



SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 211

*Introduction to
Criminological Thought*

Course Outline

CRN 1100: 20 POINTS: TRIM 1, 2012

Trimester Dates: 5 March – 4 July 2012

Teaching Dates: 5 March – 8 June 2012

Mid-trimester Break: 6 – 22 April 2012

Study Week/Examination Period: 15 June – 4 July 2012

COURSE COORDINATOR: DR TREVOR BRADLEY

Room 1101, Murphy Building

Tel: (04) 463 5432

Email: trevor.bradley@vuw.ac.nz

LECTURES: TUES & FRI 1-2.00PM: MEMORIAL THEATRE 228

CRIM 211 – Trimester 1, 2012
Introduction to Criminological Thought

COURSE COORDINATOR: Dr Trevor Bradley
Level 11, Murphy Building, MY1101
Tel: 463-5432
Email: Trevor.bradley@vuw.ac.nz

LECTURERS: Dr Trevor Bradley and other Institute staff- tba

OFFICE HOURS: Monday 9 -10am
If you are unable to utilise the above time for consultation, please phone/e-mail to arrange an alternative. This is the best way to ensure that you see the course co-ordinator when you need to.
Administration is on Level 9, Murphy Building and is generally open from 9.00am to 4.00pm.

LECTURES: Tuesday & Friday 1.10pm-2.00pm in
Student Union Building, Memorial Theatre 228

TUTORIALS: There are ten one-hour tutorials (sign-up via S-Cubed). Please note that the attendance at tutorials is **optional**. *Tutorials commence the week beginning 19 March.*
The tutorial questions cover issues that will aid discussions and students are expected to prepare for these discussions before each tutorial. Please ensure that you bring these questions with you. They are included at the back of this outline and will be posted on Blackboard (BB).

TRIMESTER DATES Teaching dates: 5 March – 8 June 2012
Study/Examination period: 11 June – 4 July 2012

COURSE PRESCRIPTION

The focus of the first half of CRIM 211 is on theoretical explanations for crime and criminality. The second half of the course begins by examining the nature and extent of crime, before exploring the various social dimensions of crime including ethnicity, class, gender and age. CRIM 211 ends with an examination of contemporary approaches to crime prevention.

COURSE CONTENT

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

LEARNING OBJECTIVES

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

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

CRIM 211 TUTORIAL SIGN-UP

The times and locations of tutorials will be confirmed in the first lecture on 5 March 2012.

Students 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/>

S-cubed will be available for tutorial sign up from 27 February - 19 March 2012

COMMUNICATION OF ADDITIONAL INFORMATION

In addition to the noticeboard on level 11 CRIM 211 uses Blackboard (BB) to communicate with students where you can also find useful course information including: tips on assessments, lecture slides, tutorial questions, essay topics and course announcements

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

COURSE MATERIALS

Essential texts: This course is supported by a core text book '*An Introduction to Criminological Thought*' (Bradley and Walters, 2011), which is available from Vic Books.

Essential weekly readings will be taken from the course text with additional supplementary reading material posted on Blackboard for each week session. The tutorial programme will list the sources for each weekly discussion. Students can freely access the supplementary reading material via Blackboard (<http://blackboard.scs.vuw.ac.nz>). The supplementary reading material might also prove useful for the essays. You **must** try to read and be familiar with the relevant course materials in advance of the lectures and 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.

PURCHASING YOUR COURSE MATERIALS

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16^é March 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 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. Customers will be contacted when they are available.

Opening hours are 8am–6pm, Monday–Friday during term time (closing at 5pm in the holidays). Phone: 463 5515.

TEACHING PROGRAMME (MT LT228)

Week	Commencing	Tuesday 1.10 –2.00pm	Friday 1.10 – 2.00pm
1	5 March	Introduction:	Defining Crime & Criminology
2	12 March	Deterrence and Rational Choice Theories of Crime	Criminological Positivism I (Individual)
3	19 March	Criminological Positivism II (Sociological)	'Radical' Criminology
4	26 March	Recent Critical Criminologies	'Realist' Criminology
5	2 April	<i>In class test</i>	University closed
9 April – 23 April Mid-Trimester Break			
6	23 April	Official Crime Statistics (I)	Official Crime Statistics (II)
7	30 April	Crime and the Media (I)	Crime and the Media (II)
8	7 May	Ethnicity and Crime (I)	Ethnicity and Crime (II)
9	14 May	Class and Crime (I)	Class and Crime (II)
10	21 May	Gender and Crime (I)	Gender and Crime (II)
11	28 May	Age and Crime (I)	Age and Crime (II)
12	4 June	Preventing Crime	Examination Prep

COURSE ASSESSMENT

This course will be assessed by a combination of the following:

- *In-class test* – worth 15% of your final grade
- *Essay* – worth 35% of your final grade
- *Final examination* – worth 50% of your final grade

Students wishing to make aegrotat applications should consult the full aegrotat regulations, which can be found in the www.victoria.ac.nz/timetables/aegrotat.aspx#when

In Class Test

This piece of assessment is worth 15% of your final grade and is designed to test your understanding of the key schools of thought and theoretical perspectives in criminology.

Due Date: during lecture time, 1.10 – 2.00pm on Tuesday 3 April.

Details about the test and what to expect will be provided closer to the time.

Essay

This assignment is worth 35% of your final grade in which you will be required to write an essay of **not more than 2000 words in length**.

Due date: 4 pm, Monday 30 April 2012

Essay Topics

Choose *ONE* of the following three topics. Each essay consists of two main components.

