



SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 211

*Introduction to
Criminological Thought*

Course Outline

CRN 1100: 22 POINTS: TRIM 1, 2009
(2 March – 1 July)

COURSE COORDINATOR: DR FIONA HUTTON

Room 1103, Murphy Building

Tel: (04) 463 6749

Email: fiona.hutton@vuw.ac.nz

LECTURES: TUESDAY & FRIDAY, 2.10 - 3.00PM, KKLT 303

Institute of Criminology

CRIM 211 – Trimester 1, 2009

Introduction to Criminological Thought

COURSE COORDINATOR: Dr. Fiona Hutton
Murphy Building
Level 11, Room 1103
Tel: 463-6749
Email: fiona.hutton@vuw.ac.nz

LECTURERS tba

OFFICE HOURS: Thursdays 11am -12 noon

If you are unable to utilise the above time for consultation, please phone/e-mail to arrange an alternative. This is the best way to ensure that you see the course co-ordinator when you need to.

Administration is on Level 9, Murphy Building and is generally open from 9.00am to 4.00pm.

LECTURES: Tuesday and Friday, 2.10-3.00pm in KK LT303
Commencing Tuesday 3rd March

COURSE WORKSHOPS: There are six one-hour course workshops (sign-up via S-Cubed)
Commencing week beginning 9th March.

COURSE TUTORS: tba

*In order to meet course requirements, you must attend five out of six course workshops. If you have a reasonable excuse for non-attendance, please advise your tutor either **before** the relevant workshop or as soon as possible thereafter. Health related absences will be excused provided there is a **medical certificate** to document the illness.*

The workshop questions cover issues that will aid discussions and students are expected to prepare for these discussions before each workshop session. Please ensure that you bring these

questions to each workshop. They are included at the back of this outline and will be posted on Blackboard (BB).

CRIM 211 WORKSHOP SIGN-UP

The times and locations of workshop sessions will be confirmed in the first lecture on 3rd March 2009.

Students will need to sign up for a workshop group via 'S-cubed'. Sign up instructions will be posted on Blackboard. If you are familiar with this system you can go to the following address on the university website to sign up to your workshop session.

<https://signups.victoria.ac.nz/>

S-cubed will be available for workshop sign up from 23rd February 2009 -14th March 2009

NOTICEBOARD

There are noticeboards on level 9 and 11 of Murphy. Please check them regularly for updated information on the course.

BLACKBOARD

In addition to the noticeboard on level 11 there is the Blackboard (BB) website which contains useful course information including: tips on assessments, lecture powerpoint slides, workshop questions, past exams, essay topics and course announcements. The address for blackboard is: <http://blackboard.scs.vuw.ac.nz>. In order to access blackboard students need to obtain a username and password from the SCS helpdesk in either the Rankin Brown or Murphy buildings.

COURSE DETAILS

CRIM 211 is designed to introduce students to the subject of criminology, tracing some of the major themes that arise within this discipline. The course begins with an overview of crime and the development of criminology before introducing the major schools of thought and theoretical perspectives making up criminology. The course then moves on to consider the two main avenues by which the public obtain information about crime - the media and official statistics. The image of criminals presented in these sources - in particular, the criminal as a young, lower class, ethnic minority male - are then questioned through an examination of the processes that produce societal definitions of crime and the broader social and political context within which crime occurs. The relationship between ethnicity, gender and age and crime are critically examined before the course concludes with an overview of crime prevention policy.

LEARNING OBJECTIVES

By the end of CRIM 211 students should be able to:

1. Summarise and discuss knowledgeably the key concepts, themes and schools of thought contained within the academic discipline of criminology. (This will be assessed in the comprehension)
2. Critically evaluate and discuss the ideas of key criminological theorists and apply them in a clear well focussed academic argument. (This will be assessed in the essay and the exam)
3. Critically evaluate and discuss the broad social and political environment in which crime occurs showing an understanding of relationships of power and how these are affected by gender, race, age and class. (This will be assessed in the essay and in the exam)
4. Critically read and challenge criminological texts (books, journal articles) and think about the relevance of the theoretical approaches covered to contemporary society and the criminal justice system.

