Phil ²¹ .	£ 1890 UK: O/s £ 4825

Open University

First Degree 1 session	£ 360 plus summer school fees and initial fee of £ 91
---------------------------	--

Buckingham Private University

First Degree (2 years)	£ 5330 per annum
------------------------	------------------

Polytechnics

First Degrees	£ 578 UK: O/s £ 4017
except Applied Social Science	£ 784 UK: O/s £ 4223
Post Graduate Degrees ²²	£ 1800 UK: O/s £ 4017

The level of fees for UK students is set by the Department of Science and Education and does not represent the economic cost. This is under review. For overseas students the fees reflect more nearly the economic cost and has been the subject of much controversy.

UK = United Kingdom students
O/s = Overseas students

9. FINANCING OF TEACHING AND RESEARCH

Teaching for state Universities and Polytechnics salaries are paid out of central government funds allocated by the University Funding Council and the equivalent Polytechnic body. The level of salaries for the different grades of teacher is set by

21.- Current fees at the London School of Economics & Political Science.

22.- Current fees at Bristol Polytechnic. Both of these may be taken as examples of fees charged by other similar institutions.

negotiation between the Association of University Teachers and the Committee of Vice-Chancellors, which recently have been prolonged and acrimonious. The current scale for University Teachers is as follows-

		Min.	Max.
Lecturers	Grade A	£ 10,458	£ 15,372
	Grade B		£ 20,469
	Discretionary		£ 22,872
Senior Lecturers		£ 21,489	£ 24,285
	Discretionary		£ 26,253
Readers		£ 17,994	£ 26,253
Professorial		Negotiable above Reader level	

These salary levels are considered by most academics not to bear comparison with those paid to people with similar qualifications in the Civil Service and business and commerce, where pay and promotion prospects are much better.

Apart from the state funding of salaries, there is the possibility of entrepreneurial enterprise, now much encouraged, for teachers engaged in research, to have their salaries paid out of research fees, particularly if this is done for outside agencies. Salaries are then included in the total research budget. However, it is recognised that the main source of funding of salaries will remain with Central Government.

Research

The main funding bodies for research are Government, charitable foundations and the Universities themselves. Universities usually have small budgets available for minor projects administered by their research committees.

The Economic and Social Research Council is the major Government funded research body for the Social Sciences. It will consider applications for relevant and well founded research from academics and also provides a limited number of bursaries for post graduate students enrolled for Ph.D. degrees.

In August of this year the Government published a report which will change the basis of University funding so that in future there will be one Research Council for all subject areas with a budget of £500 million. Universities will be rated from 1 - 5 (5 being top level) and 65% of future funding will depend on the basis of research performance²³.

University departments themselves have been scored on the 1 - 5 scale, but criminology does not appear separately and is subsumed under Law, Sociology, Social Administration etc. and so the report does not give a clear picture of the excellence or otherwise of criminological research. Quality of teaching is not evaluated in this report.

23.- Universities Funding Council, 1989. *Research Selectivity Exercise*.

The Home Office is another major source of research funding; they will either commission research which their own Research and Planning Unit cannot do, or will consider applications for grants particularly for evaluating crime prevention projects.

The Lord Chancellor's Department has a much smaller research budget. Their interest lies in the field of sentencing policies and the functions of courts and lawyers.

Among charitable foundations the following foundations are willing to fund research into criminological issues. The Nuffield Foundation -small scale projects costing up to £ 4000.

The Leverhulme Trust - will give much larger grants to a small number of important projects.

Joseph Rowntree Memorial Trust - will give small amounts similar to the Nuffield Foundation.

Apart from these well-known funding bodies some Local Authorities commission research on community matters (e.g. Middlesex Polytechnic) and commercial and business organisations such as the Suntory Toyota International Centre for Economics and Related Disciplines based at the LSE will entertain applications for grants for conferences and publications. This is by no means an exhaustive list and very often success in obtaining research funding depends on the ingenuity and persuasiveness of applicants and the timing of projects.

The European Commission has not as yet funded criminological research in the U.K. Criminology is not mentioned in the Treaty of Rome.

10.- N° OF TEACHERS AND STUDENTS

See Section 2

11.- TEACHING MATERIAL

Examples have been taken from the Cambridge syllabus for undergraduates in 1963/4 and the LSE syllabus for the Master's Degree in Criminal Justice Policy in 1989.

