

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 212

*Crime and Criminal Justice
in New Zealand*

Course Outline

CRN 1102: 20 POINTS: TRIMESTER 2, 2010

Teaching period: 12 July – 15 October 2010

Study period: 18 – 21 October 2010

Examination period: 22 October – 13 November 2010

COURSE COORDINATOR: DR NESTAR RUSSELL

Room 1118, Murphy Building

Tel: (04) 463 9452

E-mail: nestar.russell@vuw.ac.nz

LECTURES: MONDAY AND THURSDAY, 9-10AM, CO LT122

LECTURE PROGRAMME

	Week Commencing	Monday 9am – 9.50am	Thursday 9am – 9.50am
1	12 July	Introduction	The Crime Picture
2	19 July	The History of Crime	Alcohol and Disorder
3	26 July	Drugs	Family Violence
4	2 Aug	Sexual Violence	Gangs
5	9 Aug	Transnational Crime	Corporate Crime
6	16 Aug	State Crime	***** In Class Test *****

Mid-trimester break Monday 23 August – Friday 3 September

7	6 Sep	Introducing Criminal Justice	Victims
8	13 Sep	Policing	Surveillance and Security
9	20 Sep	Crime Prevention	Courts
10	27 Sep	Punishment	Prisons
11	4 Oct	Home Detention and Community Sentences	Restorative Justice
12	11 Oct	Summary / Exam Prep	No lecture

Course Coordinator: Dr Nestar Russell
Murphy Building, level 11, MY1118
Telephone: 04 463 9452
Email: nestar.russell@vuw.ac.nz

Office Hours: Monday 10-11am

Lectures: Monday and Thursday, 9-10am in Cotton LT122

Tutorials: You will need to sign up for a tutorial 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/>

Noticeboard: The Criminology noticeboards are located on level 9 and 11 of the Murphy Building. Information will be posted there and on BlackBoard.

Course Overview

This course examines a range of criminal behaviours, and provides an overview of offending in New Zealand and abroad. The course will draw on analytical skills acquired in CRIM 211, by linking criminological concepts to particular types of offending behaviour. It will also supply students with an overview of criminal justice system responses to crime and disorder in New Zealand.

Course Objectives

By the end of CRIM 212 students should be able to:

- Demonstrate an understanding of the nature and types of offending in New Zealand;
- Critically evaluate the key theories and concepts associated with a range of crime types;
- Demonstrate knowledge of the criminal justice system and associated services in New Zealand.

Course Structure

The course combines lectures and class discussions in a format that aims to guide students through the major topic areas. There will be opportunity and encouragement for you to express your views and knowledge.

Expected Workload

Taking into account class attendance, reading, preparation for assignments and so on, students should spend around 13 hours per week working for CRIM212. You should ensure that you **complete the readings** in the student notes relating to each session. You are expected to take an active part in discussions.

Course Readings

The required text for this course is a book of Student Notes. Suggestions for further readings as well as links to relevant internet sites will be posted on BlackBoard.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to students, or they can be picked up from nominated collection points at each campus.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during trimester and 8am – 5pm during trimester break, phone: 463 5515.

Course Assessment

CRIM212 is assessed by an **in-class test, a short essay and a 2-hour final examination**. This range of assessment is linked directly to the course objectives. Each element will allow students to demonstrate their critical awareness of crime or criminal justice in New Zealand.

Remember that your tutor can help you to plan your work. Each tutor will be available to discuss materials and offer guidance on your assessments. Further, the University has a policy of reasonable accommodation of the needs of students with disabilities in examinations and other assessment procedures.