TEACHING PROGRAMME

Week	Commencing	Tuesday 2.10 – 3.00pm	Friday 2.10 – 3.00pm
1	2 March	Introduction	Defining Crime & Criminology
2	9 March	Deterrence and Rational Choice Theories of Crime	Criminological Positivism I (Individual)
3	16 March	Criminological Positivism II (Sociological)	'Radical' & 'Realist' Criminology
4	23 March	'Critical' Criminology	Official Crime Statistics (I)
5	30 March	Official Crime Statistics (II)	ACADEMIC WRITING WORKSHOP
6	6 April	Crime and the Media (I)	Crime and the Media (II)
<i>Mid Trimester Break Monday 13th April- Friday 24th April</i>			
7	27 April	Ethnicity and Crime (I)	Ethnicity and Crime (II)
8	4 May	European/Maori Justice Practices	Class and Crime (I)
9	11 May	Class and Crime (II)	Gender and Crime (I)
10	18 May	Gender and Crime (II)	Age and Crime (I)
11	25 May	Age and Crime (II)	Preventing Crime
12	1 June	Summary/Examination Prep	Individual appointments with FH re: exam concerns/course material

COURSE MATERIALS

This course is supported by a core text book '*An Introduction to Criminological Thought*' (Walters and Bradley, 2005), which is available from Vic Books on campus. Essential weekly readings will be taken from the course text with additional supplementary reading material posted on BB for each week session. The workshop programme will list the sources for each weekly discussion. Students can freely access the supplementary reading material via Blackboard (<http://blackboard.scs.vuw.ac.nz>). The supplementary reading material might also prove useful for the essays. You **must** try to read and be familiar with the relevant course materials in advance of the lectures and workshops in which it will be discussed. Unless you

are advised otherwise, the topics will be dealt with in the order shown in the Teaching Programme.

COURSE ASSESSMENT

This course will be assessed by a combination of a comprehension (worth 15% of your final grade), an essay (worth 35% of your final grade), and a two-hour final examination (worth 50% of your final grade). Students wishing to make aegrotat applications should consult the full aegrotat regulations, which are printed in the Examination Statute of the Calendar.

Comprehension

Related course objectives;

By the end of CRIM 211 students should be able to:

1. Summarise and discuss knowledgeably the key concepts, themes and schools of thought contained within the academic discipline of criminology.

This assignment is worth 15% of your final grade. You will be required to discuss **two** out of **three** book chapters in **1200 words**. The articles will be posted on Blackboard and it is essential that students print these off and read them thoroughly. This piece of assessment is designed to test student's understanding of the key concepts and schools of thought in criminology. It is important therefore that you **summarise and discuss** rather than simply describing the chapters you have chosen. Work that simply describes and copies the original text will be considered to be of a poor standard and marked accordingly. Please also refer to the plagiarism information on page ten of this handout. You will need to present your discussion in a properly structured academic argument, **not in note form, bullet points or lists** – essay prose style please!

The due date for the comprehension is Friday 27th March 4.00pm.

Summarise and discuss **either**

- a) Hayes, H (2009) Interactionist Explanations in Hayes, H and Prenzler, T (eds.) (2009) *An Introduction to Crime and Criminology* (2nd ed.), Pearson Education Australia, NSW, chapter 14, pages 240-256 (ISBN: 9781741038989)

and

- b) Muzzatti, S (2006) Cultural Criminology: a decade and counting of criminological chaos in DeKeseredy, W and Perry, B (eds.) (2006) *Advancing Critical Criminology: theory and application*, Lexington Books, Oxford, chapter 3, pages 63-81, (ISBN: 0739112538).

OR

a) Carrabine, Iganski, Lee, Plummer and South (2004) *Criminology: a sociological introduction*, Routledge, London, pages 50-66, (ISBN: 0415281687).

and

b) Muzzatti, S (2006) Cultural Criminology: a decade and counting of criminological chaos in DeKeseredy, W and Perry, B (eds.) (2006) *Advancing Critical Criminology: theory and application*, Lexington Books, Oxford, chapter 3, pages 63-81, (ISBN: 0739112538).

The Essay

Related course objectives:

By the end of CRIM 211 students should be able to:

2. Critically evaluate and discuss the ideas of key criminological theorists and apply them in a clear well focussed academic argument.
3. Critically evaluate and discuss the broad social and political environment in which crime occurs showing an understanding of relationships of power and how these are affected by gender, race, age and class.

This assignment is worth 35% of your final grade. You will be required to write an essay of **not more than 2500 words in length**.

The due date for this assignment is Friday 1st May 2009 4 pm.

