



INTERNATIONAL LAW
JOURNAL

**WHITE BLACK
LEGAL LAW
JOURNAL
ISSN: 2581-
8503**

Peer - Reviewed & Refereed Journal

The Law Journal strives to provide a platform for discussion of International as well as National Developments in the Field of Law.

WWW.WHITEBLACKLEGAL.CO.IN

DISCLAIMER

No part of this publication may be reproduced or copied in any form by any means without prior written permission of Editor-in-chief of White Black Legal – The Law Journal. The Editorial Team of White Black Legal holds the copyright to all articles contributed to this publication. The views expressed in this publication are purely personal opinions of the authors and do not reflect the views of the Editorial Team of White Black Legal. Though all efforts are made to ensure the accuracy and correctness of the information published, White Black Legal shall not be responsible for any errors caused due to oversight or otherwise.

WHITE BLACK
LEGAL

EDITORIAL TEAM

Raju Narayana Swamy (IAS) Indian Administrative Service officer



Dr. Raju Narayana Swamy popularly known as Kerala's Anti-Corruption Crusader is the All India Topper of the 1991 batch of the IAS and is currently posted as Principal Secretary to the Government of Kerala. He has earned many accolades as he hit against the political-bureaucrat corruption nexus in India. Dr Swamy holds a B.Tech in Computer Science and Engineering from the IIT Madras and a Ph. D. in Cyber Law from Gujarat National Law University. He also has an LLM (Pro) (with specialization in IPR) as well as three PG Diplomas from the National Law University, Delhi- one in Urban Environmental Management and Law, another in Environmental Law and Policy and a third one in Tourism and Environmental Law. He also holds a post-graduate diploma in IPR from the National Law School, Bengaluru and

a professional diploma in Public Procurement from the World Bank.

Dr. R. K. Upadhyay

Dr. R. K. Upadhyay is Registrar, University of Kota (Raj.), Dr Upadhyay obtained LLB, LLM degrees from Banaras Hindu University & PHD from university of Kota. He has successfully completed UGC sponsored M.R.P for the work in the Ares of the various prisoners reforms in the state of the Rajasthan.



Senior Editor

Dr. Neha Mishra



Dr. Neha Mishra is Associate Professor & Associate Dean (Scholarships) in Jindal Global Law School, OP Jindal Global University. She was awarded both her PhD degree and Associate Professor & Associate Dean M.A.; LL.B. (University of Delhi); LL.M.; PH.D. (NLSIU, Bangalore) LLM from National Law School of India University, Bengaluru; she did her LL.B. from Faculty of Law, Delhi University as well as M.A. and B.A. from Hindu College and DCAC from DU respectively. Neha has been a Visiting Fellow, School of Social Work, Michigan State University, 2016 and invited speaker Panelist at Global Conference, Whitney R. Harris World Law Institute, Washington University in St. Louis, 2015.

Ms. Sumiti Ahuja

Ms. Sumiti Ahuja, Assistant Professor, Faculty of Law, University of Delhi,

Ms. Sumiti Ahuja completed her LL.M. from the Indian Law Institute with specialization in Criminal Law and Corporate Law, and has over nine years of teaching experience. She has done her LL.B. from the Faculty of Law, University of Delhi. She is currently pursuing PH.D. in the area of Forensics and Law. Prior to joining the teaching profession, she has worked as Research Assistant for projects funded by different agencies of Govt. of India. She has developed various audio-video teaching modules under UGC e-PG Pathshala programme in the area of Criminology, under the aegis of an MHRD Project. Her areas of interest are Criminal Law, Law of Evidence, Interpretation of Statutes, and Clinical Legal Education.



Dr. Navtika Singh Nautiyal

Dr. Navtika Singh Nautiyal presently working as an Assistant Professor in School of law, Forensic Justice and Policy studies at National Forensic Sciences University, Gandhinagar, Gujarat. She has 9 years of Teaching and Research Experience. She has completed her Philosophy of Doctorate in 'Inter-country adoption laws from Uttarakhand University, Dehradun' and LLM from Indian Law Institute, New Delhi.

Dr. Rinu Saraswat



Associate Professor at School of Law, Apex University, Jaipur, M.A, LL.M, PH.D,

Dr. Rinu have 5 yrs of teaching experience in renowned institutions like Jagannath University and Apex University. Participated in more than 20 national and international seminars and conferences and 5 workshops and training programmes.

