



Promoting the Growth of Comparative Criminology/Criminal Justice in the Balkans

**“Crime and Criminology in the Balkans”
October. 01-05/15 - Dubrovnik, HR**

By Professor John Winterdyk

A few introductory questions:

- What are the four main aims of research?
- What are some of the aims of comparative research?
- What two key things should CR be trying to do?
- What are the practical benefits of comparative effectiveness research?
- What should be key to your comparative research design?

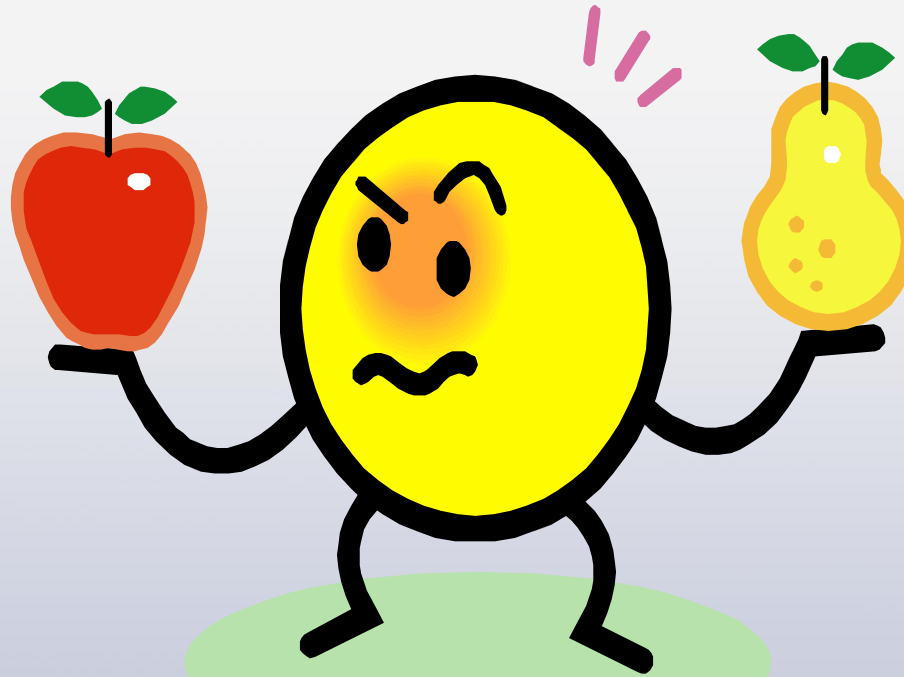


• “The art of comparing...”

- Scientific inquiry is an ART form!

...the problem of scientific knowledge must be formulated in terms of obstacles
(Aebi/Linde – '15)

---- relatively infrequent (Farrington '15:386)



•Four outcomes of the lecture

Upon finishing, learners will be able to...

1

Describe and discuss the merits and limitation of international comparative research

2

Recognize and articulate the merits of engaging in comparative CCJ research within a (*Balkan*) context

3

Identify and describe the major typologies for conduction comparative CCJ research

4

Recognize and articulate key advantages and/or limitations when engaging in comparative CCJ research

Students often come to comparative CJ courses knowing little of their own country, but they almost invariably come knowing even less of the rest of the world – D. Bracey '97:13



• International comparative research

*“...cross-national research is valuable even indispensable for establishing the generality of finding and the validity of interpretation from single-nation studies.”
Kohn '87:713*

- What does it mean to you? Why are you interested?
- Undertaken any related projects?
- The *muted* joy of inquiry
- Better integration of theory and methodology
- ‘nut shell’
 - Similarities and differences between the unit(s) of example(s)
 - Youth justice systems; prison models;
 - legal systems; etc.
 - Takes acct of socio-cultural settings
 - Transcend ethnocentrism!...United States



• General intention of comparative research

- Similarities and differences between UoA

- Youth justice models (Winterdyk '15)

- **ID aspects of the IV common across cultures**

- Social life vs. cultures
- EU/non-EU vs. crime control
- Economy and correctional practices

- **CAUTIONS**

- Language, culture barriers
- More costly, managing, & funding cross-cultural
- More time consuming
- Legal def'n (Van Dijk)
- Reliability and/or validity of data
- Availability of data...uniformity
- Sampling...convenience vs. probability....generalizability

Improve
measurement and
conceptualization.