In-Class Test

Length of Test: 20 minutes

Percentage of Final Grade: 20%

Date: 9am (in class), Thursday 19 August 2010

This test is designed so that students can demonstrate their understanding of the theories and concepts associated with the crimes covered in the first half of the course. **Please note:** *This test is a mandatory part of the course assessment and unless you complete this piece of work you will not be able to pass the course.*

Short Essay

Word Limit: Between 2250 - 2500 words

Percentage of Final Grade: 40%

Submission Date: 4pm, Thursday 23 September 2010

This piece of assessment allows students to demonstrate their understanding of a significant criminological topic. Students must pick **one** of the following 'questions' and **draw upon criminological theoretical perspectives** in their answer:

1. Critically evaluate the idea that New Zealand is becoming a more crime-prone society.
2. What is the relationship between alcohol and crime in New Zealand? Discuss this question with particular reference to **either** age **or** gender.
3. Does illicit drug use cause crime?
4. 'Dominant stereotypes of *ideal* sexual violence victims and perpetrators impact heavily on how victims are treated within NZ's criminal justice system'. Critically discuss this statement.

5. With reference to **either** children **or** older people **or** women, evaluate the extent and nature of family violence in New Zealand. Also, how might this violence be explained?
6. 'Evaluate the connection between gangs and crime in New Zealand. Also, assess the recent attempts to 'stem the gang problem'.
7. Critically evaluate the nature of **either** corporate crime **or** state crime **or** trans-national crime in New Zealand.

Assessment Guidelines:

In marking this written work, the following areas will be considered:

- The content of the paper - your essay must answer the set question. It must also include theoretical ideas that connect to the question.
- The structure, approach and argument - 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.
- The way in which source material has been used - you should accurately reference the sources used, and should choose representative evidence.
- Style and presentation - it is expected that your essay will flow coherently, be succinct, be legible and well set out, be of reasonable length and show a good knowledge of grammar, correct spelling and correct usage of terms.

Other points to consider:

- Coursework should be handed in on A4 paper and should be typed. It is mandatory to present the Coursework with a School assignment Cover Sheet.
- Do not exceed the word limit - students are advised that examiners may refuse to mark 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. These are detailed below. You should also ensure that you check thoroughly for spelling mistakes and grammatical errors. *Careful proof reading is essential.*
- All written work should be placed in the essay box on the 9th floor of the Murphy building or sent to the course co-ordinator at the Institute of Criminology, Victoria University of Wellington, PO Box 600, WGTN 6140 by courier or registered mail postmarked **no later than 4pm on the due date.**

Final Examination

Length: 2 hours

Percentage of Final Grade: 40%

Date: During examination period 22 October – 13 November, date and time will be advised.

In completing the exam, students are expected to demonstrate an understanding and knowledge of the key theories and concepts associated with the criminal justice system in New Zealand. Further information will be given later in the course.

Mandatory Course Requirements

To meet the mandatory course requirements students must:

- Sit the in-class test
- Submit the essay
- Sit the two-hour exam

Extensions

Assignments 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 co-ordinator *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, word-processing failures and other work demands are not “good reasons”*. Late submission of work without permission 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.

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.

Course Withdrawal Procedures

If you decide for ANY reason at ANY stage to withdraw from CRIM 212 (or any other course) please see the Faculty of Humanities and Social Sciences office on the 4th floor of the Murphy Building for an Add/Drop Course form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal on your record if you do not act promptly. Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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>

Class Representative

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Other Contact Information

Head of School: Dr Allison Kirkman, MY1013
Tel: 463 5676
E-m: Allison.Kirkman@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: 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, Heather Day
MY921, Tel: 463 5317; 463 5258; 463 5677
E-m: sacs@vuw.ac.nz

Referencing Guidelines

The following format for referencing is from the 6th Publication Manual of the American Psychological Association (2009). We encourage you to learn and use the format for referencing as part of the coursework done for the Institute of Criminology. If you need further information, please consult the latest edition of the Manual in the library.

1. Periodicals

The referencing format for the articles are identical in general and yet they slightly differ from one another depending the publication formats such as print articles, electronic articles with DOIs (digital object identifiers) or electronic articles without DOIs.

(a) Electronic articles - two authors

Bingham, C. R., & Shope, J. T. (2004). Adolescent problem behavior and problem driving in young adulthood. *Journal of Adolescent Research*, 19(2), 205-223. doi.: 10.1177/0743558403258269

In text, use the following each time the work cited: (Bingham & Shope, 2004). Or, Bingham and Shop (2004) have argued...