Dr. Nitesh Saraswat

E.MBA, LL.M, PH.D, PGDSAPM

Currently working as Assistant Professor at Law Centre II, Faculty of Law, University of Delhi. Dr. Nitesh have 14 years of Teaching, Administrative and research experience in Renowned Institutions like Amity University, Tata Institute of Social Sciences, Jai Narain Vyas University Jodhpur, Jagannath University and Nirma University. More than 25 Publications in renowned National and International Journals and has authored a Text book on CR.P.C and Juvenile Delinquency law.



Subhrajit Chanda



BBA. LL.B. (Hons.) (Amity University, Rajasthan); LL. M. (UPES, Dehradun) (Nottingham Trent University, UK); PH.D. Candidate (G.D. Goenka University)

Subhrajit did his LL.M. in Sports Law, from Nottingham Trent University of United Kingdoms, with international scholarship provided by university; he has also completed another LL.M. in Energy Law from University of Petroleum and Energy Studies, India. He did his B.B.A.LL.B. (Hons.) focussing on International Trade Law.

ABOUT US

WHITE BLACK LEGAL is an open access, peer-reviewed and refereed journal provide dedicated to express views on topical legal issues, thereby generating a cross current of ideas on emerging matters. This platform shall also ignite the initiative and desire of young law students to contribute in the field of law. The erudite response of legal luminaries shall be solicited to enable readers to explore challenges that lie before law makers, lawyers and the society at large, in the event of the ever changing social, economic and technological scenario.

With this thought, we hereby present to you

SCHOOLS OF CRIMINOLOGY: EVOLUTION, THEORIES, AND CONTEMPORARY PERSPECTIVES

AUTHORED BY - MR. GANESH SHRIRANG NALE (SATARKAR)

M.A. Sociology, Department of Sociology,
Central University of Haryana, Mahendragarh – 123031, India

Abstract

Criminology, as an interdisciplinary field, has evolved through multiple philosophical, biological, psychological, and sociological lenses to explain the causes and control of crime. This paper explores the major Schools of Criminology—ranging from early demonological beliefs to modern multifactorial and sociological theories. The Demonological School viewed crime as a manifestation of supernatural evil, leading to punishment-oriented justice systems based on religious morality. The Classical and Neo-Classical Schools, pioneered by thinkers such as Cesare Beccaria and Jeremy Bentham, introduced rational choice and deterrence principles, emphasizing free will, utilitarianism, and proportionality in punishment. With the advent of scientific reasoning, the Positivist School, led by Cesare Lombroso, Enrico Ferri, and Raffaele Garofalo, shifted focus from moral blame to empirical causation. This school classified criminals based on physical, hereditary, and psychological characteristics. The Biological and Constitutional Schools further expanded this approach by analyzing somatotypes (Sheldon) and the influence of endocrine glands on behavior. Meanwhile, the Cartographic School introduced geographical and statistical methods to study crime patterns in specific regions, emphasizing environmental and social influences.

Economic Theories of Crime, as advocated by Karl Marx and others, connected criminality with class inequalities, poverty, and capitalist exploitation. The multifactorial approach integrated biological, psychological, and social dimensions, recognizing crime as the product of interrelated variables. Psycho-analytical theories, especially those derived from Sigmund Freud's work, viewed crime as a manifestation of unresolved inner conflicts, whereas psychopathic personality theories highlighted the emotional detachment and moral deficit in certain offenders.

The sociological schools provided a more holistic framework. Social Strain Theories, including

Merton's Anomie Theory and Cohen's Subculture Theory, explained how societal structures and cultural goals create strain leading to deviance. Social Ecology Theories, such as Park and Burgess's Concentric Zone Theory and Shaw and McKay's Social Disorganization Theory, linked crime to environmental disorganization and community breakdown. Environmental Criminology highlighted spatial opportunities and situational crime prevention. Social Learning Theories revolutionized criminology by introducing the concept of learned behavior. Gabriel Tarde's Theory of Imitation, Edwin Sutherland's Differential Association Theory, and Glaser's Differential Identification Theory stressed how individuals learn criminal behavior through interaction and association. Cloward and Ohlin's Differential Opportunity Theory combined social structure and learning to explain delinquency among disadvantaged youth. Overall, criminological thought evolved from moralistic and deterministic views to multidimensional, evidence-based, and reformative approaches. The paper concludes that understanding crime requires an integrated perspective—one that acknowledges the interplay of individual, biological, psychological, economic, and environmental factors. Contemporary criminology embraces this synthesis, promoting prevention, rehabilitation, and restorative justice rather than mere punishment.

