**Forum #2**

This week’s reading provides overview of the research on biological and psychological perspectives, as well as discusses strain and culture deviance theories.  After reviewing the reading for week 2, as well as the week 2 discussion articles in the lesson for this week, discuss/debate with your classmates your position pertaining to biological and psychological perspectives of explaining crime. Also, examine at least one theory from the assigned reading that explain crime and articulate why you either strongly agree or disagree with it.  
  
**Instructions**:  
  
Each student’s answer to the question should be between 500-1000 words. A minimum of two references need to be used in the development of your answer. You also need to provide two (2) feedback posts to your peers. Each feedback post needs to be 250 words or more, and should include information that helps to enhance the discussion on the topic. Do not include statements such as great work, or excellent post. Try to include info that is challenging and respectful and that will stimulate debate. Also, be mindful of including references and citations whenever citing facts to support your position. APA 6th edition citations and references must be used always!

Class,

There are many types of crime and many reasons for crime. Since crime is always evolving, criminologists are constantly trying to find ways to prevent crime by getting to the bottom of why criminals do what they do. There are many theories out there debating on whether criminals are born or if they are taught, or both. Unfortunately, there still is no set-in-stone understanding as to which one it is (APUS, 2018). As I had mentioned in last week’s forum, crime seems to exist more in places where there is low morale, poverty, and less education. For this reason, its easy to believe that criminal behavior is taught (nurture), since children are shown at a young age that committing crime is normal. Getting in trouble with the law is something that they are used to seeing, so they fear it less than those who are raised in well-educated communities of the middle class or higher, where crime is something uncommon and not taught. Of course, there is still crime that pops up in those communities as well and in those cases, it may be something more biological (nature), than nurture.

A scholarly theory that somewhat correlates with the above theory is known as the Evolutionary Neuroandrogenic (ENA) Theory. In the ENA theory, the nurture aspect plays a role in criminal behavior such as explained above, but then there’s also a part of it that includes the biological aspect. According to the ENA theory, even though someone may be taught a life of crime, it does not mean they are going to commit crime, unless they also have the nature or neurological traits to do so. In part, ENA theorists blame evolution and the need for men to be stronger than the rest, in order to find their mate and for females, the need to beat out the competition to attract that strong man. Because of women’s preference for strong men, men have inherently developed higher levels of testosterone and other androgens that make them more competitive (Ellis, Lee & Hoskin, Anthony, 2015). Adolescents with this inherent behavior trait will tend to express it ways that are often crude and unwanted in society. As they get older, most will learn, through education and life events, how to refine their aggression and competitiveness and apply it toward their occupation; especially since fitting into society and being a strong supporter is an attractive trait to women (Ellis, Lee & Hoskin, Anthony, 2015).

Furthermore, ENA theorists believe that criminality is a gene trait that is passed on from one parent to the next and in many cases, both parents carry it and pass it on. In societies where crime is dense, and the gene pool is not diluted from the inherent criminalistics behaviors, the rates of crime, or prevalence of crime will remain high. Societies where crime is low, and the inherent traits of crime are little to non-existent, the crime rates will continue to remain low or decrease. How does that genepool of criminal behavior become diluted? Well, according to some ENA theorists, by incarceration and specialized education (Ellis, Lee & Hoskin, Anthony, 2015).

Nevertheless, The ENA theory is just that, a theory. It has not been proven to be the only answer, nor has any other criminal behavior theory out there. With having so many factors that could play into why someone does something, it’s almost impossible to be correct 100 percent of the time. Another theory, known as the Life-Course theory has really strong points as to what causes crime. The Life-Course Theory uses multiple angles to come up with reasons for criminal behavior, such as age, relationships, changes, and society all with the aspect of time playing a part. Once again, they don’t believe crime is due solely from psychological or biological causes. They tie in psychological, biological and spiritual aspects to explain criminal behavior (APUS, 2018). It's hard to disagree with either of the two theories, especially since they both somewhat contradict themselves.

References

APUS. (2018). CMRJ303 Week 2 lesson. Retrieved from APUS CMRJ303 course site.

Ellis, Lee & Hoskin, Anthony. (2015). The evolutionary neuroandrogenic theory of criminal behavior expanded. Aggression and Violent Behavior. 24. 10.1016/j.avb.2015.05.002.