

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 316**

*Criminological Theory*

# Course Outline

**CRN 6016: 20 POINTS: TRIMESTER 2, 2012**

*Trimester Dates: 16 July – 17 November 2012*

*Teaching dates: 16 July – 19 October 2012*

*Mid-trimester Break: 27 August – 9 September 2012*

*Study week: 22 October – 26 October 2012*

*Examination/Assessment period: 26 October – 17 November 2012*

**COURSE COORDINATOR: PROFESSOR JOHN PRATT**

*Room 1116, Murphy Building*

*Tel: (04) 463 5327*

*Email: john.pratt@vuw.ac.nz*

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**LECTURES: TUESDAY, THURSDAY 4–6PM: HU LT119**

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# CRIM 316 – 2012

## Criminological Theory

### TEACHING PROGRAMME

	<b>Lecture Date</b>	<b>Lecture Topic</b>	Tutorials: Thursday (1) 4 - 5pm (2) 5 – 6pm
<b>1</b>	<b>17 July</b>	Introduction (C S)	On theory and the first assignment
<b>2</b>	<b>24 July</b>	Durkheim	Durkheim
<b>3</b>	<b>31 July</b>	Chicago School	Chicago School
<b>4</b>	<b>7 August</b>	The American Dream	The American Dream
<b>5</b>	<b>14 August</b>	The Culture of Crime	The Culture of Crime
<b>6</b>	<b>21 August</b>	Labelling Theory	Labelling Theory
<b>MID-TRIMESTER BREAK 27 August – 9 September</b>			
<b>7</b>	<b>11 September</b>	Control Theory (C S)	Control Theory
<b>8</b>	<b>18 September</b>	Marxism and New Deviancy Theory (C S)	Marxism and New Deviancy Theory
<b>9</b>	<b>25 September</b>	Feminist Criminology	Feminist Criminology
<b>10</b>	<b>2 October</b>	Crime Against the Environment (C S)	Crime Against the Environment
<b>11</b>	<b>9 October</b>	The New Right	The New Right
<b>12</b>	<b>16 October</b>	Restorative Justice	Restorative Justice
<b>STUDY/EXAMINATION PERIOD 22 October – 17 November</b>			

**Course Coordinator:** Professor John Pratt  
Murphy building, MY 1116  
Telephone: 5327  
Email: [John.Pratt@vuw.ac.nz](mailto:John.Pratt@vuw.ac.nz)

**Office Hours:** By appointment (please email or telephone to arrange a time)

**Lectures:** Tuesday, 4–6pm  
Hunter Building, LT119

**Tutorials:** Thursdays, 4–5pm & 5-6pm  
Hunter Building, LT119

The tutorials are optional for students and they begin in the **first** week of the trimester. They are designed to provide a forum for students to discuss lecture content, readings and assignments so it is strongly recommended that students prepare for and use this opportunity. Students are free to choose which group they want to attend in a particular week. There will be an opportunity for students to discuss this arrangement on the first Tuesday of the course.

## Other Contact Information

Head of School: Dr Allison Kirkman, MY1013  
Tel: 463 5676 E-m: [allison.kirkman@vuw.ac.nz](mailto:allison.kirkman@vuw.ac.nz)

International Student Liaison: Dr Hal Levine MY1023  
Tel: 463 6132 E-m: [hal.levine@vuw.ac.nz](mailto:hal.levine@vuw.ac.nz)

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101  
Tel: 463 5432 E-m: [Trevor.Bradley@vuw.ac.nz](mailto:Trevor.Bradley@vuw.ac.nz)

Students with Disabilities Liaison: Dr Russil Durrant, MY1120  
Tel: 463 9980 E-m: [russil.durrant@vuw.ac.nz](mailto:russil.durrant@vuw.ac.nz)

School Manager: Carol Hogan, MY918  
Tel: 463 6546 E-m: [carol.hogan@vuw.ac.nz](mailto:carol.hogan@vuw.ac.nz)

School Administrators: Monica Lichti, Alison Melling, Helen Beaglehole  
MY921, Tel: 463 5317; 463 5258; 463 5677  
E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

## **Communication of Additional Information**

Additional information related to CRIM 316 will be communicated via BlackBoard or e-mail. There are also noticeboards on levels 9 and 11 of the Murphy Building, where general information which may be of interest to you is displayed.

