

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES

*Te Kura Mahinga Tangata*

*Institute of Criminology*

# **CRIM 211**

## ***Introduction to Criminological Thought***

# **Course Outline**

*(16 November – 19 February 2010)*

**CRN 8841: 22 POINTS : TRIM 3, 2009/10**

**COURSE COORDINATOR: DR TREVOR BRADLEY**

*Room 1101, Murphy Building  
Tel: (04) 463 5432  
Email: [Trevor.Bradley@vuw.ac.nz](mailto:Trevor.Bradley@vuw.ac.nz)*

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**LECTURES: WEDNESDAY 10.00-11.50: KK LT301**

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# Institute of Criminology

**CRIM 211 – Trimester 3, 2009/10**

## **Introduction to Criminological Thought**

**COURSE COORDINATOR:** Dr Trevor Bradley  
Murphy Building  
Level 11, Room 1101  
Tel: 463-5432  
Email: [trevor.bradley@vuw.ac.nz](mailto:trevor.bradley@vuw.ac.nz)

**OFFICE HOURS:** Monday and Friday, 9–10am

If you are unable to utilise the above time for consultation, please phone to arrange an alternative. **Please do not simply turn up unannounced**, as it cannot be guaranteed that the coordinator will be present to deal with any inquiries.

Administration is on Level 9, Murphy Building, MY921 and is generally open from 9.00am to 4.00pm.

**LECTURES:** Wednesday 10am–12 noon, KK LT 301  
Commencing Wednesday 18 November

**TUTORIALS:** 1<sup>st</sup> tutorial will be held on Wednesday 25 November

**Please note that attendance at tutorials is NOT mandatory**

**COURSE TUTORS:** Laura Ranger & Trevor Bradley

The Tutorial questions (used in conjunction with the Course text) are designed as a general guide for and aid to discussion. There is no expectation that each and every tutorial question will be addressed during the tutorials which given the time constraints is extremely unlikely anyway, but students are advised that a familiarity with these questions (and answers/responses to them) will assist preparation for tutorial discussions AND both the in-class test and final exam. It would help if you bring these questions with you to each tutorial (they are attached to the back of this course outline). It is important for students to keep up with the reading material on a **weekly** basis as the course text and the tutorial questions are often used as the basis for **examination questions!**

## **NOTICEBOARD**

There is a noticeboard on level 11 of Murphy. Please check this regularly for updated information on the course.

## **BLACKBOARD**

In addition to the noticeboards on level 9 & 11 there is the Blackboard website which contains very useful course information including: lecture outlines/overviews, 'skeletal' lecture notes, and other material used during lectures, it also contains past exams, essay topics and course announcements. If you have technical problems with Blackboard please contact the ITS service desk, [ITS-ServiceDesk@vuw.ac.nz](mailto:ITS-ServiceDesk@vuw.ac.nz).

## **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 bias and discrimination in the criminal justice system. This examination extends to the processes that produce our definitions of crime and the broader social and political context within which crime occurs. The relationship between Gender and Age and crime are critically examined before the course concludes with an assessment of what we think we know about crime and the implications of this knowledge for the development of social and crime prevention policy.

## **COURSE OBJECTIVES**

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

1. Demonstrate a sound understanding of the key criminological schools of thought, theoretical perspectives and concepts.
2. Demonstrate a familiarity with and an understanding of the key 'social dimensions' of crime (age, gender, class & ethnicity), official and unofficial representations of crime and key features of contemporary approaches to crime prevention.

## TEACHING PROGRAMME

	<b>Week Commencing</b>	<b>Thursday 10.00am – 11.50am</b>
1	16 November	Introduction: Defining Crime & Criminology
2	23 November	Deterrence and Rational Choice Theories of Criminal Behaviour
3	30 November	Individual Positivist Theories of Criminal Behaviour <b>AND</b> Sociological Positivist Theories of Criminal Behaviour
4	7 December	Radical Theories of Criminal Behaviour <b>AND</b> Realist Theories of Criminal Behaviour
5	14 December	<b>IN CLASS TEST</b>

### ***Trimester break 18 December 2009 – 4 January 2010***

	<b>Week Commencing</b>	<b>Thursday 10am – 11.50am</b>
6	4 January 2010	Measuring Crime: Official and Unofficial Statistics on Crime
7	11 January	The Representation of Crime in the Media
8	18 January	The Criminal Justice System (CJS) and its Biases: Ethnicity and Class
9	25 January	Gender and Crime
10	1 February	Age and Crime
11	8 February	Preventing Crime & Summary/Exam Preparation

## **COURSE MATERIALS**

The essential readings for this course are contained in the textbook '*An Introduction to Criminological Thought*' (Walters and Bradley 2005), which is available from vicbooks, Student Union building, approx \$50.