1. **Briefly** identify the main features and concepts of classicism and **critically discuss** the extent to which, if any, they continue to inform criminal justice system policy and practice.
2. **Briefly** identify the main features and concepts of sociological positivism and **critically discuss** the ways in which the various perspectives or theories of sociological positivism challenged existing ideas about crime and justice.
3. **Briefly** identify the main features and concepts of radical criminology and **critically discuss** the ways in which the various radical perspectives challenged existing ideas about crime and justice.

Essay and Assignment Marking

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

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

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

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

Fourth, it is expected that your essay will:

- ✓ flow coherently;
- ✓ be succinct;
- ✓ be legible and well set out;
- ✓ be of reasonable length (no more than 2000 words); and
- ✓ show a good knowledge of grammar, correct spelling and correct usage of terms.

Please note:

- **Do not** exceed the word limit. Students are advised that failure to keep to the word limit can result in examiners refusing to read that part of the assignment in excess of the word limit. **You must** provide a word total on the **cover sheet** for the assignment.
- Students are advised that tutors and other Institute staff members are not allowed to comment or provide feedback on draft assignments. It is possible, however, to discuss assignments in general terms.
- Essays must be submitted on the due date by **4pm**. The assignment should be placed in the assignment box on level 9 of the Murphy building. Students who have received an extension should ensure that the assignment is placed in the assignment box on the extended due date.
- It is important to adhere to basic presentation guidelines in your written work. **Please make sure that you:** include page numbers, 'justify' your

paragraphs with reasonable margins of no less than 2cm on both sides and include the question you are answering at the start of your essay.

The Examination

The exam for CRIM 211 is two hours long and worth 50% of the final mark, and will be scheduled during the examination period 15 June–4 July 2012. Details will be given closer to the date.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements students must:

- sit the in-class test on Tuesday 3 April
- submit your Essay no later than 4pm, Monday 30 April
- sit the two hour exam during examination period (15 June – 4 July)

EXTENSIONS

The essay assignment must be submitted by the due date. In fairness to other students you are expected to keep to this deadline. Extensions will only be granted by the course coordinator and in exceptional circumstances 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 computer/word-processing failures are **not** “acceptable reasons”. Late submission of work without an extension will be penalised by the following deductions:

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

EXPECTED WORKLOAD

Taking into account class attendance, reading for workshops, preparation for assignments and so on, students should spend around 13 hours per week working for CRIM 211.

E-MAIL POLICY

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

COURSE WITHDRAWAL

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.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. Find out how academic progress is monitored and how enrolment can be restricted at

www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at 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 (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.

ACADEMIC INTEGRITY AND PLAGIARISM

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

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

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

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

OTHER CONTACT INFORMATION

Head of School:	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, Helen Beaglehole 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. 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. *Stanford 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.

TUTORIAL PROGRAMME & 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 that each and every tutorial question will be addressed during the tutorial. Students are none the less advised that a familiarity with all the questions 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.

TUTORIAL 1: Week Commencing 19 March 2012

Defining Crime & Criminology

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 1, pages 4-17.

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

Q1. What typical images do people have of crime and criminals? What sources of information produce these images? Do these typical images accurately reflect the nature of the crime problem?

Q3. What is meant by the 'social construction' of crime?

Classicism: Deterrence and Rational Choice Theories of Criminal Behaviour

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 4, pages 82-92.

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).

Q4. What is "Classicism"? Outline its major features.

Q5. What impact did it have on criminal justice and do any of its features or principles continue to exert an influence today?

Individual & Sociological Positivism

Individual Positivism

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 5, pages 94-112.

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?
- 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”? Do you think criminals differ from normal people?

Sociological Positivism

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 5, pages 112-130.

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?

Radical (& Critical) and Realist Criminological Perspectives

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 6, pages 131-165.

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

- Q1. What is so radical about Radical Criminology? What contributions has it made to our understandings of crime?
- Q2. What are the central tenets of labelling theory and Marxist and feminist Criminologies?
- Q3. What is the essence of Critical Criminology? Identify and outline more recently developed critical criminological perspectives.

Realist Theories of Criminal Behaviour

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 7, pages 167-185.

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: Week Commencing 23 April 2012

Essay discussion/Preparation (essay due date Monday 30 April 4pm). Students are expected to come to this tutorial having already chosen an essay topic.

TUTORIAL 5: Week Commencing 30 April 2012

Official Statistics

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 2, pages 19-54.

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: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 3, pages 56-80.

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

- Q1. How do 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'?

Ethnicity and Crime

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 9 pages 211-221 & Chapter 8, pages 187- 195.

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).

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

- 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?

Class and crime

Essential Reading: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 9 pages 221-240 & Chapter 8, pages 187-195.

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).

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

- Q1. What class differences are evident in official versions of crime?
- Q2. Is it correct to say that the crimes of the least powerful in our society are made more visible by state apparatus than those crimes committed by powerful groups? If so, should we cast an ever-increasing net of criminalisation in order to ensure that the "crimes" of all societal members receive state intervention?
- Q3. How should we react to the problem of white collar crime?
- Q4. Do you think poverty influences criminal behaviour? Is there a link between unemployment and crime?
- Q5. Is the very notion of crime itself a class-based construction?
- Q6. 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?

Gender and Crime

Essential Readings: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 9 pages 240-252.

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: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chapter 9, pages 252-264.

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? Does crime decrease with advancing age? If not, what else could possibly explain 'peak' offending between the ages of 16-21 years and low rates of offending among the 51+ age group?

Preventing Crime

Essential Readings: Bradley & Walters (2011) *Introduction to Criminological Thought (2nd Ed.)*, Chap 10, pages 276-288.

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

- Q5. What is the difference between situational and social crime prevention?

Course Summary/Exam Preparation

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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 (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

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

Signed: _____ Date: _____