



SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 311

Policing

Course Outline

CRN 1105: 20 POINTS: TRIM 1, 2012

Teaching dates: 5 March – 8 June 2012

Mid-trimester break 9 April – 23 April 2012

Study & Exam period: 11 June – 4 July 2012

COURSE COORDINATOR: DR TREVOR BRADLEY

Room 1101, Murphy Building

Tel: (04) 463 5432

E-mail: trevor.bradley@vuw.ac.nz

LECTURES: TUESDAY 9 –10.50AM: HU LT119

SEMINAR/DISCUSSION: THURSDAY 9 –10.50AM: HU LT119



Institute of Criminology

CRIM 311 - POLICING

- Course Coordinator:** Dr Trevor Bradley
Level 11, Murphy building, MY 1101
Tel. 463-5432
E-mail: Trevor.Bradley@vuw.ac.nz
- Course Tutor:** TBC
- Office Hours:** Friday 9.30 – 10.30am
If you are unable to see Dr Bradley during this time please arrange an alternative appointment. Do not simply turn up unannounced as there is no guarantee that the course coordinator will be available.
- Lectures:** Tuesday, 9 – 10.50am, HU LT119
- Seminar/ Discussion:** Thursday, 9 – 10.50am in HU LT119

Teaching Programme

	<i>Week Commencing</i>	<i>Lecture Tuesday 9.00–10.50, HU LT119</i>	<i>Seminar/Guest Speaker Thursday 9.00-10.50, HU LT119</i>
1	5 March	Introduction/Key dates Introducing police and policing	No Seminar discussion
2	12 March	Who are 'the' police? A brief history.	Library/Article search workshop
3	19 March	Who are the police II: mandate and organization	Mandate and organization: Video Presentation
4	26 March	Traditional Strategies for policing I	Strategies for policing II (Guest Speaker)
5	2 April	More recent approaches/strategies I	Recent approaches/strategies II: (Guest speaker)
6 – 23 April Mid-Trimester Break			
6	23 April	Police Cultures I	Police Cultures II (Guest Speaker)
7	30 April	Extended Essay Discussion & Preparation	Police deviance: Video Presentation
8	7 May	Police discretion I	Police discretion II Video Presentation
9	14 May	Policing and gender issues I	Policing and gender issues II (Guest Speaker)
10	21 May	Policing and ethnicity I	Policing and ethnicity II: Video Presentation or Guest Speaker
11	28 May	Police accountability I (Guest Speakers)	Police accountability II: Video Presentation
12	4 June	Plural Policing: Policing in the future and the future of policing.	Exam Revision
11 June – 4 July - Study & Exam Period			

Tutorials/Guest Speakers

In addition to the academic and theoretical perspectives on police and policing provided by this course, practical insights into the topic of the week will, whenever possible, be supplied by representatives of New Zealand Police and/or other qualified or relevant guest speakers. Thus following the two-hour lecture on Tuesday, the Thursday seminar will consist of either a guest speaker presenting on the topic covered by the lecture material or a film/video presentation.

This does not mean, however, that expectations of attendance at the seminars have been relaxed. On the contrary, it is expected that all students will attend and take advantage of the opportunity to discuss important aspects of New Zealand policing with the guest speakers. It is also expected that the goodwill displayed by our guest speakers in making themselves available will be reciprocated by CRIM 311 students attending the seminars.

Library Information

The VUW Library provides programmes covering library tours (30 minutes), finding the resources on your reading list, more sophisticated information searching, finding journal articles, and getting started on the World Wide Web (basics and advanced). Please contact them for more details and a timetable of events ph: 463 5683, and consult the library website for additional information and instruction.

Useful websites for Criminology are:

<http://www.vuw.ac.nz/library/liaison/criminology-ejournals.html>

<http://www.vuw.ac.nz/library/liaison/criminology-articleindexes.html>

The official website of the New Zealand Police also has useful resources available on-line: <http://www.police.govt.nz/>

Course Prescription

A critical examination of policing in modern society. Topics will include the history and organisation of policing, the nature and effectiveness of policing strategies, police culture and discretion, issues of gender and ethnicity, and police accountability

Course Content

The course revolves around a critical examination of 'the' police and policing in modern society. Topics will include the history and organisation of policing, the nature and effectiveness of policing strategies, police culture and discretion, issues of gender and ethnicity, and police accountability.

CRIM 311 is a one trimester course designed to introduce students to historical and current issues related to contemporary policing theory and practice. The course aims to encourage students to think critically about the aims and objectives of policing in New Zealand and the 'performance' of the New Zealand police in practice.

This course examines a range of topical areas related to policing, including an analysis of the history and evolution of modern policing; traditional and contemporary policing strategies; police culture; and the exercise of police discretion and its implications. Organisational issues related to the New Zealand police are also examined before the course ends with a consideration of 'plural' policing, private security and the future(s) of police and policing in its broader sense.

Learning Objectives

Students completing CRIM 311 should be able:

- ❖ to foster a critical analysis of the operation of policing in New Zealand.
- ❖ to contribute to an increased understanding and assessment of the roles and functions of the police in the criminal justice system.
- ❖ to examine the composition and culture of the police organization, and assess the impact of these on police practice.
- ❖ to critically assess police performance, effectiveness and accountability.
- ❖ to evaluate contemporary strategies, approaches and other more recent developments in policing.

Course Materials

There are **two** volumes of prepared Student Notes for this course and students are required to obtain **BOTH** volumes. These are available from vicbooks

The course outline, and reading list, indicates the general topics that will be covered in the course. The reading list sets out the reading material relevant to those topics. The reading is divided into two parts - essential and supplementary reading.