Essential weekly readings from the course text, along with any supplementary reading materials, are listed alongside the corresponding tutorial questions, located at the back of this outline. Students can freely access the supplementary reading material via Blackboard (see above for URL etc). The supplementary reading material might also prove useful for the essays. You **must** try to read and be familiar with the relevant course materials/text in advance of the lectures and tutorials 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. In general, tutorials will cover the content of the previous week's lectures and discuss material contained in the course text.

## **COURSE ASSESSMENT**

This course will be assessed by a combination of the average mark from an in-class test (worth 20% of your final grade), an essay (worth 40% of your final grade), and a two-hour final examination (worth 40% 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.

### **In-Class Test**

The in-class test is worth **20%** of your final grade. It will be conducted on **Wednesday 16<sup>th</sup> December 2009** and will be **35 minutes in length**. This test is designed so that students can demonstrate their understanding of the criminological theories and concepts introduced during the first three weeks of the course. **Remember to be punctual.**

#### **Please note:**

- This test is a mandatory part of the course assessment and unless it is completed students will not be able to pass this course.

A useful tip for in class test:

1. Don't waste time – if you can't answer a question move onto the next and return to unanswered question at the end, if you have time.

## The Essay

You will be required to write one essay during the course, of **not more than 2000 words in length**. Material in excess of this limit will simply not be marked. In addition to your name, your tutors name and the tutorial to which you belong, you must provide a word total on the **cover sheet** for the assignment. This assignment is worth 40% of your final grade. The topics for the assignment are included in this handout.

**The due date for this assignment is Monday 11th January 2010, 4 pm.**

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.

**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 2000 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.
- 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, for students to discuss assignments in general terms.
- All assignments should follow Institute guidelines for referencing (see referencing guide on page 12). You should also ensure that you check thoroughly for spelling mistakes and grammatical errors. **Careful proof reading is essential.**

- Essays must be submitted on the due date by 4pm. (the administration office is open from 9am - 4.00pm Monday to Friday only). Place the assignment in the essay box on level 9 of the Murphy building with a completed assignment cover page attached. Students who have received an extension should ensure that the assignment is placed in the essay box on the extended due date. Essays will be marked and returned no more than 3 weeks from the due date.

## **The Exam**

The exam for CRIM 211A will be two hours long and is worth 40% of the final mark and will be scheduled during the examination period, 15 – 20 February 2010.

In completing the exam students are expected to demonstrate a sound understanding of the various conceptualisations of crime; the major criminological theories, perspectives & concepts and their social and political context; the principal ‘social dimensions’ of crime (age, gender, class & ethnicity) and the range of issues associated with each; a familiarity with both official and unofficial ‘representations’ of crime; crime prevention and related issues introduced during the duration of this course.

## **MANDATORY COURSE REQUIREMENTS**

In order to pass CRIM 211 the minimum course requirements are:

- ❖ attend the in class test on Wednesday 16th December
- ❖ submit your essay no later than 4pm, Monday 11th January 2010
- ❖ attend the two hour exam

## **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 48 hours past due date.
- **Three grades** = period from 48 hours up to 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 tutorials, preparation for assignments and so on, students should spend around 15 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 such communications with staff to matters that cannot be resolved in lectures, tutorials or office hours, or for matters that may not be appropriately raised and dealt with in lectures or tutorials. E-mail communications are acceptable in emergency or other exceptional circumstances. Essays **cannot** be submitted as e-mail text or attachment.

## **PLAGIARISM AND ACADEMIC INTEGRITY**

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>



## **SUBMITTING WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE**

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question.