## **Course Prescription**

A study of various theories of crime causation and their implications for understanding criminal behaviour.

## **Course Content**

This course is designed to build on material studied in CRIM 211 and therefore to increase your knowledge of theories of crime causation and their historical development. We will examine the social causes of criminal behaviour and their implication for the development of crime policy.

## **Learning Objectives**

Students who pass this course should be able to:

- show a sound understanding of various explanations of criminal behaviour, which draw primarily on the social causes of this phenomenon.
- show a critical understanding of how successive theories of criminal behaviour have developed historically.
- assess given explanations of crime, with reference to the strengths and weaknesses of a particular theory.
- show a capacity to analyse a particular crime problem and explanations of it; to select and critically assess a theory of crime; to demonstrate wide ranging knowledge of differing crime theories. Hence the threefold method of assessment for this course to test these objectives: book review, essay and registry conducted examination.

## **Expected Workload**

Taking into account class attendance, reading for seminars, preparation of the outline, extended essay and so on, students are expected to spend approximately 13 hours per week working for CRIM 316. The reading list and other course requirements have been devised with this workload in mind.

## Assessment Requirements

This course is assessed in the following ways:

- (1) A comparative essay (**Essay One**) with set readings, maximum 2,000 words, worth 30% of your final grade.  
Due by **4pm, Friday 17 August 2012.**
- (2) An essay (**Essay Two**) from the list of titles provided by John Pratt, maximum 2,000 words, worth 30% of your final grade.  
Due by **4pm, Friday 12 Oct 2012.**
- (3) A **two-hour final examination** worth 40% of your final grade **during the examination period 26 Oct – 17 Nov 2012.**

These three methods of assessment are designed

- to allow students to explore the way in which social theory can be applied to crime problems in the form of a comparative essay, an essay based on a selected theoretical position of interest and the discussion of a range of theoretical positions and issues in the exam.
- to test students' knowledge and writing abilities in the three different contexts.

### Essay One

**Due date: 4 pm, Friday, 17 Aug 2012.**

**Maximum word length: 2,000 words.**

**Percentage of final grade: 30%**

The set essay topic and readings will be provided on the first day of the course. It must be submitted in the following format:

- On A4 paper. Please use **one** side of the paper only.
- Text to be either **typed** (preferably) or **written by hand in BLACK INK.**

### Essay Two

**Due date: 4 pm, Friday, 12 Oct 2012.**

**Maximum word length: 2,000 words.**

**Percentage of final grade: 30%**

You must select an essay from the list of questions that is provided in a separate handout (this will be given to students on the 14th August). It must be submitted in the following format:

- On A4 paper – please use one side of the paper only.
- Text to be either **typed** (preferably) or **written by hand in BLACK INK.**

## **The Examination**

**Due date: during the examination period 26 Oct – 17 Nov 2012.**

**Percentage of final grade: 40%**

More details about the examination, including the time and date, will be made available closer to the examination period.

## **Assignment Cover Sheets**

All written work submitted for assessment must have a School Assignment Cover sheet. A sample is to be found at the back of this Course Outline. Further copies can be located at the School's Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

## **Background Advice for Both Essays**

The points below apply to both of your essays:

- (1) It is most important that you **do not** exceed the word limit. Students are advised that failure to keep to the word limits set for each assignment can result in examiners refusing to read that part of the essay which is in excess of the word limit.
- (2) Students are advised that tutors and other Institute staff members are not allowed to comment or provide feedback on draft essays. It is possible, however, for students to discuss assignments in general terms.

In assessing both essays, we will be looking for evidence of your ability to present work which is:

- (1) coherent in argument;
- (2) well-articulated;
- (3) well-presented;
- (4) adequately referenced with a bibliography as appropriate;  
and which demonstrates your ability to:
  - (a) locate particular research findings and theories within a wider context;
  - (b) critically evaluate relevant literature;
  - (c) summarise research findings;

- (d) present an appropriate conclusion to your essay.