(b) Electronic Article without DOI - one author publication

Henderson, L. N. (1985). The wrongs of victim's rights. *Stanford Law Review*, 37(5), 937-1021. Retrieved from <http://www.jstor.org/>

In text, use the following each time the work is cited: (Henderson, 1985). Or, Henderson (1985) has suggested... (note: this style applies to all those below as well).

(c) Print only articles - 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 every time 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*, 589, 34-44.

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 one author

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: Ministerial Committee of Inquiry into Pornography.

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

(b) Report available from government department, private author

Brown, M. M. (1992). *Decision making in district prison boards*. Wellington: Department of Justice.

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

(c) 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.

4. 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.

Rethinking Crime and Punishment (2009) *Restorative Justice in New Zealand*. Retrieved from: <http://www.rethinking.org.nz/restorative%20justice.htm>. 15 August 2009.

When citing a work that has no author, use the first few words of the reference list entry, usually a short version of the title: (Restorative Justice, 2010)

Also note: Use quotation marks (“ ”) for direct quotes and also provide a page number. For example:

Macpherson (1999: 28) defines institutional racism as “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin.”

If the quotation is more than about 35 words, it should be indented and does not require quotation marks. For example:

Macpherson (1999: 28) states that institutional racism is:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

Tutorial Questions

Tutorial 1: History of Crime/Alcohol and Disorder (w/c 26 July)

History of Crime

1. The Department of Justice (1968) provides an overview study of crime in New Zealand. How does this picture compare with contemporary debates?
2. How compelling do you find the arguments on:
 - the construction of masculinities (cf Phillips, 1987)
 - colonization and control (cf Bull, 2004)
 - the 'atomized society' (cf Fairburn and Haslett, 1986)to explain historical offending in New Zealand? Might these arguments assist us in explaining contemporary crime?
3. Do you think that NZ has become a particularly 'crime-prone' country? Why / why not? What do you, as a criminology student, see as the main crime problems today? Are these NZ specific...or are they reflected in other liberal democratic countries?

Alcohol and Disorder

1. How might we explain the NZ fondness for alcohol, and the 'binge-drinking' of alcohol?
2. Fiona Hutton (2009) highlights that the NZ history of alcohol consumption is deeply connected to male frontier workers. Yet, today, women are also regularly depicted as binge drinkers (see Dominion Post, 13 July 2009, pA5)
How might we explain this changing connection between gender and contemporary drinking culture?
3. What should be the drinking age / purchase age limit in New Zealand?
4. How effective do you think the NZ Police strategies (e.g. city operations, liquor bans, increased surveillance, breath-testing of drivers) have been in reducing alcohol related crime?

Tutorial 2: Drugs and Family Violence (w/c 2 August)

Drugs

1. Is recreational drug use different from drug misuse? If yes, how? If no, why not?
2. Does illicit drug use actually cause crime?
3. 'We are more concerned about the drug use of poor, ethnic minorities rather than drug use per se'. Discuss.
4. 'The criminalization of drug use does nothing to reduce drug consumption, reduce personal harm or reduce crime...all it does is create new offenders'. Discuss.

Family Violence

1. What is 'family violence'? Do you think it's an appropriate term for the actions/events that it depicts?
2. How far have attitudes and sensitivities towards family violence changed over the last 20 years in NZ? Is this violence still condoned in certain circumstances?
3. Pick one form of family violence (e.g. intimate partner violence, child abuse and neglect or elder abuse and neglect) and discuss the following:
 - What factors can explain this form of violence?
 - What impact does this violence have – on the victim, the perpetrator, the 'family' and the wider community?
 - How might this violence be challenged or reduced?
4. 'There is an inter-generational cycle of family violence, so that children beaten and abused as youngsters are likely to be violent as adults'. How far would you agree with this statement?