## **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>

The AVC (Academic) 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. This website can be accessed at: <http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

## **OTHER CONTACT INFORMATION**

Head of School:	Dr. Alison Kirkman, MY1013 Tel: 463 5827 E-m: <a href="mailto:Alision.kirkman@vuw.ac.nz">Alision.kirkman@vuw.ac.nz</a>
Liaison person for Maori and Pacific students:	Dr Trevor Bradley, MY1101, Tel: 463 5432 E-m: <a href="mailto:Trevor.Bradley@vuw.ac.nz">Trevor.Bradley@vuw.ac.nz</a>
Liaison person for international students:	Dr Hal Levine, MY1023, Tel: 463 6132 E-m: <a href="mailto:Hal.Levine@vuw.ac.nz">Hal.Levine@vuw.ac.nz</a>
School Manager:	Carol Hogan MY918 Tel: 463 6546 E-m: <a href="mailto:Carol.Hogan@vuw.ac.nz">Carol.Hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Heather Day and Alison Melling, MY921, Tel: 463 5317, 463 5258, 463 5677 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

## ESSAY TOPICS

Maximum word length: **2000** words.

**Due date: Monday 11th January 2010, 4pm** (This assignment is worth **40%** of your final grade)

Choose **ONE** of the following topics:

1. Classicism and Positivism are 'schools of thought' that have each made a significant contribution to criminological thought.
  - Outline the major features of each of these 'schools of thought' and their respective 'explanations' for crime and criminality.
  - Identify and discuss the extent to which, if any, each 'school' continues to inform and influence criminal justice policy and practice today.
  
2. Compare and contrast 'rational choice' theory with any **ONE** of the theoretical perspectives belonging to 'Radical' or 'Critical' criminology.
  - Outline the major features of each theoretical perspective and their respective explanations for crime and criminality.
  - Identify and discuss the extent to which, if any, each continues to inform and influence criminal justice policy and practice today.
  
3. It has been suggested that police crime statistics tell us more about the reporting patterns of the public and the policing priorities and recording practices of the police than they do about crime *per se*. Critically discuss.

Your essay should include some consideration of the following:

- The processes through which police crime statistics are collected
- The inherent limitations of those processes including an analysis of both those offences and offenders included **and** not included in the police statistics
- The advantages and disadvantages of alternative measures of crime.

## Referencing Guidelines

The following format for referencing is from the *Publication Manual* of the American Psychological Association (1990). We encourage you to learn and use the following format for referencing as part of the coursework done for the Institute of Criminology. The following examples are for the more common types of referencing which you will come across. However, if you need further information, please consult the latest edition of the Manual in the library.

### 1. Periodicals

#### (a) One author publication

Henderson, L.N. (1985). The wrongs of victim's rights. Stanford Law Review, 38, 937- 1021.

- In text, use the following each time the work is cited: (Henderson, 1985).

#### (b) Two author publication

Hawkins, J. D., & Weis, J.G. (1985). The social development model: An integrated approach to delinquency prevention. Journal of Primary Prevention, 6\_(2), 73-97.

- In text, use the following each time the work is cited: (Hawkins & Weis, 1985).

#### (c) Three or more author publication

Lang, A.R., Goeckner, D.J., Adesso, V.J., & Marlatt, G.A. (1975). Effects of alcohol on aggression in male social drinkers. Journal of Abnormal Psychology, 84 (5), 508-518.

- In text, use the following the *first* time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and everytime *after* this first citation as: (Lang et al., 1975).

#### (d) Journal article in press

Corcoran, D.L., & Williamson, E.M. (in press), Unlearning learned helplessness. Journal of Personality and Social Psychology.

- In text, use the following each time the work is cited: (Corcoran & Williamson, in press).

**(e) Magazine article**

Reid, B. (1993, September 20) . Looking into a child's future. Time, pp. 34-40.

- In text, use the following each time the work is cited: (Reid, 1993).

**(f) Newspaper article, no author**

Jail terms vary for bank robbers. (1992, November 7) . Dominion, p. 3.

- In text, use a short title following each time the work is cited: For example ("Jail Terms," 1992) or (Dominion, 7.11.92).

**2. Books**

**(a) Reference to a one author book**

Pratt, J. (1992). Punishment in a Perfect Society. Wellington: Victoria University Press.