Essay Topics

Due date: 4pm, May 1st, 2009

Choose **ONE** of the following five topics:

1. Identify and **critically discuss** the main features of classicism. In what ways did Classicism challenge existing ideas about crime and justice?
2. Criminological Positivism was credited with the emergence of the first 'systematic and scientific study of crime' (Walters and Bradley, 2005; 5)

Critically evaluate the positivist school of thought with reference to **either** individual **or** sociological positivism.

3. **Compare and contrast** the key concepts contained within the two schools of thought of Radical and Realist criminology.

4. The way the media represent crime is argued to affect people's perceptions of crime and criminals. **Critically discuss** the limitations of media representations of crime and criminality.
5. Official criminal statistics are argued to be problematic as a reliable 'count' of crime. With specific reference to the 'dark' and 'grey' figures of crime, identify the limitations of official criminal statistics and **critically discuss** the problems they pose for the accuracy and reliability of official counts of crime.

ESSAY AND ASSIGNMENT MARKING

When written work is marked, four major areas will be considered: the content of the paper; its structure, approach and argument; the way in which source material has been used; and style and presentation. Information about essay writing and assignments is also posted on BB along with 'Student Learning Support Services' resources about academic writing, exams and referencing.

First, your essay must be relevant to and answer the question set.

Second, you should show that you have thought about the topic and reached your own conclusions on it. It is therefore important that the paper presents a logically developed flow of argument which appears to follow an analysis of the topic, and that this argument can be supported by the accurate presentation of supporting evidence.

Third, you should accurately acknowledge the sources used, and should choose representative evidence.

Fourth, it is expected that your essay will:

1. flow coherently;
2. be succinct;
3. be legible and well set out;
4. be of reasonable length (no more than 2500 words); and
5. show a good knowledge of grammar, correct spelling and correct usage of terms.

Please note:

- It is most important that you do not exceed the word limit. Students are advised that failure to keep to the word limit set for the assignment can result in examiners refusing to read that part of the assignment in excess of the word limit. You must provide a word total on the cover sheet for the assignment.
- Students are advised that tutors and other Institute staff members are not allowed to comment or provide feedback on draft assignments. It is possible, however, to discuss assignments in general terms.

- Essays must be submitted on the due date by 4pm. The assignment should be placed in the assignment box on level 9 of the Murphy building. Students who have received an extension should ensure that the assignment is placed in the assignment box on the extended due date.
- It is important to adhere to basic presentation guidelines in your written work. Please make sure you; include page numbers, 'justify' your paragraphs with reasonable margins of no less than 2cm on both sides and include the question you are answering at the start of your essay.

The Exam

Related course objectives:

In completing the exam students should be able to:

1. Critically evaluate and discuss the ideas of key criminological theorists and apply them in a clear well focussed academic argument.
2. Critically evaluate and discuss the broad social and political environment in which crime occurs showing an understanding of relationships of power and how these are affected by gender, race, age and class.

The exam for CRIM 211 is worth 50% of the final mark and will be two hours long. Please see BB for some points about exams. The study and exam period for trimester 1 is from 8th June – 1 July 2009

MANDATORY COURSE REQUIREMENTS

The minimum course requirements are:

- ❖ Submit your comprehension no later than 4pm on Friday 27th March 2009
- ❖ Submit your essay no later than 4pm, Friday 1st May 2009
- ❖ Attend 5 out of 6 course workshops
- ❖ Attend the two hour exam (8 June – 1 July 2009)

EXTENSIONS

The assignment must be handed in by the due date. You are expected to keep to this deadline, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from the course coordinator prior to the deadline. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. **Please note** that lack of organisation, other work demands and word-processing

failures are **not** “acceptable reasons”. Late submission of work without an extension will be penalised by the following deductions:

- **One grade** = period up to and including 24 hours past due date.
- **Two grades** = period from 24 hours up to and including 72 hours past due date.
- **Work that is handed in later than 72 hours without permission WILL NOT BE ACCEPTED.**

WORKLOAD

Taking into account class attendance, reading for workshops, preparation for assignments and so on, students should spend around 12 hours per week working for CRIM 211.