The Institute insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments and that references are accurately cited in all places. Careful proof reading of assignments is essential. Failure to meet these standards will result in the deduction of marks.

## **Mandatory Course Requirements**

To meet mandatory course requirements you must:

- Submit Essay One by the due date and time,
- Submit Essay Two by the due date and time, and
- Sit the final examination.

## **Extensions/Penalties for late submission**

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 John Pratt **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.**

## **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, which may result in the student failing mandatory course requirements.

## Course Readings - Essential Texts

Essential readings for this course are the textbook Theories of Delinquency (6<sup>th</sup> ed.) by D. Shoemaker, retail price \$54.99, and Student Notes.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

## Course Readings – Supplementary Reading

Within each topic to be taught during the course, the reading list is divided into two parts – essential reading and supplementary reading. For the essential reading we will be using D. Shoemaker (2010), Theories of Delinquency as a set text; and in addition readings contained within the Course Notes. Where required or requested, additional material will be made available on BlackBoard or on E-Reserve. The material cited as supplementary reading should be either on closed reserve or three-day loan in the Main Library or on closed reserve in the Law Library. Students may also find White, R. and Haines, F. (1996) Crime and Criminology a helpful secondary text.

**Essential Material:** You are expected to read the essential material in advance of the seminars in which it will be discussed, and to be familiar with it. Unless you are advised otherwise, the topics will be dealt with in the order shown below.

**Supplementary Reading:** The supplementary reading is provided as an additional source of reference particularly for the second essay. You should also try to read at least some of this material in preparation for seminars so you will understand the interconnection between theories of criminal



behaviour and the development of crime prevention strategies. Overall, you should certainly read most of this material at some stage during the course.

**Other Material:** The references given in this reading list are by no means exhaustive, and there are many other books in the Main Library (and to a lesser extent in the Law Library) which are relevant. You may find it useful, therefore, to browse through the subject index and the shelves for other material applicable to a particular topic, especially in relation to the writing of assignments.

## **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>

## **Course Withdrawal Procedures**

Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.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.

## **Where to Find More Detailed Information**

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at: [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress).

Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at: [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at: [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).

## **Additional Support**

Student Learning and Support also run study skills workshops specific to Māori and Pasifika students which students could be referred to for help:

Information for Māori Students:  
[www.victoria.ac.nz/st\\_services/slss/infofor/maoristudents.aspx](http://www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx) or  
[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

Information for Pasifika students:  
[www.victoria.ac.nz/st\\_services/slss/infofor/pasifikastudents.aspx](http://www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx) or  
[www.victoria.ac.nz/st\\_services/tpa/index](http://www.victoria.ac.nz/st_services/tpa/index)

# Referencing Guidelines

The following format for referencing is from the 6<sup>th</sup> 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. Journals (Periodicals)

The referencing format for the articles are identical in general and yet they slightly differ from one another depending upon 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. *Standford Law Review*, 37(5), 937-1021.

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 (2010) *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)

#### **5. Quoting Sources**

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 three lines long, 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.

## **INTRODUCTION – SEMINAR 1**

### ***Essential Reading***

- D. Shoemaker (2010), Theories of Delinquency, Chapter 1.
- J. Young (1981) Thinking seriously about crime: Some models of criminology, Student Notes, Reading: 1.

### ***Supplementary Reading***

- V. Jupp. (1989). Methods of Criminological Research, pp. 1–24.
- T. Bernard and R. Ritti (1990). The role of theory in scientific research. In K. Kempf (ed.) Measurement Issues in Criminology, pp. 1–20.
- R. Lilly et al (1989). Criminological Theory: Context and Consequences, pp. 7–16.
- J. Pratt (1994). Crime, deviance and punishment". In P. Spoonley et al (eds) New Zealand Society, pp. 217–232.

## **DURKHEIM – SEMINAR 2**

### ***Essential Reading***

- D. Shoemaker , *Op cit*, pp. 120-132.
- G. Vold and T. Bernard, Student Notes, Reading: 2
- D. Downes and P. Rock, Student Notes, Reading: 3

### ***Supplementary Reading***

- J. Pratt (1992). Punishment in a Perfect Society, pp. 99–109.  
H. Mannheim (1960). Pioneers in Criminology, pp. 385–399.