Keywords:

Criminology, Demonology, Classical School, Neo-Classical School, Positivist School, Biological Theories, Cartographic School, Economic Theories, Psychoanalysis, Psychopathy, Anomie Theory, Culture Conflict, Subculture Theory, Concentric Zone, Social Disorganization, Environmental Criminology, Social Learning, Differential Association, Differential Opportunity, Multifactorial Approach.

1. Introduction

Criminology, as a field of study, is concerned with understanding crime, criminal behavior, and the responses of society and the justice system to these behaviors. It has developed from early religious and moral explanations to scientific, sociological, and psychological frameworks. Each School of Criminology emerged in response to the limitations of earlier perspectives, offering new insights into the causes and control of crime.

This paper examines the evolution of criminological thought through major schools—Demonological, Classical, Neo-Classical, Positivist, Cartographic, Biological and

Constitutional, Economic, Psycho-Analytical, Psychopathic, Social Strain, Social Ecology, and Social Learning theories. It also explores their relevance in contemporary criminological research and criminal justice practices.

2. The Demonological School

2.1 Core Beliefs

The Demonological or Pre-Classical School represents the earliest explanations of crime, rooted in superstition, religion, and the belief in supernatural forces. Crime was viewed as the result of demonic possession, witchcraft, or the influence of evil spirits.

During medieval Europe, sin and crime were inseparable. Offenders were believed to be possessed by the devil or under a curse. The Church exercised immense power over defining and punishing criminal acts.

2.2 Punishment and Practice

Punishment under this school was harsh and often public — torture, burning at the stake, and exorcism were common. The aim was not rehabilitation but the removal of evil and the purification of society. Trials by ordeal (fire, water, poison) were considered divine judgment.

2.3 Criticism and Legacy

This school lacked rationality, evidence, or understanding of human behavior. However, it laid the foundation for moral condemnation of crime and influenced religious and moral codes. The Enlightenment later challenged this view, giving rise to the Classical School.

3. The Classical School

3.1 Background and Thinkers

Developed in the 18th century during the Enlightenment, the Classical School introduced rationalism and humanism into the study of crime. Key figures include **Cesare Beccaria** and **Jeremy Bentham**.

Beccaria's *On Crimes and Punishments* (1764) argued that punishment should be proportionate to the crime and serve as deterrence, not revenge. Bentham's concept of "**hedonistic calculus**" suggested that human behavior is guided by pleasure and pain—individuals weigh the costs and benefits before acting.

3.2 Major Principles

1. **Free will:** Humans are rational beings who choose actions.
2. **Deterrence:** Punishment must outweigh potential gain.
3. **Proportionality:** Punishment should fit the crime, neither cruel nor excessive.
4. **Equality:** Laws must apply equally to all citizens.

3.3 Contributions

The Classical School influenced modern criminal law, leading to codified laws, due process, and proportional punishment (e.g., modern penal codes).

3.4 Criticism

Critics argue that it ignores social, psychological, and biological factors influencing behavior, assuming all individuals have equal rational capacity.

4. The Neo-Classical School

4.1 Background

The Neo-Classical School emerged in the 19th century as a refinement of Classical thought. It retained the idea of free will but recognized that certain conditions—such as age, mental illness, or social environment—can affect an individual's capacity to make rational choices.

4.2 Key Concepts

1. **Individual differences:** Consideration for minors, mentally ill, and first-time offenders.
2. **Intention and circumstance:** Motive, premeditation, and context matter.
3. **Legal reforms:** Introduction of mitigating and aggravating circumstances in sentencing.

4.3 Legacy

Neo-classical thought formed the basis for **modern judicial discretion** and **juvenile justice systems**, recognizing that punishment must be individualized.