E-MAIL POLICY

Due to the large volume of e-mail communication received by course coordinators we ask CRIM 211 students to confine their e-mail communications with staff to matters that cannot be resolved in lectures, workshops or office hours, or for matters that may not be appropriately raised and dealt with in lectures or workshops. Essays **cannot** be submitted as e-mail text or attachment.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff

- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

OTHER CONTACT INFORMATION

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: Jenny.Neale@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz
Maori and Pacific Student Liaison:	Jan- June: Dr David Pearson, MY1020 Tel: 463 6131 E-m: Deavid/Pearson@vuw.ac.nz Jul-Dec: Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: Russil.Durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Alison Melling MY921, Tel: 463 5317, 463 5258

WORKSHOP PROGRAMME

The following workshop questions are to assist you in preparing for class discussion and to understand some of the key themes arising from the weekly readings. You are encouraged to generate further questions and bring them to workshop sessions.

WEEK 1 Week beginning 2nd March
NO WORKSHOP

WEEK 2 Week Beginning 9th March
WORKSHOP 1

Defining Crime & Classicism/Rational Choice

Essential Reading:

Course Text Book (Walters & Bradley, 2005) Chapter 1, 50-56 (classicism).

White, R and Haines, F (2000) *Crime and Criminology: an introduction*, pages 3-5 (ISBN0195537750) (**See PDF file on BB**)

Walsh, A and Hemmens, C (2008) *Introduction to Criminology: a text/reader*, Pages 1-6, (ISBN: 9781412956833) (**See PDF file on BB**)

Supplementary Reading (See PDF files on BB):

Ransley, J and Prenzler, T in Hayes, H and Prenzler, T (eds.) (2009) *An Introduction to Crime and Criminology*, Pages 18-25 (ISBN: 9781741038989)

Box, S (1983). *Power Crime and Mystification* Pages 1-4 (ISBN: 0422764108).

Walklate, S. (1998) *Understanding Criminology*, pages 17-18 (ISBN: 0335193617).

Pratt, J. (1992) *Punishment in a Perfect Society*, pages 123-130 (ISBN: 0864732392).

1. What are the differences between legal definitions of crime and harm based and human right definitions of crime? Which do you think are the most useful?
2. What typical images do people have of crime and criminals? What sources information produce these images? Do these typical images accurately reflect the nature of the crime problem? Are these an 'illusion or trick' as Box suggests?

3. What is meant by the 'social construction' of crime - in what ways are certain crimes socially constructed and for what purpose?
4. What is meant by "Classicism" and what impact did it have on the criminal justice system? What are its main problems
5. Explain what is meant by 'Rational Choice Theory'.

WEEK 3 Week beginning: 16th March
NO WORKSHOP

Criminological Positivism I & II

I Individual Positivism

Essential Reading (Course Text Book):

Chapter 5 pages 59-86

Supplementary Reading:

Bohm, R.M. (2001) *A Primer on Crime and Delinquency Theory*, Chapter 3, pages 21-25, (ISBN: 0534541585).

Carrabine, E, Iganski, P, Lee, M, Plummer, K and South, N (2004) *Criminology A sociological Introduction*, Pages 35-43 (ISBN: 0415281687)

1. Positivists have often sought to identify ways in which criminals are different from normal people. What are some of the differences they have "observed"? How do you think criminals differ from normal people?
2. Why were positivists more interested in the family background of criminals than the crimes they had committed? What sources of knowledge were available to them to ascertain the information? Why were such matters irrelevant to the classicists?
3. What impact, and why, did positivism have on the criminal justice system and our understanding of criminal behaviour towards the end of the 19th century?

II Sociological Positivism

Essential Reading (Course Text Book):

Chapter 5, pages 72-86.

Supplementary Reading:

Huff, R.C. (2000) 'Historical Explanations of Crime: From Demons to Politics' in Crutchfield, R. et al (eds.) *Crime Readings*.

(ISBN: 0761986790)

Carrabine, E, Iganski, P, Lee, M, Plummer, K and South, N (2004) *Criminology A sociological Introduction*, Pages 50-66

(ISBN: 0415281687)

4. Identify the major features of Sociological positivism and the main differences between individual and sociological positivism.
5. Identify three contrasting perspectives from sociological positivism. What do they share in common and what differentiates them from each other?

WEEK 4 Week beginning 23rd March

NO WORKSHOP

NB: Comprehension is due this Week 27th March 4pm

Radical & Realist criminology

Essential Reading (Course Text Book):

Chapter 6 pages 87-102 (radical criminology)

Chapter 7 pages 114-128 (realist criminology)

Supplementary Reading:

Walklate, S. (1998) *Understanding Criminology*, pages 26-32 (ISBN: 0335193617).