## **CHICAGO SCHOOL – SEMINAR 3**

### ***Essential Reading***

- D. Shoemaker, *Op cit*, pp. 99-120.
- C. R. Shaw and Henry D. McKay, Student Notes, Reading: 4

### ***Supplementary Reading***

- G. Vold and T. Bernard (1986). Theoretical Criminology, pp. 143–159.  
D. Downes and P. Rock (1988). Understanding Deviance, pp. 57–87.  
J. Snodgrass (1976) 'Clifford R. Shaw and Henry D McKay; Chicago Criminologists' *The British Journal Of Criminology* 16(1):1-19.  
R. L Matsueda (1988). 'The Current State of Differential Association Theory' *Crime and Delinquency* 34:277- 306.  
F. Heathcote (1982). Social disorganisation theories. In M. Fitzgerald et al, Crime and Society: Readings in History and Theory, Chapter 16.

## **THE AMERICAN DREAM – SEMINAR 4**

### ***Essential Reading***

- D. Shoemaker, *Op cit*, pp. 120-132.
- R. K. Merton (1938) Social Structure and Anomie, Student Notes, Reading: 5.
- D. Downes and P. Rock, Student Notes, Reading: 3.

### ***Supplementary Reading***

- S. Box (1984). Deviance, Reality and Society, Chapter 4.  
I. Taylor, P. Walton and J. Young (1973). The New Criminology, pp. 91–110, 133–138.

## **THE CULTURE OF CRIME – SEMINAR 5**

### ***Essential Reading***

- D. Shoemaker, *Op cit*, pp. 141-172 & 181-203.
- A Cohen (1955) Student Notes, Reading: 7.

### ***Supplementary Reading***

- J. Muncie (1984). The Trouble with Kids Today, pp. 135–140.  
D. Downes and P. Rock (1988). Understanding Deviance, pp. 137–165.

## **LABELLING THEORY – SEMINAR 6**

### ***Essential Reading***

- D. Shoemaker, *Op. cit*, pp. 269-287.
- H. Becker, Student Notes, Reading: 8.

### ***Supplementary Reading***

- J. Young (1971). The role of the police as amplifiers of deviance. In S. Cohen ed., Images of Deviance.
- L. Wilkins (1964). Social Deviance: Social Policy, Action and Research.
- S. Cohen (1970). Mods, rockers and the rest: Community reaction to juvenile delinquency. In W. Carson and P. Wiles, Crime and Delinquency in Britain, Vol. 1.
- R. Lilly et al (1989). Criminological Theory: Context and Consequences, pp. 115–136.
- R. Wright and T. Bennett (1990). Exploring the offenders' perspective: Observing and interviewing criminals". In K. Kempf, Measurement Issues in Criminology, pp. 138–151.
- S. Hall et al (1978). Policing the Crisis, pp. 53–80.
- L. Humphreys (1973). A typology of tearoom participants". In E. Rubington and M. Weinberg (eds), *Op cit*, pp. 326–338.

## **CONTROL THEORY – SEMINAR 7**

### ***Essential Reading***

- D. Shoemaker, *Op. cit*, pp. 209-252.

### ***Supplementary Reading***

- J. Pratt et al (1993). School Arson.
- D. Downes and P. Rock (1988) Understanding Deviance, pp. 217-241.,

## **MARXISM AND NEW DEVIANCY THEORY – SEMINAR 8**

### ***Essential Reading***

- D. Shoemaker, *Op cit*, pp. 293-308.
- J. Young (1988), Student Notes, Reading: 9.
- R. Quinney (1977), 'Crime and the Development of Capitalism', Student Notes, Reading: 10.

### ***Supplementary Reading***

- S. Hall, C. Chritcher, T. Jeffrson, J. Clarke, B. Roberts (1978). Policing the Crisis, pp. 29–52.
- D. Greenberg (1981). Crime and Capitalism, pp. 1–35.