5. The Positivist or Positive School

5.1 Origin and Philosophy

Founded by **Cesare Lombroso**, **Enrico Ferri**, and **Raffaele Garofalo**, the Positivist School emerged in the late 19th century. It rejected free will as the cause of crime and emphasized **determinism**—the idea that behavior is determined by biological, psychological, or social factors.

5.2 Lombroso's Atavism

Lombroso, in *L'Uomo Delinquente* (1876), proposed that criminals were “**atavistic throwbacks**”, biologically inferior individuals resembling primitive humans. He identified physical features such as asymmetrical faces, large jaws, and long arms as indicators of criminality.

5.3 Ferri and Garofalo

1. **Enrico Ferri** introduced the concept of **social and environmental causes**, classifying criminals as born, insane, habitual, occasional, or involuntary.
2. **Raffaele Garofalo** focused on moral anomalies, emphasizing that criminals lacked moral sentiments such as pity and probity.

5.4 Contributions

The Positivist School introduced **scientific methods**, **data collection**, and **empirical observation** into criminology. It also shifted attention from punishment to treatment and prevention.

5.5 Criticism

Modern genetics and anthropology disprove Lombroso's biological determinism, but his work pioneered **criminal anthropology** and **forensic profiling**.

6. The Cartographic or Statistical School

6.1 Development

The Cartographic School (1830s–1850s) applied statistical methods to study crime distribution geographically. Pioneers included **Adolphe Quetelet** and **André-Michel Guerry**.

6.2 Major Findings

They found consistent relationships between crime and social factors such as poverty, education, climate, and urban density. Crime was not random—it correlated with social structures.

6.3 Importance

1. Introduced **crime mapping** and **data-based criminology**.
2. Emphasized **social causes** rather than moral weakness.
3. Foundation for **ecological criminology** and **urban sociology** (later developed by the Chicago School).

7. Biological and Constitutional Theories

7.1 Early Biological Explanations

After Lombroso, criminologists explored genetics, heredity, and body structure as determinants of criminality.

7.2 Body Type Theories

Ernst Kretschmer (1921) linked physique to temperament:

1. **Asthenic/Leptosomic:** Thin, introverted.
2. **Athletic:** Muscular, assertive.
3. **Pyknic:** Short, sociable.

William Sheldon (1949) later proposed **Somatotypes**:

1. **Endomorph:** Soft, sociable.
2. **Mesomorph:** Muscular, bold (most prone to delinquency).
3. **Ectomorph:** Thin, introverted.

7.3 Heredity and Genetics

Family, twin, and adoption studies suggested a genetic predisposition to aggression but no deterministic causation.

7.4 Endocrine Glands

Hormonal imbalances, particularly in **testosterone**, **thyroid**, and **adrenal glands**, have been linked to impulsive or aggressive behavior.

7.5 Evaluation

Biological factors may increase vulnerability, but environmental triggers play a decisive role. Modern criminology integrates biology with social context rather than treating it as a sole cause.

8. Economic Theories of Crime

8.1 Marxist Perspective

Marxist criminology argues that crime arises from class inequality, exploitation, and alienation under capitalism. Laws protect the interests of the bourgeoisie and criminalize the poor.

8.2 Economic Determinants

Poverty, unemployment, and income disparity create structural conditions for theft, violence, and organized crime. Crime is a rational response to deprivation and social exclusion.

8.3 Modern Extensions

Gary Becker's **Economic Theory of Crime (1968)** applied rational choice and cost-benefit analysis to crime decisions—offenders weigh potential gain against risk of punishment.

8.4 Policy Implications

Economic reform, social welfare, and education are essential for crime reduction. Economic theories bridge classical rationality and sociological determinism.

9. Multifactor Theories

9.1 Concept

Crime results from a combination of biological, psychological, and environmental factors. No single explanation is sufficient.

9.2 Key Contributors

Healy, Glueck, and Sheldon emphasized integrating physical, mental, and social traits.

9.3 Importance

1. Promotes interdisciplinary research.
2. Influences modern risk assessment and correctional programs.
3. Forms the foundation of **biosocial criminology** today.

10. Psycho-Analytical Theories

10.1 Background

Psycho-analytical theories emerged from **Sigmund Freud's** psychoanalytic psychology in the early 20th century. Freud argued that human behavior is driven by unconscious desires and conflicts rooted in early childhood experiences. These internal struggles, if unresolved, may manifest as deviant or criminal behavior.