1. What is Radical Criminology? What contributions has it made to understandings of crime?
2. What are the central tenets of labelling theory?
3. What are the central tenets of Marxist criminology?
4. In what ways does feminist theory challenge traditional theories of crime?

5. Describe the essence of 'left' realism. What are some of the criticisms pitched at left realist arguments?
6. Describe the essence of 'right' realism. What are some of the criticisms pitched at right realist arguments?
7. Identify the range of theoretical perspectives that make up 'right' realism.

WEEK 5 Week beginning 30th March

WORKSHOP 2

Critical Criminology

Essential Readings (Course Text Book):

Chapter 6, pages 103-113

DeKeseredy, W and Perry, B (2006) *Advancing Critical Criminology: theory and application*, pages 2-4, (ISBN 0739112538).
(See PDF file on BB)

Supplementary Reading:

Barak, G (2006) A Critical Perspective on Violence in DeKeseredy, W and Perry, B (2006) *Advancing Critical Criminology: theory and application*, pages 133-154, (ISBN 0739112538).***(See PDF file on BB)***

1. What are the problems in defining critical criminology?
2. What do DeKeseredy and Perry (2006) highlight as the important difference between critical and 'other' criminologists?
3. Summarise the main features of cultural criminology.
4. Why does Barak (2006) see 'ad hoc' theories of violence as flawed? Do you agree with him?
5. What are the 6 problems with 'ad hoc' explanations of violence that Barak (2006) identifies?
6. Why are life course/developmental and integrative models of explaining violence seen as superior to ad hoc models? Do you agree that life course/developmental and integrative models are superior models to explain violence?

WEEK 6 Week beginning 6th April
NO WORKSHOP

Official Statistics on Crime 1 & II

Essential Reading (Course Text Book):

Chapter 2, pages 14-36.

Supplementary Reading:

Soothill, K., Peelo, M. and Taylor, C. (2002) *Making Sense of Criminology*, Chap 2, pages 25-29 (ISBN: 0745628753).

1. Are all attempts to measure crime problematic? If so why?
2. What non-crime related factors influence crime rates and trends?
3. Do official crime statistics tell us more about enforcement practices and biases than they do the nature and extent of offending in society.?’
4. Identify the advantages victim surveys/self report studies have over official statistics in providing us with reliable information on the nature/incidence of criminal offending?
5. What are their shortcomings?
6. What other useful sources of information about crime and victimisation exist?

WEEK 7 Week beginning 27th April

WORKSHOP 3

NB: Essay due this week 1st May 4pm

Crime and the Media 1 & II

Essential Reading (Course Text Book):

Chapter 3, pages 38-49

Supplementary Reading:

Weatherburn, D. (2004) *Law and order in Australia*, Chap 1, pages 1-3 (ISBN: 1862875324).

White, R and Haines, F (2000) *Crime and Criminology: an introduction*, Pages 7-9 (ISBN: 0195513401)

1. Do the media inform, or misinform, us about crime in New Zealand?
2. What organisations are identified as ‘primary’ and ‘secondary’ definers’ of crime news? Why are they significant?
3. What factors influence the ‘newsworthiness’ of a crime story?
4. What explanations are there for why crime is over represented in the media?
5. In the light of recent events in New Zealand, should limits to freedom of expression within the mainstream media be imposed?

WEEK 8 Week beginning 4th May

WORKSHOP 4

Ethnicity and Crime 1 & II

Essential Reading (Course Text Book):

Chapter 9 146-152

Supplementary Reading:

Fenton, S. (2003) *Ethnicity*, Introduction, pages 1-8
(ISBN : 0745622879).

Lovell, R and Norris, M. (1990). ‘*One in four: Offending from age ten to twenty four in a cohort of New Zealand Males*’, pages 1-6, 56-67, 100-106, (ISBN: 0477072984)

Broadhurst, R. (2002) ‘Crime and Indigenous People’, in Graycar, A. and Grabosky, P. (2002) *The Cambridge Handbook of Australian Criminology*, Chap 12, pages 259-261, (ISBN: 0521818451).

1. Discuss the racial and ethnic differences within reported offending patterns. How might these differ in relation to self-report studies?
2. How is the popular image of the “typical offender” constructed along racial lines? How do the media and the Criminal Justice System contribute to this picture?
3. Is there a relationship between ethnicity, race and class in patterns of known offending? How does gender interact with these factors?