- In text, use the following each time the work is cited: (Pratt, 1992).

**(b) Reference to a two author book, second edition**

Downes, D. & Rock, P. (1982). Understanding Deviance (2nd ed.). Oxford: Clarendon Press.

- In text, use the following each time the work is cited: (Downes & Rock, 1982).

**(c) Reference to a chapter in an edited book**

Ford, D.A. & Regoli, M.J. (1993). The criminal prosecution of wife assaulters: Process, problems, and effects. In N.Z. Hilton (Ed.), Legal Responses to Wife Assault: Current Trends and Evaluation (pp. 127-164). California: Sage.

- In text, use the following each time the work is cited: (Ford & Regoli, 1993).

**3. Research Reports**

**(a) Government reports**

Ministerial Committee of Inquiry into Pornography. (1989). Pornography. Wellington: Government Print.

- In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

**(b) Government Report, corporate author**

Victims Task Force. (1993). Towards equality in criminal justice. Wellington: Victims Task Force.

- In text, use the following each time the work is cited: (Victims Task Force, 1993).

**(c) Report available from Government Department, private author**

Brown, M.M. (1992). Decision making in district prison boards. Wellington: Policy and Research Division, Department of Justice.

- In text, use the following each time the work is cited: (Brown, 1992).

**(d) University research report**

Deane, H. (1988). The social effects of imprisonment on male prisoners and their families (Study Series No. 2). Wellington: Victoria University of Wellington, Institute of Criminology.

- In text, use the following each time the work is cited: (Deane, 1988).

**The Internet**

Where possible follow the format as for printed pages; that is, author, date, title, publication and so on. While this detail is not always provided, what is provided should be referenced.

Additional information required is the address or location of the information and the date on which you viewed or downloaded it.

In the example given below, the author, the date, the title and publication were available supplemented by the web address and the date viewed.

Massey, M. (1997) Australia computes as base for Asia. Business Review Interactive Weekly, [http://www.brw.com.au/fr\\_features.htm](http://www.brw.com.au/fr_features.htm). 15 August.

In text, use the author name and date (Massey 1997) where possible. If these are not available, use the web address ([http://www.brw.com.au/fr\\_features.htm](http://www.brw.com.au/fr_features.htm))

## TUTORIAL QUESTIONS

The Tutorial questions (used in conjunction with the Course text) are designed as a general guide for and aid to discussion. There is no expectation, and given the time limitations it is very unlikely, that each and every tutorial question will be addressed during the tutorial. Students are none the less advised that a familiarity with all of these questions, along with the responses to them, will assist preparation for tutorial discussions **AND** the in-class test and final exam. You are also encouraged to generate further questions and bring them to tutorial groups.

The tutorials for this course are normally held on Wednesday following the lecture beginning at 12.10-1.00pm (x2), 1.10-2.00pm (x1) and 2.10-3.00pm (x1) venues TBA.

**PLEASE NOTE:** with the course tutor unavailable for the first week of tutorials (Wednesday 25<sup>th</sup>) there will be just **one**, larger tutorial at 12.10-1.00 instead of two simultaneous tutorials with a further tutorial set for 1.10-2.00pm.

The following week (Wed 2<sup>nd</sup> Dec) and for the remainder of the course, there will two tutorials running simultaneously at 12.10-1.00 followed by one tutorial at 1.10-2.00 and a further tutorial at 2.10-3.00.

The first three tutorials (Wed Nov 25<sup>th</sup>, Wed Dec 2<sup>nd</sup> & Wed 9<sup>th</sup> Dec) will follow the topics presented in lectures (ie **Tut 1:** Classicism: Deterrence and Rational Choice Theories of Criminal Behaviour; **Tut 2:** Individual AND Sociological Positivism; **Tut 3:** Critical (Radical) Criminological Perspectives AND Realist Theories of Criminal Behaviour).

The 4<sup>th</sup> tutorial (Wed December 16<sup>th</sup>) will be dedicated to a discussion of the essay (due Monday Jan 11<sup>th</sup>). The 4<sup>th</sup> tutorial can be used to clarify the expectations and objectives of the essay and to answer any specific questions students may have.