10.2 Structure of Personality

Freud divided the personality into three parts:

1. **Id:** The primitive, instinctual component governed by the pleasure principle—seeks immediate gratification.
2. **Ego:** The rational component, operating on the reality principle—mediates between desires and societal norms.
3. **Superego:** The moral conscience internalized from parental and social values.

When the **id** dominates or the **superego** is underdeveloped, the individual may engage in antisocial or criminal acts to satisfy urges.

10.3 Criminality as Psychological Conflict

Crime, from a psychoanalytic view, represents a **symptom of unresolved conflict**—often linked to guilt, repression, or hostility toward authority figures. Freud suggested that unconscious guilt might even drive individuals to commit crimes to seek punishment and relief.

10.4 Key Contributors

1. **August Aichhorn** (1925) applied Freudian principles to juvenile delinquency, showing how lack of parental love and discipline produces antisocial behavior.
2. **Healy and Bronner** (1936) studied emotional maladjustment as a factor in crime.
3. **Alexander and Staub** (1939) explained crime as a substitute gratification for unsatisfied emotional needs.

10.5 Critique

While insightful, psychoanalytic theory lacks empirical support and is difficult to test scientifically. Nonetheless, it profoundly influenced **rehabilitative penology, counseling programs, and psychological profiling.**

11. Psychopathic Personality

11.1 Definition and Features

A **psychopath** or **sociopath** is characterized by chronic antisocial behavior, lack of empathy, superficial charm, and absence of guilt or remorse. These individuals violate social norms without emotional disturbance.

Key traits include:

1. Egocentricity and manipulateness
2. Lack of emotional depth
3. Inability to form genuine relationships
4. Repeated antisocial acts

11.2 Theoretical Background

Psychopathy has biological and psychological explanations:

1. **Biological:** Dysfunction in the limbic system or prefrontal cortex affects emotional regulation.
2. **Psychological:** Faulty moral development and absence of conscience.

11.3 Hervey Cleckley's Contribution

In *The Mask of Sanity* (1941), Cleckley described psychopaths as individuals appearing normal yet emotionally hollow. They understand right and wrong intellectually but lack emotional restraint.

11.4 Robert Hare's Psychopathy Checklist (PCL-R)

Hare developed the most influential diagnostic tool for identifying psychopathy, based on interpersonal, affective, and behavioral criteria. High PCL-R scores correlate with violent and recidivist offending.

11.5 Implications

Psychopathy challenges traditional rehabilitation since such offenders rarely respond to guilt-based or empathy-centered therapies. Treatment focuses on behavioral management and structured supervision.

12. Social Strain Theories

12.1 Overview

Social strain theories explain crime as a result of **discrepancy between societal goals and the means available** to achieve them. They emphasize the role of social structure and inequality in generating deviance.

12.2 Emile Durkheim's Concept of Anomie

Durkheim first introduced **anomie** in *The Division of Labour in Society* (1893) to describe a state of normlessness occurring during rapid social change. When norms weaken, individuals lose moral guidance, leading to deviance and suicide.

12.3 Robert K. Merton's Anomie Theory (1938)

Merton reformulated anomie into a structural theory of crime. He argued that American society promotes material success but limits legitimate opportunities for disadvantaged groups. This strain leads individuals to adopt one of five modes of adaptation:

1. **Conformity** – Accept goals and means.
2. **Innovation** – Accept goals but use illegitimate means (crime).
3. **Ritualism** – Reject goals but adhere to means.
4. **Retreatism** – Reject both (addicts, vagrants).
5. **Rebellion** – Substitute new goals and means (revolutionaries).

Innovation explains most instrumental crimes such as theft and fraud.

12.4 Culture Conflict Theory (Thorsten Sellin, 1938)

Sellin argued that when diverse cultural groups coexist, conflicting norms produce crime. For example, behaviors acceptable in one subculture (e.g., honor killings, gambling) may violate dominant laws. Immigrant or minority communities often face such normative clashes.

12.5 Subculture Theory (Albert Cohen, 1955)

Cohen explained delinquency among working-class youth as a reaction to **status frustration**. When denied success in conventional institutions like school, they form subcultures with alternative values—valuing toughness, defiance, and street prestige.

