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**Winter Term Lesson One**  
**Consensus Theories of Crime Recap**

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***Lesson one instructions***

*Working in pairs or threes (or if we've been the victims of injustice and got large class sizes fours) – work your way round the stations as follows.... Further instructions on the desks*

*You will also be assigned one of the consensus theories to focus on for some of the stations.*

*Once we've worked through these, you can complete the next three pages in this hand-out*

**Table 1: AO1 Concepts Station**

**A01 - Knowledge Recap**

*Research and write in the definitions for your assigned theory*

*If you finish, add in an example or piece of supporting evidence which illustrates the concept*

**Table 2: Evaluation Station**

**AO3 - Evaluation**

*1<sup>st</sup> visit - For your assigned theory, add in as many evaluation points as possible*

*2<sup>nd</sup> visit – do the above, and see if you can add in a counter-evaluation to the previous evaluations of theories*

**Station3: White Board Station**

**AO1 - Knowledge**

*Explain your theory in picture form – you may use three words also.*

**Table 4: Card Game Station**

**AO3 - Analysis**

*Game 1: Shuffle the concepts and theories cards – pick two (or three!) at random, suggest a link between them.*

*Game 2: Ranks the 'case studies cards' – rank them in order of how well they support your assigned theory.*

**Table 5: Data Response Station**

**AO2 - Application**

*Read the item, then for your assigned theory write in how that theory would explain the case study in the item.*

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**Consensus theory – knowledge summary and evaluation grid**

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*Select out the most important words, concepts and evaluation points for the theories below. Some of the evaluations might overlap.*

<b>Theory</b>	<b>Summary</b>	<b>Evaluation 1 (Evidence)</b>	<b>Evaluation 2 (Other Perspectives)</b>
<b>Functionalism</b>			
<b>Social Control Theory</b>			
<b>Merton's Strain Theory</b>			
<b>Status Frustration Theory</b>			
<b>Underclass Theory</b>			

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## Crime and Deviance – Consensus Theory Key Concepts

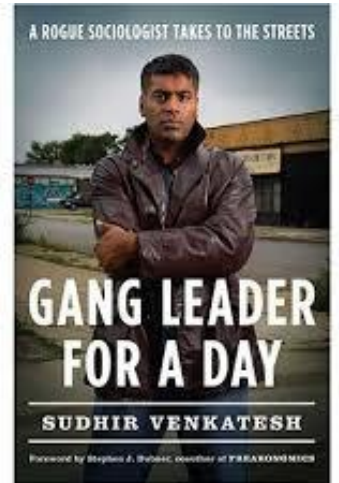
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*Being able to define and explain concepts is important in Sociology – complete the following*

	<b>Definition</b>	<b>Example to illustrate</b>
Social integration		
Social regulation		
Society of saints		
'Attachment'		
'Commitment'		
Parent deficit		
Institutionalised means		
Ritualists		
Innovators		
Anomie		
Status Frustration		
Alternative Status Hierarchy		
The Underclass		
NEETs		

**Applying Consensus Theory – Venkatesh: Gang Leader for a Day (2008)**

Venkatesh’s eight year ethnographic study involved the successful development of a rapport with the gang leader, JT to the extent that JT trusted him enough to let him participate in the daily life of the gang. This allowed Venkatesh access to gang activities that would not normally be observed by an outsider. Moreover, this position allowed him to ask naïve but crucial questions of JT, who was generally happy to answer them.



Three years into the research Venkatesh even got to be gang leader for the day after he suggested to JT that he didn’t do much for all the money he earned. JT responded by inviting Venkatesh to manage the gang for 24 hours under his strict supervision.

The housing projects were largely controlled by street gangs which made their money not only by dealing in drugs (mainly ‘crack’), but also through extortion, gambling, prostitution, and selling stolen property. Venkatesh calls this ‘outlaw capitalism’ and noted that it was highly lucrative in netting small fortunes for the bosses of the various gangs such as JT. The hierarchy of the gangs resembled mainstream companies. Enterprising gang members could rise through the ranks by demonstrating managerial and other skills.

Venkatesh found that gangs like the Black Kings virtually ran the housing projects and did so in collusion with the official managers of the buildings. This was because the local police were very reluctant to enter the projects. The gangs therefore acted as an unofficial police force and saw themselves as community organisations responding to the needs of local people. For example, the gangs controlled the stairwells of the project to make sure crack addicts did not pester local residents. Conversations with local residents suggested that they viewed the gangs as benevolent contributors to the community.

Venkatesh’s observations of JT’s actions provide important insights into how criminal gangs are managed. JT, an articulate and intelligent college drop-out, loved the challenge of running a business and of making money.

***Apply the findings above and summarise how they criticise or support the three theories below***

<b>Albert Cohen’s Status Frustration Theory</b>	<b>Charles Murray’s Underclass Theory</b>
<b>Robert Merton’s Strain Theory</b>	

***Are these theories sufficient to explain what’s occurring here?***