- M. Cowling (2008). 'Radical US Criminology' in Marxism and Criminological Theory, pp.72-104.
- M.Cowling (2008). 'British Critical Criminology' in Marxism and Criminological Theory, pp105-145.
- D. Downes and P. Rock (1982). Understanding Deviance, pp. 203–225.
- S. Cohen (1973). Folk Devils and Moral Panics, Chapter 1.

## **FEMINIST CRIMINOLOGY – SEMINAR 9**

### ***Essential Reading***

- D. Shoemaker, *Op cit*, pp. 315-345.
- D. Downes and D. Rock (1982) Student Notes, Reading:10.
- P. Carlen (1988) Student Notes g:10.

### ***Supplementary Reading***

- K Daly and M Chesney-Lind (1988) 'Feminism and Criminology' in *Justice Quarterly*, Vol. 5, No.4 pp.497- 538.
- M. Chesney-Lind (2006) 'Patriarchy, Crime, and Justice Feminist Criminology in the Era of Backlash' in Stuart Henry and Scott A. Lukas (eds)(2009) Recent Developments in Criminological Theory pp 385-405
- F. Heidensohn (1986). Women and Crime, pp. 145–162.
- L. Gelsthorpe (1990). Feminist methodologies in criminology: A new approach or old wine in new bottles? In L. Gelsthorpe and A. Morris (eds), Feminist Perspectives in Criminology, pp. 89–106.
- E. Stanko (1990). 'When precaution is normal: A feminist critique of crime prevention'. In L. Gelsthorpe and A. Morris (eds), Feminist Perspectives in Criminology, pp. 173–183.

## **CRIMES AGAINST THE ENVIRONMENT– SEMINAR 10**

### ***Essential Reading***

- M. J. Lynch and P. B. Stretsky, (2003), Student Notes, Reading: 11
- R. White, (2003) Student Notes, Reading: 12.

### ***Supplementary Reading***

- M. Halsey (1997) 'Environmental Crime: Towards an Eco-Human Rights Approach', *Current Issues in Criminal Justice* 8(3) 217- 242

## **THE NEW RIGHT – SEMINAR 11**

### ***Essential Reading***

- T. Platt and P. Takagi, Student Notes, Reading: 13.
- J. Q. Wilson, Student Notes, Reading:14

### ***Supplementary Reading***

- R. Lilly, F. Cullen and R. Ball (1989). Criminological Theory: Context and Consequences, pp. 181–205.
- J. Pratt (2007). Penal Populism, Chapters 1 and 2.
- J. Young (1994). “Recent paradigms in criminology”. In M. Maguire et.al (eds), The Oxford Handbook of Criminology, pp. 97–102.
- J. Pratt and M. Clark (2005), “Penal Populism in New Zealand’ Punishment and Society 7, pp. 303-322.

### **RESTORATIVE JUSTICE – SEMINAR 12**

#### ***Essential Reading***

- J. Braithwaite, Student Notes ,Reading: 15.
- D. Leonardsen, Student Notes, Reading: 16.

### ***Supplementary Reading***

- H. Blagg (1997). A just measure of shame. British Journal of Criminology, 37, pp. 481–501.
- J. Braithwaite (1989). Crime, Shame and Reintegration, pp. 69–84.
- K. Hamai and T. Ellis (2008). “Japanese Criminal Justice” Punishment and Society 10, pp. 25-46.
- R. White and F. Haines (1996). Crime and Criminology, pp. 177–196.
- S. Kersten (1993). Street youths, bosozoku and vakuza: Subculture formation and societal reaction in Japan. Crime and Delinquency, 39, pp. 277 – 295.

# TUTORIAL QUESTIONS

## **Week 1**

Discussion of the first ASSIGNMENT

Why theory?- a general discussion

## **Week 2**

### **Durkheim**

1. What are the key concepts in Durkheim's sociological account of the causes of crime?
2. What is meant by the term "conscience collective"? Does this adequately capture the way in which law is made?
3. How would Durkheim explain the growth of crime in New Zealand post 1984 (and what is significant about that date anyway)?
4. Durkheim has been criticised for being a "moral relativist". What does this concept mean and is it a fair criticism of Durkheim?
5. What, to you, seem to be the most important aspects of Durkheim's contribution to criminological theory? What seems new and challenging about his ideas?