12.6 Cloward and Ohlin's Differential Opportunity Theory (1960)

They combined Merton's strain and Sutherland's learning theories. They proposed that illegitimate opportunities (e.g., access to gangs, black markets) vary by community structure. Thus, different subcultures emerge:

1. **Criminal subculture:** Organized crime offering illegal opportunities.
2. **Conflict subculture:** Violence and gang rivalry in disorganized areas.
3. **Retreatist subculture:** Drug use and withdrawal from society.

12.7 Evaluation

Strain theories link crime to social inequality and blocked opportunities, emphasizing structural reform. Critics argue they focus mainly on lower-class crime, ignoring white-collar or gendered forms of deviance.

13. Social Ecology Theories

13.1 The Chicago School and Urban Ecology

The **Chicago School of Sociology** (early 20th century) studied how urban environments influence crime. Drawing from ecology, they viewed the city as a living organism with zones of growth and decay.

13.2 Concentric Zone Theory (Park & Burgess, 1925)

Park and Burgess identified five concentric zones radiating from a city center:

1. **Central Business District (CBD)**
2. **Zone of Transition (high delinquency)**
3. **Working-Class Zone**
4. **Residential Zone**
5. **Commuter Zone**

Crime rates were highest in the **Zone of Transition**, characterized by poverty, population mobility, and ethnic diversity.

13.3 Social Disorganization Theory (Shaw & McKay, 1942)

Building on Park and Burgess, Shaw and McKay found that crime persisted in the same urban areas despite changing populations. They attributed this to **breakdown of social institutions**—family, schools, community organizations—that control behavior.

Factors such as poverty, residential mobility, and ethnic heterogeneity weaken informal social control, fostering delinquency.

13.4 Environmental Criminology and Routine Activity Theory

Later developments like **Cohen and Felson's Routine Activity Theory (1979)** emphasized situational factors:

Crime occurs when three elements converge:

1. A motivated offender
2. A suitable target
3. Absence of a capable guardian

This theory informs **crime prevention through environmental design (CPTED)**—improving lighting, surveillance, and community involvement.

13.5 Lower-Class Culture Theory (Walter Miller, 1958)

Miller proposed that lower-class culture promotes focal concerns such as toughness, autonomy, and excitement. These values inadvertently lead to delinquent acts. Delinquency, thus, is a normal expression of subcultural norms, not pathology.

13.6 Evaluation

Ecological theories highlight the importance of **neighborhood structure, urban planning, and social cohesion** in crime control. Their limitation lies in underestimating individual motivation and overemphasizing spatial factors.

14. Social Learning Theories

14.1 Overview

Social learning theories propose that **criminal behavior is learned**, not inherited. Learning occurs through social interaction, observation, imitation, and reinforcement.

14.2 Gabriel Tarde's Theory of Imitation (1890)

Tarde, a French sociologist, introduced one of the earliest behavioral explanations of crime. He stated that people imitate the behavior of others, especially those with higher status or closer relationships.

He formulated three laws:

1. **Law of Close Contact:** Individuals imitate behaviors of those they frequently interact with.
2. **Law of Superiors:** People imitate those they respect or perceive as superior.
3. **Law of Insertion:** New behaviors replace old ones gradually.

Imitation explains how criminal techniques and attitudes spread socially.

14.3 Edwin Sutherland's Differential Association Theory (1939, 1947)

Sutherland revolutionized criminology by arguing that **criminal behavior is learned through interaction with others**.

Key propositions:

1. Learning includes techniques of crime and motives, drives, rationalizations, and attitudes.
2. Association with definitions favorable to law violation leads to crime.
3. Frequency, duration, intensity, and priority of associations determine influence.

This theory moved criminology from individual pathology to social environment as the source of deviance.

14.4 Glaser's Differential Identification Theory (1956)

Glaser extended Sutherland's ideas by emphasizing **identification**—crime can be learned even without direct contact, through symbolic associations with role models (e.g., media heroes, gang leaders).

14.5 Cloward and Ohlin's Differential Opportunity Theory (1960)

Previously discussed under strain theory, it also fits within social learning: individuals learn criminal roles available within their social structure.

