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Correcting Misconceptions About Alfred Adler's Psychological Theory of Crime in Introductory Criminology Textbooks: Moving Adler's Theory of Crime Forward

Shannon M. Barton-Bellessa, Jihee Lee, Phillip Shon

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are given adequate coverage in introductory criminology textbooks, few textbook writers have seriously discussed the works of Alfred Adler, if they discuss him at all. The current article contrasts the information presented about the work of Alfred Adler with his actual writings and ideas. The implications for criminal justice education are discussed.

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Introductory textbooks on criminology and criminal justice devote copious amounts of space and attention to theories of crime from various disciplines. Psychological theories of crime in particular occupy a prominent place in the history of criminological thought. While the works of Freud, Jung, Fromm, and Erikson are given adequate coverage in introductory criminology textbooks, few textbook writers have seriously discussed the works of Alfred Adler, if they discuss him at all. The current article contrasts the information presented about the work of Alfred Adler with his actual writings and ideas. The implications for criminal justice education are discussed.

Keywords: Individual Psychology, Alfred Adler, criminal justice education, criminological theory, personality and crime, neurosis and crime

Many colleges and universities offer theories of criminal behavior or criminology courses as part of the general education curriculum, and they are mandatory for all criminology and criminal justice majors and minors. In addition, many undergraduate majors and graduate students in criminology are required to complete at least one upper-level course that exposes them to the intricacies of theory development and testing. Regardless of the level of criminology courses in various criminal justice and criminology programs, the content provided in the textbooks is essential to establishing the framework for understanding and explaining criminal behavior.

The content presented in the criminology textbooks has never been more important from the standpoint of justification and legitimacy of the discipline—and higher education—given the rising costs of higher education, as well as its increasingly instrumental orientation. For example, as the price for one introductory text reaches close to \$200 and a senior or graduate-level book ranges from \$50 to \$100, both the quality and the affordability of texts become an important issue in their adoption for courses. To counter that trend, some universities have created faculty-based committees charged with exploring the viability of reducing costs of books to



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[+1 \(410\) 516-6989](tel:+14105166989)
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