Raise questions and
stimulate theory
building.

•Balkans context

COMMON RESEARCH CONCERNS

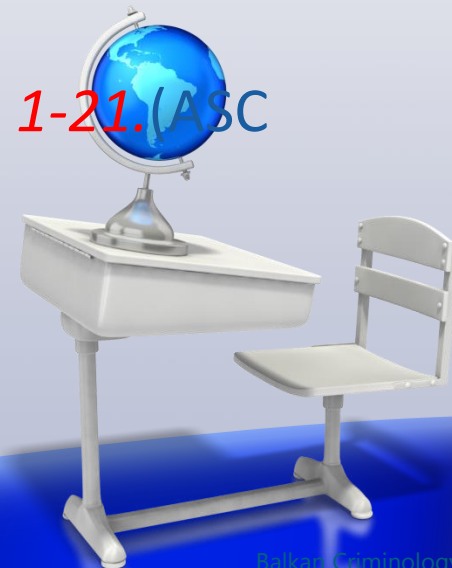
- Research limited
- Limited process for sharing &/or dissemination
- Rich history but the aftermath the 3rd Balkan Wars '90s
- Certain brain drain
- Est. generalizability of theories
- Crime *relative* and *evolutive*
- Priorities
 - Conventional vs. non-conventional

COMMON CCJ CONCERNS

- Transnational diverse and emerging
- Non-conventional response mechanisms
- Cooperation and collaboration
- Minimum UN standards
 - Treatment of prisons
 - Treatment of ethnic minorities
 - Alternative measures
 - Crime prevention



- Thomas Kohn '87, *ASR*, 52: 713-731.
 - Nation/unit of analysis is studied – either as the 'object' or 'context'
- Jon Vagg '93, *Br. J of Criminology*, 33(4): 541-554.
 - 4 approaches
 - Linking variables (social, economic, political, etc.
 - Explaining dissimilarities
 - Hi-lite similarities
 - Indicating consequences
- Richard Bennett '04 & '06 *Justice Quarterly*, 21(1): 1-21. (ASC Pres address)
 - AKA Kohn but next 'evolution'



• Four types of comparative research designs

• Culture-context

- Study themes or issues in cultural context...explain similarities/differences re how different cultures deal with matters
- E.g., how/why different social, political, and economic variables affect differential responses
- E.g., outcome not countries per se
- *Farrington*

• Cross-national

- How grps of nations compare & contrast on one or more unique variables –
- E.g., crime rates, victimization, social inequality, political corruption, etc.
- *Rocque et al.*

• Transnational

- Multi-national unit
- Focus on key issues/themes among blocs of nations
- Globalization perspective
- Possible within international context
- E.g., analysis of the capitalist world-system re crime control ; countries with juvenile welfare models
- *Karstedt*

• Case study

- most common
- Countries as 'object' of study
- Generalization restricted to UofA
- E.g., how ICTR compare to ICTY; policing in SA vs. USA; economic crime case in Croatia
- *Van Dijk*
- *Rodriguez et al.*

• Typology of studies of crime and justice

APPROACH	SCOPE	DATA	DESIGN
➤ Description	➤ National	➤ Qualitative	➤ Cross-sectional
➤ Analytic	➤ Multination	➤ Quantitative	➤ Longitudinal
➤ <i>Farrington</i>	➤ <i>Rodriguez et al.</i>	➤ <i>Rocque et al.</i>	➤ <i>Van Dijk</i>



Historical - anthropological (van Dijk's ICVS)

Political – e.g., how legal system impacted by politics (R. Terrill '12)

Descriptive – institutional-structural approach

Socio-philosophical – trying to understand a society's (lack of) consensus regarding crime (e.g., youth crime, human trafficking, policing)