14.6 Akers' Social Learning Theory (1973)

Ronald Akers integrated behavioral psychology, introducing **differential reinforcement**—behavior is shaped by rewards and punishments.

Criminal behavior persists when reinforced by peers or circumstances and declines when punished.

14.7 Evaluation

Social learning theories provide robust empirical evidence explaining how social interaction fosters crime. However, they may neglect biological predispositions and personal agency.

15. Comparative Evaluation and Integration

15.1 Evolution of Thought

Criminological thought evolved from **mystical (demonological)** to **rational (classical)**, **scientific (positivist)**, and **sociological (strain, learning, ecology)** frameworks.

Each school represents a stage in humanity's attempt to understand crime:

1. Demonology focused on evil and sin.
2. Classical School emphasized choice and deterrence.
3. Positivist School pursued causation through science.
4. Sociological schools contextualized crime within society and culture.

15.2 Toward an Integrated Approach

Contemporary criminology adopts a **multifactorial and interdisciplinary model**, recognizing that biological predispositions, psychological conflicts, social disorganization, and economic pressures interact dynamically.

Modern theories—such as **control theory**, **routine activity**, and **life-course criminology**—synthesize earlier insights, promoting crime prevention, rehabilitation, and restorative justice.

16. Conclusion

The study of criminological schools reveals the progression from moral judgment to scientific understanding and finally to social integration. Each theoretical school contributed essential insights:

1. The **Classical and Neo-Classical Schools** established justice and rationality.
2. The **Positivist and Biological Schools** pioneered empirical research.
3. The **Sociological Theories** contextualized crime in environment and structure.
4. The **Learning Theories** explained transmission and reinforcement of deviance.

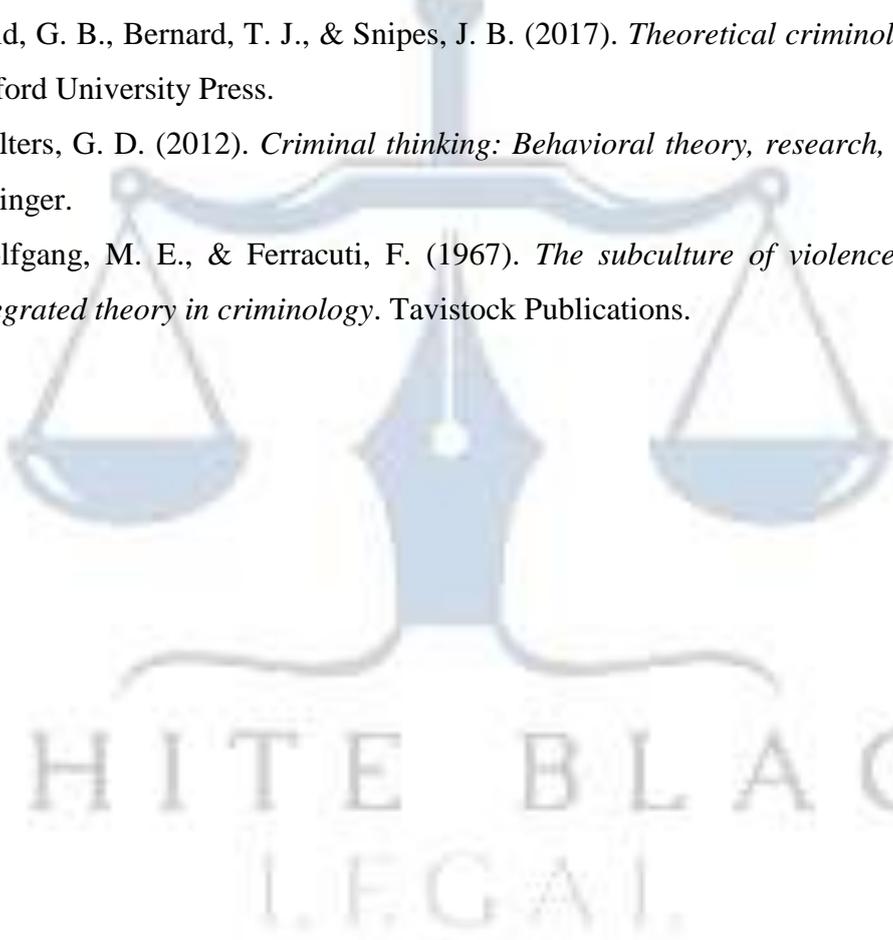
In today's complex societies, crime cannot be understood through a single lens. A balanced criminological approach must combine empirical science, psychological understanding, and social equity—focusing on prevention, treatment, and reintegration rather than retribution.

