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| **Topic** | **Methodological Issues of the topic in General** | **Background** | **Key research** | **Evaluation** | **Application** |
| **What makes a criminal? (Biological)**  | 1. Correlations don’t show cause and effect
2. Brain scans cannot be faked but the anxiety may affect the results
3. Volunteer samples may be biased
 | Physiological and non-physiological explanations of criminal behaviour. * Physiological = Bruner – MAOA gene
* Non-physiological – Farringdon and West
* Interactionist = Caspi – diathesis stress model
 | Raine | * Psychology as a science
* Reductionism
* Determinism
* Ethics
* Quantitative data
 | **1 biological strategy for preventing criminal behaviour.** * Vitamins for pregnant women
* Omega 3 oils for children
* Facial surgery for prisoners
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| **The collection and processing of forensic evidence (Biological)**  | 1. Lab experiments allow cause and effect to be determined
2. Lab experiments may have tasks which lack mundane realism
3. Self-reports allow you to identify WHY as well as WHAT
 | Motivating factors and bias in the collection and processing of forensic evidence* Motivating factors (job satisfaction, crime solving
* Cognitive biases (expectation, confirmation, anchoring effects, contextual bias, role effects, reconstructive effects).
 | Hall and Player | * Psychology as a science
* Hypothesis testing
* Self-report
* Demand characteristics
* Ecological validity
 | **1 strategy for reducing bias in the collection and processing of forensic evidence*** Avoidance of context.
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| **Collection of evidence (Cognitive)**  | 1. Lab experiments allow cause and effect to be determined
2. Lab experiments may have tasks which lack mundane realism
3. Ethnocentric
 | Collection and use of evidence from witnesses and suspects * Standard and cognitive interviews
 | Memon & Higham | * Usefulness of research
 | **1 strategy for police interviews*** PEACE interview strategy
* Cognitive Interview Strategies.
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| **Psychology and the courtroom (Cognitive)**  | 1. Lab experiments allow cause and effect to be determined
2. Lab experiments may have tasks which lack mundane realism
3. Samples are usually Psychology / Law students
 | How juries can be persuaded by the characteristics of witnesses and defendants* Dion – Halo effect.
 | Dixon | * Experimental control
* Ecological validity
* Sample generalizability
* Psychology as a science.
 | **1 strategy to influence jury decision making*** Penrod and Cutler showed that witness confidence.
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| **Crime prevention (Social)**  | 1. Ethnocentric
2. Correlations don’t show cause and effect
3. Case Studies can be idiographic
 | How the features of neighbourhoods and a zero tolerance policy can influence crime. * Defensible space
* Zero Tolerance
 | Wilson & Kelling | * Lack of empirical evidence – too theoretical?
* Lack of distinction between ‘crime’ and ‘disorder’.
 | **1 strategy for crime prevention*** Clarke’s situational strategies (Target hardening. Access Stimulating conscience. Denying benefits. Facilitating compliance
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| **Effect of imprisonment (Social)**  | 1. Ethnocentric
2. Correlations don’t show cause and effect
3. Case Studies can be idiographic
 | Punishment and reform as responses to criminal behaviour* Prison as punishment (Sykes S.L.A.G.H)
* Prison as reform (Gillis and Nafekh – employment training)
 | Haney | * Ethics
* Ecological validity
* Situational vs Dispositional debate
* Sampling bias.