The remaining tutorials, beginning **Wed 13<sup>th</sup> January**, will follow the lectures beginning with **Tut 5:** Official statistics on crime **AND** Media representations of crime; **Tut 6:** the criminal justice system and its biases; **Tut 7:** gender and crime **AND** age and crime.

## TUTORIAL 1: Monday 28 November 2009

### Classicism: Deterrence and Rational Choice Theories of Criminal Behaviour

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 4, pages 50-58.

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

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

- Q1. What is “Classicism”? Outline its major features.
- Q2. Compare the system of justice introduced by Classicism with the ‘system’ of ‘justice’ it replaced
- Q3. Drawing on the above, what impact did Classicism have on the operation of criminal justice?
- Q4. Do any of the principles of Classicism continue to exert an influence today, if yes, identify them?

## TUTORIAL 2: Wednesday 2 December 2009

### Individual AND Sociological Positivism

#### Individual Positivism

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 5, pages 59-72.

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

- Q1. Why were positivists more interested in the family background of criminals than the crimes they had committed? Why were such matters irrelevant to the classicists?
- Q2. 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?
- Q3. 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?

## Sociological Positivism

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, 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.) (ISBN: 0761986790) *Crime Readings*.

**Q4.** What are the core features of sociological positivism?

**Q5.** What features do individual and sociological positivism share and what differentiates them?

### **TUTORIAL 3: Wednesday 9 December 2009**

#### **Critical (Radical) Criminological Perspectives AND Realist Theories of Criminal Behaviour**

##### Critical (Radical) Criminological Perspectives

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 6, pages 87-112.

Supplementary Reading: Walklate, S. (1998) *Understanding Criminology*, Chap 2, pages 26-32 (ISBN: 0335193617).

**Q1.** What is the essence of Critical Criminology?

**Q2.** What is so radical about Radical Criminology? What contributions has it made to our understandings of crime?

**Q3.** What are the central tenets of labelling theory and Marxist and feminist Criminologies?

**Q4.** Identify and outline more recently developed critical criminological perspectives.



## Realist Theories of Criminal Behaviour

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 6, pages 114-128.

Supplementary Reading: Currie, E. & Wilson, J.Q. 'The Politics of Crime: The American Experience', in Stenson, K. and Cowell, D. (1991) *The Politics of Crime Control*, Chap 2, pages 47-54 (ISBN: 0803983425).

**Q5.** Describe the essence of left and right realism.

**Q6.** What are some of the criticisms pitched at left and right realist arguments?

### **TUTORIAL 4: Wednesday 16 December 2009**

#### **Essay Preparation**

This tutorial will provide students with an opportunity to discuss and prepare for the essay. (Essay Due Date: Mon 11<sup>th</sup> Jan 2010, 4pm).

#### **Post Trimester Break**

### **TUTORIAL 5: Wednesday 13 January 2010**

#### **Official Statistics AND Media Representations of Crime**

##### Official Statistics

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 2, pages 14-37.

Supplementary Reading: Soothill, K., Peelo, M. and Taylor, C. (2002) *Making Sense of Criminology*, Chap 2, pages 25-35 (ISBN: 0745628753).

**Q1.** What factors influence crime rates and trends?

**Q2.** Are all attempts to measure crime problematic? If so, why?

**Q3.** Why are certain offences not reported to official agencies? Give examples.

**Q4.** What advantages do victim surveys have and what limitations?

- Q5.** Official crime statistics tell us more about enforcement practices and biases within the legal system than they do the nature and extent of offending in society! What do you think and why?

### **Crime and the Media**

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chapter 3, pages 38-49.

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

- Q1.** How does the media influence your perceptions of crime, criminals and criminal behaviour? Who is more likely to be affected by media representations of crime?
- Q2.** Are media presentations of 'crime waves' an accurate reflection of crime in our society?
- Q3.** If in fact the media present a distorted picture of crime in our society should they be regulated? If so, how?
- Q4.** What do criminologists mean when they describe the relationship between police and media as 'symbiotic'?

### **TUTORIAL 6: Wednesday 20 January 2010**

#### **The Criminal Justice System and its Biases: Ethnicity and Class**

Essential Reading: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chap 9 pages 146-160 & Chapter 8, pages 129-134.