References (APA Style,

1. Akers, R. L. (1998). *Social learning and social structure: A general theory of crime and deviance*. Northeastern University Press.
2. Akers, R. L., & Sellers, C. S. (2019). *Criminological theories: Introduction, evaluation, and application* (8th ed.). Oxford University Press.

3. Babbie, E. (2021). *The practice of social research* (15th ed.). Cengage Learning.
4. Bachman, R., & Schutt, R. K. (2023). *The practice of research in criminology and criminal justice* (8th ed.). Sage Publications.
5. Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
6. Beccaria, C. (1764/1986). *On crimes and punishments* (D. Young, Trans.). Hackett Publishing Company.
7. Becker, G. S. (1968). Crime and punishment: An economic approach. *Journal of Political Economy*, 76(2), 169–217. <https://doi.org/10.1086/259394>
8. Bentham, J. (1789/1948). *An introduction to the principles of morals and legislation*. Blackwell.
9. Bonger, W. A. (1916). *Criminality and economic conditions*. Little, Brown and Company.
10. Bursik, R. J., & Grasmick, H. G. (1993). *Neighborhoods and crime: The dimensions of effective community control*. Lexington Books.
11. Cohen, A. K. (1955). *Delinquent boys: The culture of the gang*. Free Press.
12. Durkheim, É. (1897/1951). *Suicide: A study in sociology* (J. A. Spaulding & G. Simpson, Trans.). Free Press.
13. Ferri, E. (1895). *Criminal sociology*. D. Appleton and Company.
14. Freud, S. (1923). *The ego and the id*. W. W. Norton & Company.
15. Garofalo, R. (1914). *Criminology* (R. W. Millar, Trans.). Little, Brown, and Company.
16. Glueck, S., & Glueck, E. (1950). *Unraveling juvenile delinquency*. Harvard University Press.
17. Guerry, A.-M. (1833). *Essai sur la statistique morale de la France*. Crochard.
18. Healy, W. (1915). *The individual delinquent*. Little, Brown, and Company.
19. Kretschmer, E. (1921). *Körperbau und Charakter* [Body type and character]. Springer.
20. Lombroso, C. (1876/2006). *Criminal man* (M. Gibson & N. Rafter, Eds.). Duke University Press.
21. Merton, R. K. (1938). Social structure and anomie. *American Sociological Review*, 3(5), 672–682. <https://doi.org/10.2307/2084686>
22. Park, R. E., Burgess, E. W., & McKenzie, R. D. (1925). *The city*. University of Chicago Press.
23. Quetelet, A. (1835). *Sur l'homme et le développement de ses facultés, ou essai de physique sociale* [On man and the development of his faculties]. Bachelier.
24. Sellin, T. (1938). *Culture conflict and crime*. Social Science Research Council.

25. Shaw, C. R., & McKay, H. D. (1942). *Juvenile delinquency and urban areas*. University of Chicago Press.
26. Sheldon, W. H. (1949). *Varieties of delinquent youth: An introduction to constitutional psychiatry*. Harper & Brothers.
27. Sutherland, E. H. (1939). *Principles of criminology* (3rd ed.). J. B. Lippincott Company.
28. Thrasher, F. M. (1927). *The gang: A study of 1,313 gangs in Chicago*. University of Chicago Press.
29. Tittle, C. R., Burke, M. J., & Cross, D. L. (1988). Toward a theory of self-control: Crime and the control of behavior. *Criminology*, 26(3), 509–534.
30. Vold, G. B., Bernard, T. J., & Snipes, J. B. (2017). *Theoretical criminology* (7th ed.). Oxford University Press.
31. Walters, G. D. (2012). *Criminal thinking: Behavioral theory, research, and practice*. Springer.
32. Wolfgang, M. E., & Ferracuti, F. (1967). *The subculture of violence: Toward an integrated theory in criminology*. Tavistock Publications.



WHITE BLACK
LEGAL