**ANSWERS TO CRITICAL THINKING QUESTIONS**

**Chapter 1**

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1. Because of the contagion of mass shootings, many of which are school shootings, some have suggested that the media change the way they report on these events. Can you suggest some changes in reporting practices that might reduce the frequency of mass deaths? What factors might make these changes difficult to implement?

*The news media provide very extensive coverage of mass shootings. To help reduce contagion, they might consider not reporting the name of the shooter so potential shooters will know they will not become (in)famous (some media organizations are now following this policy); the coverage should not be given such a prominent role and should focus on the victims, not the shooter; and actual video of the attacks should not be shown.*

*Ask students some of the reasons why the media might object to these policies. Also, the prevalence of social media makes it more difficult to control media content.*

1. Why do you think people are so drawn to stories about violence?

*Ask about students’ own preferences about violent stories. Stories that are dramatic and exciting tend to be more interesting and few things are more dramatic and exciting than violence. Philosophical reasons might relate to the inevitability of death for all of us, so it is a matter of interest and concern.*

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1. Legislation often involves compromise among groups sup­porting and opposing a particular course of action. Why is compromise so difficult to achieve with the issue of animal rights?

*While compromise might be possible for some people, others are firmly attached to their own positions. Those who make a living raising cattle or who are subsistence hunters see animals as food, and their livelihoods depend upon killing animals. On the other side, animal rights activists see them as living creatures who are entitled to live without fear of being treated cruelly or of being killed.*

1. What impact would stronger animal cruelty legislation have on meat producers and medical researchers? Do you think that animals should have the same rights as human beings?

*Ask whether students think it would be possible to produce meat or conduct medical research on animals in a humane fashion. The second part of the question gets at what it means to be human*

*and at the degree to which animals meet these criteria. Courts in several countries have made decisions that require animals to be treated as something other than just property.*

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1. Think of a law that people are currently lobbying to change. What changes are being advocated? Why do some people want to change the law? If anyone is resisting the legal change, why are they offering this resistance? What do you think will be the outcome of this attempt at legal change?

*There are lots of examples of this. Instructors might discuss the evolution of cannabis laws as an example. They could also ask whether students think that eventually all street drugs will be legalized and discuss the advantages and disadvantages of this legalization.*

1. Consider Figure 1.1, which shows different types of crime and deviance. Think of behaviours that fit into each of the four categories (consensus crimes, conflict crimes, social deviations, and social diversions). Can you think of examples of behaviours that have moved from one category to another?

*This fits into the preceding discussion. The use of what are now seen as recreational drugs used to be a diversion (Coca-Cola once had cocaine in it), then became a serious crime, and in the future may be decriminalized.*