Supplementary Reading: 1. 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).

White, R. and Habibis, D. (2005) *Crime and Society*, Chap 9, pages 196-197.

Newbold, G. (2000) *Crime in New Zealand*, Chap 9, pages 251-257 (ISBN: 0864693486).

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

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

- Q1.** What do you understand as bias in the Criminal Justice System? Which areas of the Criminal Justice System do you think exhibit the greatest bias and why?
- Q2.** Moana Jackson and others have alleged that the Criminal Justice process operates in a way that is “institutionally racist”. Do you agree? If so, how is racism manifested?
- Q3.** Fergusson, Harwood and Lynskey (1993) state “It is a well known that children and young people of Maori and Pacific Island descent in New Zealand have higher rates of officially recorded offences than children of European (pakeha) descent”. How we might explain this?
- Q4.** 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?

## **TUTORIAL 7: Wednesday 3 February 2010**

### **Gender and Crime AND Age and Crime**

#### **Gender and Crime**

Essential Readings: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chap 9 pages 160-166.

Supplementary Reading: Walklate, S. (1998) *Understanding Criminology*, chap 5, pages 71-78 (ISBN: 0335193617).

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

- Q1.** Which types of offences do women seem less likely to commit than men? Are there any types of offences that they are **more** likely to commit?
- Q2.** 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?
- Q3.** 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)?
- Q4.** Feminist criminologists have described traditional criminological theory as ‘malestream’. What do they mean?

## Age and Crime

Essential Readings: Walters & Bradley (2005) *Introduction to Criminological Thought*, Chap 9, pages 166-173.

Supplementary Reading: Soothill, K., Peelo, M. and Taylor, C. (2002) *Making Sense of Criminology*, Chap 2, pages 79-81 (ISBN: 0745628753).

Fattah, E. and Saccho, V. (1989) 'Crime and Victimization of the Elderly', pages 12-33 (ISBN: 038796973X).

- Q1.** According to statistics which age groups are reportedly committing the largest percentage of crime? What types of crimes are they committing?
- Q2.** Is 'age' a biological factor that causes crime? If not, what else could possibly explain 'peak' offending between the ages of 16-21 years?
- Q3.** Do you think, as Fattah and Sacco (1989) suggest, that crime dissipates with advancing age? What arguments can you provide to dispute this claim?
- Q4.** 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?

# CRIM 211 – Trimester 3: 2009

## Introduction to Criminological Thought

### TUTORIAL TIMES

In an attempt to accommodate those who work over summer and/or those with child care commitments, the lecture and all tutorials are held on Wednesday. Moreover, to accommodate those with child care and work commitments we have arranged for two simultaneous tutorials to follow the lecture at Wed 12.10-1.00pm. This will be followed by a second tutorial at 1.10-2.00pm and a third tutorial at 2.10-3.00pm.

**PLEASE NOTE** however that in the first week of tutorials (**Wed 25<sup>th</sup>**) with the course tutor unavailable the two simultaneous tutorials scheduled for 12.10-1.00pm will be combined to form **one, larger tutorial (venue EA 001) followed by just one further tutorial at 1-2pm (EA 001)**. Thereafter, and for the remainder of the course, we return to two simultaneous tutorials at 12.10-1.00pm (EA 001 & EA 004) to be followed by another tutorial at 1.10-2.00 (EA 004) and a third at 2.10-3.00pm (EA 004).

While the majority of students would **prefer** the 12.10-1.00 tutorials we simply cannot accommodate you all **and so you must indicate your first, second AND third preference** (by noting on the form 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>) and you must ensure that you are able to attend any of those three choices. Those forms that do not have 3 choices clearly indicated will be placed at the bottom of the pile and allocated whatever tutorial spaces are left.

Tutorial lists will be posted on the Institute's noticeboard, level 11 Murphy building and on BB on **Friday 21st November** after midday.

STUDENT'S NAME: .....

STUDENT'S ID NUMBER: .....

**NOTE: We cannot guarantee that you will get your first choice, so please make sure that you are able to attend each tutorial choice nominated.**

WEDNESDAY: 12-1pm.....

WEDNESDAY: 1-2pm.....

WEDNESDAY 2-3pm.....