## **Week 3**

### **Chicago School**

1. What factors did the Chicago School highlight as being the most significant causes of crime?
2. To what extent is their theory applicable to modern urban development?
3. What, if any, is the connection between the Chicago School and Durkheim?
4. Explain what the concept "differential association" means.
5. What sort of contemporary crime problems seem relevant to the Chicago School's explanation of crime?

## **Week 4**

### **The American Dream**

1. What was so significant about the contribution of Robert Merton to criminological theory?
2. To what extent is the 'American Dream' found in other Western societies, in particular New Zealand?
3. How might opportunities to participate in the 'American Dream' be blocked for some sections of the population today?
4. How would Merton explain crime trends in New Zealand over the last 25 years?
5. Would one of the solutions to current crime problems be for the government to create more jobs?

## **Week 5**

### **The Culture of Crime**

1. What was so innovative about Cohen's explanation of crime?
2. Does it apply in the 1990s?
3. Why do young men especially join gangs?
4. What would be the response of Albert Cohen to job creation by governments eg 'Taskforce Green'?
5. What were Cohen's views on female deviance?
6. How do you explain the emergence of girl gangs and increases in female criminology over the last decade or so?

## **Week 6**

### **Labelling Theory**

1. Qualify the statement "there is no such thing as crime".
2. What is meant by the concept of "the looking glass self"?
3. How did labelling theory redirect the nature of criminological enquiry?
4. Outline some of the policy implications of labelling theory.
5. To what extent is labelling theory still relevant in the political of today rather than the 1960s?

## **Week 7**

### **Control Theory**

1. How is control theory different to other theories regarding the causes of crime that precede it?
2. What are the basic principles of control theory?
3. How does control theory help us understand criminal behaviour?
4. What are the social policy implications of control theory?

## **Week 8**

### **Marxism and New Deviancy Theory**

1. What is meant to be critical/radical about critical/radical criminology?
2. Can you differentiate between the different schools of thought that come under the heading Radical US Criminology and British Critical Criminology?
3. What important contributions did New Deviancy Theory make to our understanding of the causes of crime?
4. What would seem to be the most important shortcomings of New Deviancy Theory?
5. Does it have any relevance to our understanding of the causes of crime in today's political climate?

## **Week 9**

### **Feminist Criminology**

1. What is meant by the term 'feminist criminology'?
2. Does 'intellectual sexism' predominate in concepts and features used by criminologists who discuss the causes of female criminality from at least the 1800s till the late 1960s?
3. What is the 'generalizability problem' and the 'gender ratio problem' and why are they significant in the discussion of 'women's wrongdoing'?
4. What new areas of crime have feminist criminologists directed our attention to?
5. What would be their solutions to contemporary crime problems?

## **Week 10**

### **Crimes Against the Environment**

1. Why has criminology become concerned about crimes against the environment?

2. How would you distinguish 'eco-crime', 'environmental criminology', 'crimes against the environment' from other discussion of the importance of environment within criminology?
3. Are there cases in which damage of the environment, (human or otherwise) are justified as normal or legal?
4. How does Rob White explain environmental crime at the level of production and consumption?
5. How would you argue that environmental crime is may usefully understood, in a number of cases as the result of state-corporate crime?

## **Week 11**

### **The New Right**

1. What is radical about New Right criminology?
2. What is the difference between the New Right and the Old Right?
3. What would seem to be the key features of the New Right's crime control strategy?
4. Is there no such thing as poverty today?
5. What seems to have been the impact of the erosion of and readjustment to welfare state responsibilities in countries like NZ over the last decade or so on crime rates and crime fears?

## **Week 12**

### **New Republicanism**

1. What is meant by the term 'New Republicanism'?
2. Distinguish between re-integrative and stigmatic sharing.
3. What does John Braithwaite see as being responsible for the growth of crime in postwar Western societies?
4. What kinds of crime problems does Braithwaite claim are already being reintroduced by re-integrative sharing? Do you agree with him?
5. What shortcomings do you see as being evident in Braithwaite's work?

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# 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: \_\_\_\_\_