- 1.- Cambridge Law Tripos (1st. Degree)
 - 1.- Scope of Criminology
 - 2.- Development of Criminological Thought
 - 3.- Growth of Penal Ideas and Practices
 - 4.- State of Crime and Use of Criminal Statistics
 - 5.- Offenders in their Social Setting
 - 6.- The Offender as an Individual
 - 7.- Categories of Crime
 - 8.- Punishment and Methods of Treatment
 - 9.- Enforcement of the Criminal Law

2.- LSE M.Sc. in Criminal Justice

The course will address major theories, issues and methods in the analysis of criminal justice policy. Policy processes will be examined in relation to the principal elements in the criminal justice system: law-making, crime prevention, policing, prosecution, sentencing, noncustodial and institutional penalties and their aftermath. Attention will also be paid to such areas as victim support and relevant social and economic measures with a bearing on criminal justice, e.g. the role of voluntary agencies. The course will have a distinct comparative emphasis, both historically and in relation to criminal justice systems and policies in Western Europe and North America.

Lectures

- Social control and the law
- Comparative legal frameworks Policing
- Prosecution and sentencing
- Theories of punishment
- Community-based sanctions
- Institutional sanctions
- Woman and the criminal justice system
- Research and policy-making
- Comparative criminal justice policy

Seminars

- Introduction

Concepts

- Social control: formal and informal
- The nature of criminal justice
- Comparative legal frameworks
- Modes of law enforcement: retributive

Policing

- Policing: structure and strategies
- Policing: policy and accountability

Criminal Procedure

- Prosecution processes
- Courtroom processes
- Sentencing: trends and variations

Theory

Theories of punishment:I.	Functionalism
Theories of punishment:II.	Marxism
Theories of punishment:III.	Structuralism

Punishment

- Community-based penalties: fines, probation, community service orders, etc.
- Reparative justice: mediation, restitution, reparation, etc.
- Imprisonment and mental hospitalisation

Modes of release: parole, pardons, aftercare etc.
Comparative penal policies

Issues

Crime prevention
Victims: prevalence and support
Women and the criminal justice system
Ethnicity and the criminal justice system

Policy

Policy-making: the role of the judiciary, the government and other agencies
Research and policy-making
Comparative criminal justice policy

These two examples show the range of teaching, but are by no means exhaustive. The syllabi of other courses would show a variation, but these contain some of the core material and the use of seminars and tutorials allows for other subject matter to be introduced, according to the interests of the students and current research by teachers.

It is noticeable however that the once predominant preoccupation with individual pathology is in decline and psychoanalytic theories although referred to, do not now constitute a major interest of criminologists. The doubts about programmes of rehabilitation have been a consequence of this, although there are signs of a re-emergence of the effectiveness of this method, for certain targeted groups of offenders. West (1988)²⁴ has made a thoughtful and balanced review of the psychological contribution of criminology as has Prins (1980)²⁵.

Theology (once called the Queen of the Sciences) makes very little contribution to teaching - indeed the only recent contribution of note by a recognised theologian is by David Jenkins (now Bishop of Durham) at a consultation held in the Department of Social and Pastoral Theology at Manchester University in 1978. This is surprising in view of the rules laid down for human conduct in the Old Testament and other religious texts²⁶.

All the major churches in the U.K. have Departments of Social Responsibility and have priests and ministers who are active in prison and work with offenders and deprived communities.

Philosophers are contributing to the literature increasingly, particularly in issues of punishment and they of course have a perspective which takes them back to St.

24. WEST, D.J., "Psychological Contributions to Criminology". *British Journal of Criminology*, 1988. Vol. 28 No. 2.

25. PRINS, H. *Offenders, Deviants or Patients. An Introduction to the Study of Socio-Forensic Problems*. (1980).

26. JENKINS, D.E. "Possible theological responses to apparent criminological confusion" in *The Coming Penal Crisis* ed. Bottoms & Preston, 1980.

Thomas Aquinas and St. Augustine²⁷. Whether subjects are optional or compulsory depends entirely on the bias of the course chosen, but the usual rule for teaching is that lectures are optional but seminars and classes are obligatory.

12.- TEXTBOOKS

This is not an exhaustive list but a subjective trawl through the literature on the subject, past and present.