 | **1 strategy for reducing reoffending*** Restorative justice (respect, responsibility, repair, re-integration)
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Key Study Summaries

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|  | Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography. | Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making? | Memon, & Higham, (1999) A review of the cognitive interview. | Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt. | Wilson and Kelling (1982) The police and neighbourhood safety: Broken windows. The police and neighbourhood safety: Broken windows. | Haney et al. (1973) Study of prisoners and guards in a simulated prison |
| Aim  | To investigate brain activity in murderers pleading NGRI | To investigate whether finger print experts are affected by circumstances of a case | Review essay to analyse issues and research surrounding the Cognitive Interview | To investigate whether a 'Brummie' suspect would elicit stronger attributions of guilt than a standard accent  | Aim: review changes in New Jersey after implementation of Broken Windows strategy | To investigate whether the roles randomly assigned to play would significantly influence behaviour |
| Sample  | 39 M and 2F charged with murder or manslaughter but had pleaded 'not guilty by reasons of insanity'. The control group of 41 participants were matched on age and gender. | 70 Volunteer finger experts working for Met police fingerprint bureau  | Section 1 = effectiveness of components of the CI technique, where they found the most effective technique was context reinstatement as it allowed more to be remembered due to accessing context dependent cues. | 119 white undergraduate Psychology students from the University of Worcester | Safe neighbourhoods section: Public are afraid of crime. Suggested police foot-patrol to reduce fear. Kept eye on strangers/non-regulars. Told teenagers to be quieter. Arrest for vagrancy if informal rules are broken. Foot patrols may reduce broken window effect. | 22 males selected from an original pool of 75 who answered a newspaper advertisement asking for volunteers to take part in a study on prison life. Paid $15 a day up to 2 weeks. All normal, healthy college students in the Stanford area during summer. |
| Procedure | Natural experiment. Continuous performance task (CPT) 30 seconds before being injected with a fluordeoxyglucose tracer for the PET scan. CPT task lasted 32 minutes while the scan was occurring. | Lab experiment, independent measures. IV = emotional context, (low = forgery, high = murder). Materials: fingerprint from volunteer superimposed on a £50 note. Self-report stating where they work, years of experience and whether they had ever presented evidence in court and whether they had read the context report for this fingerprint. | Section 2 = comparison of interviews. To judge whether the CI is good, they need to compare it to other interviews which use context reinstatement and rapport building. | Lab experiment, IVs = Accent (Birmingham/Standard), Race (black / white), Type of crime (armed robbery/fraud). DV = Participants' attribution of guilt - score on a 7 point scale. Ps listened to a 2-minute recorded transcript (based on a real case). The conversation was between a middle-aged inspector and young suspect.  | Changing role of police section: Suggested having citizen patrols/community rules and agreements/informal methods of social control. Maintaining order section: Suggested employing private security guards/off-duty police to patrol residential areas | Lab experiment. IV = whether P was randomly allocated to the role of the prisoner or the guard. DV = behaviour in how they maintained order / behaved as a prisoner. Mock prison created in the basement of the psychology building at Stanford University. 'Prisoners' remained in the mock prison for 24 hours per day. Guards' worked 3-man 8-hour shifts, continuing their normal lives at other times. |
| Results | Murders had less activity in the prefrontal cortex of the brain compared to the controls. | There was no significant difference between high and low emotional group | Section 3 = measuring memory. This needs to go beyond number of correct items recalled and also consider whether it helps the person to reveal detail more accurate and detailed information even if it is embarrassing.  | Brummie suspect was rated as more guilty (moderate strength). | Results 5 years later: Foot patrols hadn’t reduced crime rates but had made people feel more secure and more favourable towards police | 5 prisoners released early due to extreme emotional depression, crying, rage and acute anxiety = suggests prison harms individuals mental wellbeing rather than acting as a deterrent. Some guards were tough but fair; some went beyond their roles showing cruelty and harassment = suggests that the effectiveness of imprisonment may depend on the behaviour of the guard. |
| Conclusions | Correlation between brain activity and NGRI. Areas of abnormal activity associated with aggressive behaviour =amygdala, hippocampus and thalamus, a lack of fear =amygdala, impulsiveness (pre frontal cortex) and problems with controlling and expressing emotions = amygdala, hippocampus and pre frontal cortex | Emotional context affects a fingerprint expert but this does not have any actual effect on their final decisions. | Section 4 = quality of training. M&H concluded that for CI to be used successfully, the police need to have intensive (2 day) training by experienced colleagues. | A range of social and psychological factors can influence perception of a suspect's guilt: including accent, race, and type of crime. | Conclusion: relationship between low-level and serious crime is understood using the broken windows metaphor | Prison guards can develop a pathology of power (demonstrated through huge enjoyment and misuse of power). Being confined in a prison has negative effects on the affective states of the prisoners (pathological prisoner syndrome). |