Tutorial 3: Sexual Violence and Gangs (w/c 9 August)

Sexual Violence

1. The NZ Survey of Crime Victims 2001 showed that 20% of women and 5% of men reported sexual interference or assault over their lifetime. In 1991, the Sexual Experiences Survey in Auckland showed that 25% of participants had experienced rape or attempted rape. In this latter survey, the perpetrator was known to the victim in 83% of cases.

How might we account for these high rates of rape and sexual violence in NZ?

2. 'Women who behave irresponsibly – for example, in excessive drinking, drug taking, or in sending sexual signals to men through their dress or behaviour – must be held responsible for any sexual attacks against them'.

To what extent, if at all, might drunkenness or other behaviour suggest responsibility or consent?

3. What myths operate about rape, rape victims and rape perpetrators? And, how do these myths impact on the ability of victims of sexual violence to attain acknowledgement or justice?

Gangs

1. Why do individuals join gangs? – what do these groups offer for those joining them?

Could these aspects of gang life be found elsewhere?

2. 'Gangs in NZ are just an opportunity for poor, brown kids to feel like men'. Discuss this statement.

3. Subcultural theorists have argued that we need to pay equal attention to other types of gangs within societies.

What other gangs exist within New Zealand, and how do they enact their particular subculture?

4. What do you think of the new initiatives (eg from banning patches to calls for military interventions) to deal with the 'gang problem'?

Tutorial 4: Transnational and Corporate Crime (w/c 16 August)

Transnational Crime

1. What are transnational crimes? Are they 'problems' for NZ?
2. How has the discourse of TNC connected to the domestic policing of gangs in New Zealand?
3. What do you think should be NZ's role in preventing trans-national crime elsewhere?

Corporate Crime

1. How does corporate crime differ from white collar crime?
2. What types of crimes can be identified as corporate crime? Do these crimes receive a similar amount of media or political attention as other criminal activities in NZ?
3. Why do high-status individuals engage in corporate crime?
4. Who are the victims of corporate crime? What is the impact of corporate crime on victims?
5. How might corporate criminals be brought to account?

Tutorial 5: State Crime and Victims (w/c 13 September)

State Crime

1. How would you define state crime?
2. Why do you think that criminology, as a discipline, has largely ignored this topic?
3. Stanley Cohen presents an analysis of denial – what does this consist of? How compelling do you think his arguments are in terms of state crime in NZ?
4. Crimes of the state are rarely subject to punishment. Should this situation change? How might it be changed?
5. Can torture ever be justified?

Victims

1. Sandra Walklate (2005, Criminology: The Basics) raises the idea that there is a 'hierarchy of victimisation'. What do you think this means? Does it occur in NZ?
2. Is the increase in victim visibility always a 'good thing'?
3. New crime victims – for example, victims of sexual violence, victims of racial discrimination or victims of corporate crime - have been recognised in the last three-four decades. What sort of 'future victims' might emerge over the next few decades?
4. Do you think that the NZ criminal justice system should be more 'victim focused'?

If yes, what changes need to happen? And, will this have an impact on how we treat offenders?

Tutorial 6: Policing and Surveillance / Security (w/c 20 September)

Policing

1. Police organisations, within liberal democracies, operate according to the following principles:
 - Police officers are citizens-in-uniform.
 - Police officers are to represent all members of the 'community'.
 - Police are to undertake policing by consent.
 - The police are to be the neutral arbiters between legitimate competing interests, the 'keepers of the peace'.

To what extent do you think the NZ police have upheld these principles?

2. 'The NZ Police is a racist and sexist institution'. Critically discuss this statement and provide explanations for why, or why not, this is the case.
3. To what extent is policing really about welfare issues, rather than crime issues?
4. Discuss the potential benefits or problems associated with the introduction of taser guns in NZ.