- Ashworth, A. 1983. *Sentencing and Penal Policy*, London.
- Bochel, D. 1976. *Probation and After Care. Its Development in England and Wales*, Edinburgh.
- Bottoms, A.E. and Preston, R.H. (Eds.) 1980. *The Coming Penal Crisis. A Criminological and Theological exploration*, Edinburgh.
- Bowlby, J. 1946. *Forty four Juvenile Trials*. London.
- Burt, Cyril, 1925. *The Young Delinquent*. London.
- Carlen, P. 1985. *Criminal Women*. Cambridge.
- Cohen, S. 1972. *Folk Devils & Moral Panics*. London.
- Dahrendorf, R. 1985. *Law & Order*. London.
- Downes, D.M. 1966. *The Delinquent Solution*. London.
- Downes, D. & Rock, P., 1982. *Understanding Deviance*. Oxford.
- Eysenck, H.J. 1964. *Crime & Personality*. London.
- Friedlander, J. 1974. *Psycho-analytic Approach to Crime*. London.
- Fox, L.W. 1952. *The English Prison & Borstal Systems*. London.
- Garland, D. 1985. *Punishment & Welfare*. Aldershot.
- Goring, Charles, 1913. *The English Convict*. London.
- Hall Williams, J.E. 1982. *Criminology & Criminal Justice*. London.
- Hall Williams, J.E. (ed.) 1987. *The Role of the Prosecutor in the Crown Prosecution Service*. London.
- Hall Williams J.E. & Rees H. 1989 (forthcoming). *Reflections on the Green Paper "Punishment, Custody and the Community"*. London.
- Heidensohn, F. 1985. *Women & Crime*. London.
- Home Office Research Studies beginning in 1969 and Home Office Research & Planning Unit Papers beginning in 1980 and all published by Her Majesties Stationery Office, London constitute a massive bank of research done by the Home Office staff.
- Mannheim, H. & Wilkins, L.T. 1955. *Prediction Methods in Relation to Borstal Teaching*. London.
- Mannheim H. (ed.) 1960. *Pioneers in Criminology*. London.

27.- R.A. DUFF., 1986. *Trials and Punishments*.

- Matthews R. & Young, J. (eds.) 1986. *Confronting Crime*. London.
- Morris T.P. 1957. *The Criminal Area*. London.
- Morris, T.P. 1976. *The Secular Heresy*. London.
- Morris, T.P. 1989. *Crime & Criminal Justice Since 1945*. London.
- Pearson, G. 1975. *The Deviant Imagination*. London.
- Prins, H. 1980. *Offenders, Deviants or Patients?* London.
- Radzinowicz, Leon. 1961. *In Search of Criminology*. London.
- Radzinowicz, L. & King J. 1977. *The Growth of Crime. The International Experience*. London.
- Radzinowicz, L. 1988. *The Cambridge Institute of Criminology: Its Background and Scope*. HMSO.
- Raynor, P. 1985. *Social Work, Justice and Control*. London.
- Reiner, R. 1985. *The Politics of the Police*. London.
- Rock, P. 1973. *Deviant Behaviour*. London.
- Rock, P. (ed.) 1988. *A History of British Criminology*. Oxford.
- Smith, M. Hamblin 1922. *The Psychology of the Criminal*. London.
- Taylor, I., Walton P. & Young J. 1973. *The New Criminology*. London.
- Trasler, G. 1962. *The Explanation of Criminality*. London.
- West, D.J. 1982. *Delinquency: Its Roots, Careers and Prospects*. London.
- Wootton, B. 1959. *Social Science & Social Pathology*. London.
- Wright, M. 1982. *Making Good: Prisons, Punishment & Beyond*.

13.- TEACHING METHODS

Teaching methods have already been referred to and consist of lectures, seminars or classes, and individual or group tutorials. Students are expected to write essays for tutorials and prepare material and do background reading for seminars and classes.

Some courses use a system of continuous assessment, others combine continuous assessment with formal examinations, and some rely entirely on formal examinations. A long essay, or thesis on an approved topic is normal on most courses.

Depending on resources and funds being available outside speakers are invited to speak on contemporary issues and may include, Members of Parliament, Doctors, Priests, Community workers, Lawyers, Therapeutic Community workers and workers from Drug and Alcohol abuse clinics.

Field visits to prisons, courts and Day Training Centres are arranged at the discretion of teachers. On Social Work courses where Probation Officers are trained, at least 50% of their time is spent in placements doing supervised fieldwork dealing with offenders and social work clients. Extensive visits of observation are made to related field work agencies. At the LSE students have had the opportunity to visit overseas countries in the long vacation to make comparative studies.

14.- RESEARCH

Research forms a major part of the activities of all teachers in universities. The recent scrutiny of all research undertaken by Universities will be the criterion for future funding of Departments and so the importance of research assumes a new dimension²⁸.

The dilemma for teachers can be put simply - will their research activities be directed towards policy-led studies, which are likely to attract comparatively generous funding from government sources and so increase their Departments performance rating, - or will they pursue independent research which will be low-budget projects, and so gain a low performance rating?

For some Departments this issue may be critical for their future survival. Others think that by engaging in selective entrepreneurial activities they can retain their independence and at the same time secure substantial funding. This calls for some delicate decision making.