4. The extract from Lovell and Norris (1990) indicates that the probability of young Maori males appearing in court is greater than for non-Maori at all ages, with the discrepancy being greatest at the younger ages. How might you explain these findings?

WEEK 9 Week beginning 11th May
NO WORKSHOP

Maori/European Justice Practices

Essential Reading (Course Text Book):

Chapter 8, pages 131-135.

1. Identify the major differences between Maori and European ways of ‘doing justice’.
2. Should Maori have a separate system of justice? If so why? If not why not?
3. Drawing on Tauri’s ‘co-optation’ critique (see page 140-143), discuss whether restorative justice is a Maori way of ‘doing’ justice.

WEEK 10 Week beginning 18th May
NO WORKSHOP

Class and Crime 1 & II

Essential Reading (Course Text Book):

Chapter 9, pages 152-160

Supplementary Reading:

Newbold, G. (2000) *Crime in New Zealand*, Pages 251-257 (ISBN: 0864693486).

Day, G. (2001) *Class*, Pages 2-6
(ISBN: 0415182239)

White, R. and Habibis, D. (2005) *Crime and Society*, Pages 196-197
(ISBN: 0195517792)

1. What class differences are evident in official versions of crime?
2. Is it correct to say that the crimes of the least powerful in our society are made more visible by state apparatus than those crimes committed by powerful groups? If so, should we cast an ever-increasing net of criminalisation in order to ensure that the “crimes” of all societal members receive state intervention?

3. What non-criminal law options do we have for responding to harmful behaviours?
4. How should we react to the problem of white collar crime?
5. Do you think poverty influences criminal behaviour? Is there a link between unemployment and crime?
6. Is the very notion of crime itself a class-based construction?

WEEK 11 Week beginning 25th May

WORKSHOP 5

Gender and Crime 1 & II

Essential Reading (Course Text Book):

Chapter 9, pages 160-166.

Supplementary Reading:

Walklate, S. (1998) *Understanding Criminology*, Pages 71-78
(ISBN: 0335193617).

Connell, R.W. (2002) *Gender*, Pages 1-10
(ISBN : 0745627161).

1. Is there evidence to suggest there is gender bias in the criminal justice system?
Give examples
2. Do you agree with the suggestion that "one reason for the apparent sex differences in criminal behaviour is that men and women have different opportunities to commit crime"? What evidence is there to support this suggestion? What other explanation for these differences might be given?
3. What explanations may be given for the fact that "there are more women involved in the criminal justice system than there were 20 or so years ago" (Morris,1988)?
4. Heidensohn (1994) refers to "the Cinderella role" which women and girls have played for so long in criminology. What does she mean by this? How has it been manifest in criminological theory?

WEEK 12

Week beginning 1st June

WORKSHOP 6

Age and Crime I & II/Crime Prevention

Essential Reading (Course Text Book):

Chapter 9, pages 166-173

Supplementary Reading:

Soothill, K., Peelo, M. and Taylor, C. (2002) *Making Sense of Criminology*, Pages 78-81, (ISBN: 0745628753).

White, R. and Habibis, D. (2005) *Crime and Society*, Pages 287-292 (ISBN: 0195517792)

Fattah, E and Sacco, V. (1989). *Crime and Victimization of the elderly*, pages 12-33, (ISBN: 038796973X)

1. According to statistics which age groups are reportedly committing the largest percentage of crime? What types of crimes are they committing?
2. Is 'age' a biological factor which causes crime? If not, what else could possibly explain 'peak' offending between the ages of 16-21 years?
3. Do you think, as Fattah and Sacco (1989) suggest, that crime dissipates with advancing age? What arguments can you provide to dispute this claim?
4. What types of crimes do the elderly commit in our society? Are the elderly perhaps offending at a greater rate than we are aware of? If so why? Why is elderly offending difficult to interpret?

Crime Prevention II

Essential Readings (Course Text Book):

Chap 12, pages 179-182.

Supplementary readings:

Australian Institute of Criminology (2003) *Understanding Situational Crime Prevention*, AIC Crime Reduction Matters, 17 June No3 (ISSN 1448-1383).

5. Briefly define and compare and contrast situational and social/development crime prevention.
6. What is the difference between situational and social crime prevention?

Office use only

Date Received:

(Date Stamp)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) *(First name)*

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____