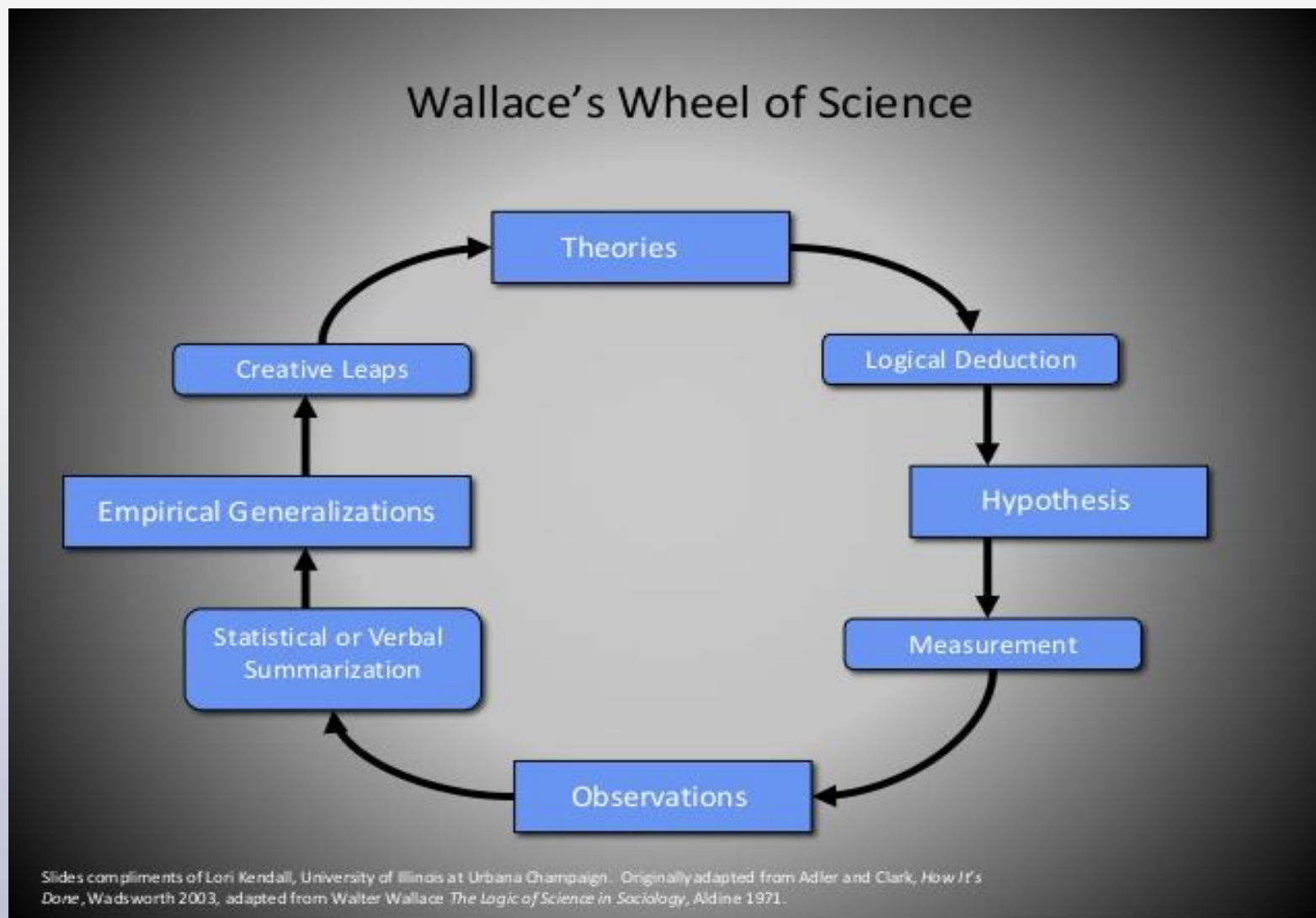
Analytical-problems – challenging – testing theory/concepts within comparative context (community-based policing)



•Putting the process together...



Wallace wheel....



A few sources:

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Class dismissed...till...

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