Surveillance and Security

1. Some scholars like Lyon (2001) have detailed the massive growth of surveillance capacities.

What surveillance practices / devices does he discuss? And, how have they been extended in NZ?
2. Do you welcome the introduction of new surveillance tools? Why? Why not?
3. What effect, if any, might the expansion of private security (*for example in the emergence of private policing firms, CCTV, the 'guardian angels', 'walkwise'*) have in terms of:
 - (i) public feelings of safety?
 - (ii) the control of crime?
 - (iii) issues of accountability?
4. 'Surveillance is undertaken for the benefits of those in economic power. It does not provide safety or security for the majority of the population but, rather, protects the interests of corporations, businesses and the rich'. Discuss this statement.

Tutorial 7: Crime Prevention and Courts (w/c 27 Sep)

Crime Prevention

1. Walklate (2005) highlights four main strategies of crime prevention:
(i) offender-centred (ii) victim-centred (iii) environment-centred (iv) community-centred.

In relation to NZ, what activities come under the rubric of each 'strategy'?

2. Bradley and Walters (2002, *The Managerialization of Crime Prevention and Community Safety* in Hughes G, McLaughlin E and Muncie J (eds) *Crime Prevention and Community Safety: New Directions* Sage) suggest that crime prevention strategies are just an exercise in 'window dressing' – they do little to reduce crime however they present a great vote-winning opportunity for government departments to be seen to be doing something.

Would you agree with this argument?

Are crime prevention strategies always destined to fail?

Courts

1. The Law Commission (2002) have argued that the NZ public know very little about court processes.

Why is this? And, does this lack of knowledge really matter?

2. What is your favourite crime drama? How does it depict the Court system (the process; court staff; the idea of justice)? Is it a 'real picture of the Courts'?

3. There has been a recent assertion that NZ does not have 'truth' in sentencing.

What is this about? What does 'truth' in sentencing mean? And, why should it matter, if at all?

4. Would an increase in female or ethnic minority judges impact on the way that justice is secured in NZ? If yes, why and how? If no, why not?

Tutorial 8: Punishment and Prisons (w/c 4 October)

Punishment

1. Should the punishment of crimes be given over to 'communities' and 'victims', or should the state retain the power to punish?
2. How might we explain penal populism in NZ? Why is punishment, including harsh punishments, so desired by New Zealanders?
3. A young woman (19), a single parent with one child, works in a shop. One day, she gets into a fight and injures another young woman (17) causing severe bruising on her face.

Should this woman be punished? If yes, why?

If yes, how? (Should she be given a fine? a community sentence? Home detention? Prison?)

What factors need to be taken into account in making the decision?

Would this punishment be based on deterrence, retribution or rehabilitation?

Prisons

1. Why does NZ have such a high prison rate? (*NZ does not have higher rates of crime than other countries. What is it about NZ society that is so punitive?*)

Has this use of prison worked in deterring crime? In reducing crime? Or, in rehabilitating offenders?

2. Do you think New Zealand social campaigner Celia Lashlie (2002) is right when arguing that we all play a part in the production of offenders?

3. Some authors (e.g. Nils Christie and Thomas Mathieson) argue that there are other, more useful ways of dealing with individuals who engage in harmful behaviour than the use of the prison.

Should NZ abolish the use of prisons?

If you agree with abolition in principle, would you set limits? (For example, Pat Carlen argues for the abolition of prisons for women, a group that tend to be incarcerated for non-serious offences. This argument might also be applied to children, as well as sections of the male population)

Tutorial 9: Home Detention / Community Sentences and Restorative Justice (w/c 11 Oct)

Community-Based Sentences

1. To what extent is 'home detention' just shifting the prison into the community?
2. What community sentences are currently on offer in NZ? And, what benefits / problems do you think these sentences might have?
3. 'Probation is now a task of monitoring compliance of offenders rather than social assistance'. Discuss this statement, and its implications.

Restorative Justice

1. What are some of the strengths and benefits of the restorative justice model when dealing with criminality over the more conventional system of criminal justice?
2. Can restorative justice be used effectively for offences such as rape, murder or domestic violence? (In thinking about your answer, consider: the issues of power and coercion; the problems of facing perpetrators; or what happens when a perpetrator does not show remorse or the victim feels that they are lying?)

Office use only

Date Received:

(Date Stamp)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

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

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor's name: _____

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: _____