15.- JOURNALS

The British Journal of Criminology, Quarterly.
 The Howard Journal of Criminal Justice, Quarterly.
 Journal of the Howard League for Penal Reform.
 The Probation Journal, Quarterly.
 The Journal of the National Association of Probation Officers.
 The Justice of the Peace, Weekly.
 A Journal for the Practitioner in Magistrates and Crown Courts.
 The Journal of Social Welfare Law, Quarterly.
 The British Journal of Social Work, Quarterly.
 Journal of the British Association of Social Workers.
 Family Law, Monthly.
 The Journal of Criminal Law, Quarterly.
 The British Journal of Sociology, Quarterly.

16.- CRITIQUES

To sum up the state of British criminology: the patient is healthy, but is attended by a staff which is now predominantly middle-aged and future recruits have uncertain career prospects, being mainly employed on short term contracts as research assistants.

28.- Universities Funding Council, 1989. "Research Selectivity Exercise".

The intellectual vigour is strong and the debate on theoretical issues uninhibited. These quotations from prominent protagonists illustrate this.

"An intellectual and political generation in their late thirties and early forties dominates the sociology of crime and deviance. Its agenda was set largely in the 1960s and 1970s, focusing on problems of interactionism, feminism and Marxism but bent a little towards the investigation of matters touching on social policy. It has been joined by a younger generation of professional criminologists with empirical leanings. Together, they find themselves surrounded by a new and complicated web of dependencies and connections made possible by their own rise to maturity, the persistence of conventional sponsorship and the emergence of novel, somewhat unorthodox patrons with money and power. The work that is being done is marked by a decelerating rate of innovation, a drift towards normal science and a new pragmatism which addresses, above all else, the problems of victims, social control, the police, women and ethnic minorities in the communities of the inner cities"²⁹. (Rock, 1988)

"The period has been one of sustained activity and increasing sophistication. It has matched only fitfully, however, the trends in crime and its control. Much work has been simulated by the worsening condition of the penal estate. A great deal has been inspired by the need to make up for lost theoretical and research time. But curious gaps persisted. The dynamics of crime and criminology have often been at odds. For example, until very recently... the anticipated stream of research into drug dependence has not materialised. With a few exceptions sociologists were not engaged by the drugs issue. Alcohol remains almost totally neglected as a topic. Despite high levels of productivity, much remains to be mapped, and the supply of cartographers is in foreseeably short supply"³⁰. (Downes, 1988)

"I believe that Terence Morris was right when he referred to Fabianism floundering because of its failure to recognise the moral nature of human action. But it is not the Mark of Cain that haunts our crime-ridden cities, but the mark of inequality, avarice and machismo. It is impossible to solve a moral problem in the long run without a moral solution. In the last analysis administrative criminology, Fabian positivism and conservative approaches to crime all have this failing in common. Whereas the first ignores justice, the second negates it and the third turns immorality into its own form of justice. It is only radical criminology which views justice as the core of the cause, the measurement and the control of crime and by searching for the roots of crime holds the promise of its solution"³¹. (Young, 1988)

What seems to be emerging from these seemingly conflicting perspectives is that criminology from being a rendezvous subject, is itself making significant

29.- ROCK, P., 1988. *op.cit.* p.68.

30.- DOWNES, D., 1988, *British Journal of Criminology*, Vol. 28 No.2, p.53.

31.- YOUNG, J., 1988. Radical Criminology in Britain. The Emergence of a competing paradigm. *British Journal of Criminology* Vol. 28. No. 2. p.180.

contributions to other disciplines and the understanding of human society and human nature.

17.- OTHER CONSIDERATIONS

While not being part of the University the following bodies and organisations all have a role and academics are in close touch and participate in their activities and vice versa.

- The British Society of Criminology
- The National Association for the Care and Resettlement of Offenders.
- The Institute for the Study and Treatment of Delinquency.
- The Probation Service.
- The Howard League for Penal Reform
- The Police Foundation
- The Prison Reform Trust
- The National Association of Victims Support Schemes.

In Government by far the largest department concerned with criminology is the Home Office which has responsibility for Law and Order. Its Research and Planning Unit has a staff of 45 researchers and has a separate Crime Prevention Unit. They have produced a massive amount of research of high quality which has been of value to Ministers, but also to practitioners and academics. The Planning Unit currently has an Advisory Committee which includes some prominent academics and provides funding for research by academics in the area of administrative criminology. The Lord Chancellor's Department responsible for the appointment of Judges and Magistrates and the training Magistrates and the provision of Courts. The Department of Social Security implements Government policy on benefits, social work services, Intermediate Treatment.

The Department of Education and Science is responsible for Universities and Polytechnics.

The Crown Prosecution Service 1987 undertakes the prosecution of offenders in all criminal courts.

Local Government Departments provide housing, education, community leisure services and other related services funded largely out of central government money, but also out of locally based charges, now called rates, but soon to be replaced by a community charge.