You are expected to read the essential material in advance of the lectures, and to be familiar with it. The supplementary reading is of lesser importance and need not be read before the relevant class but should be read at some stage of the course. Although a useful starting point for the essay, as part of your research you are required to go beyond the material provided. Unless you are advised otherwise, the topics will be dealt with in the order shown on page 2.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 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 3 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. Students 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.

Communication of Additional Information

Blackboard will be utilised in this course to communicate with students. Some lecture material and power point presentations used by guest speakers will, if made available, be posted there as well.

Note: As these are available on BlackBoard You do not have to copy contents of the power point slides into your lecture notes.

Comprehensive summaries of lecture notes will typically **not** be available on BB. Please be advised that when lecture notes are made available these will be just brief summaries and will not be an adequate substitution for attendance at lectures

There is also a notice board on levels 9 and 11 of Murphy Building where general information, which may be of interest to you, is displayed.

Course Assessments

CRIM 311 assessments will consist of the following:

<i>Essay Outline</i>	<i>4pm, Monday 2 April 2012</i>	<i>15%</i>
<i>Extended Essay</i>	<i>4pm, Monday 7 May 2012</i>	<i>40%</i>
<i>Examination</i>	<i>t.b.a</i>	<i>45%</i>

Essay Outline

You are required to submit an extended essay outline that is worth 10% of your final grade. The written outline should be of **no more than 2 A4 pages** in length outlining the proposed topic for your extended essay. It should be on a topic of your choice, but obviously one that is related to the broad theme of the course. It should indicate the title and proposed structure of the paper, via for example identifying the main sections or parts of the essay, the main issues or themes that will be canvassed or considered, and your overall essay aim(s) and objective(s). In your proposal you should also provide an initial list of the books, journal articles and other sources of information on which your essay intends to draw.

It must be submitted in the following format:

- On A4 paper – typed in minimum 12 point font and please use one side of the paper only.

Important Note: You have *4 weeks* from the start of the course (5 March) to the due date (2 April). You should therefore decide on your proposed topic **as soon as possible**, and begin reading, thinking about and preparing for it. If you would like to discuss your topic, please see Dr Trevor Bradley during his office hours. Alternatively, students are encouraged to consult the CRIM 311 tutor, for advice on both the outline and extended essay.

Extended Essay

Your essay will be based on your earlier proposal and the feedback received. The essay, due 4pm Monday 7 May, should not exceed 3,000 words in length, and is worth 40% of your final grade.

In marking your essay, evidence of the following will be sought:

1. Clear definition of your topic and the parameters of your essay.
2. Good overview of relevant literature, using a variety of sources (books, journal articles, research reports etc), and including recent works.
3. Effort at locating and utilising relevant New Zealand research and information.
4. Critical thinking and evaluation of the topic, rather than simply description.

5. Ability to organise and structure information well, with clear formulation of an argument.
6. Clear presentation and layout, including careful and appropriate referencing of all works cited (see referencing guidelines, located within this course book, for details).

Note:

- It is most important that you **do not** exceed the word limit. Students are advised that failure to keep to the word limits can result in examiners refusing to read that part of the essay that is in excess of the word limit.
- Students are advised that no comment or feedback will be provided on draft essays. It is possible, however, for students to discuss the content of or approach to assignments in general terms.
- The School insists on a high standard of written work from students. You should therefore ensure that your assignments are free of spelling or grammatical errors, and that references are accurately cited. Careful proofreading of assignments is essential. Failure to meet these standards will result in the deduction of marks.
- Please ensure you use the School's Assignment cover sheet which you can find at the administration desk or by the Essay box on level 9.

All written work should be placed in the essay box on level 9, Murphy building no later than 4pm as the box is cleared at exactly 4pm.

Examination

The examination is worth 50% of your final grade and will be 2 hours long. It is designed to assess student knowledge of and familiarity with general course content. The study/examination period for the first trimester is from 11 June – 4 July 2012. More details about the CRIM 311 exam will be made available closer to the date.

Extensions

All assignments must be handed in **by the due date**. You are expected to keep to this deadline, as it is otherwise unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from Dr Trevor Bradley **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 or study demands **are not considered 'exceptional circumstances'**. 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 48 hours past due date.

Three grades = period from 48 hours up to and including 72 hours past due date.

Please note: Work that is handed in later than 72 hours without permission will not be accepted.

Mandatory Course Requirements

To gain a pass for CRIM 311 students must:

- submit the essay outline on the due date
- hand in your extended essay on the due date
- Sit the final examination

Expected Workload

Taking into account class attendance, reading for tutorials, preparation for assignments and so on, students should expect to spend around 13 hours per week for this course.

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.

Further information for Māori students can be found at:
www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx or
www.victoria.ac.nz/st_services/tpa/index

Further information for Māori students can be found at:
www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or

Course Withdrawal

Information on withdrawals and refunds may be found at

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

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. *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.

COURSE MATERIALS READING LIST

WEEK 1: INTRODUCTION & POLICE, POLICING & 'THE POLICE': WHAT IS POLICING AND WHO ARE 'THE' POLICE.

An introductory session that covers the aims and objectives of the course, key dates and details of course assessments, the structure and content of the course and other important course details. **There is no additional seminar discussion or guest speaker in the first week.**

Essential Reading

Course Materials Reading 1: Klockars, C.B. (1985). *The Idea of Police*. Beverley Hills: Sage Publications. Ch. 1 "The Idea of Police", pp. 7-18.

WEEK 2: A BRIEF HISTORY OF THE 'NEW' POLICE IN ENGLAND AND NEW ZEALAND.

This class will consider and encourage a critical reflection on the conceptual differences between police, policing and 'the' police and nature and role of policing in society more generally.

The remainder of the class involves a brief historical and critical overview of the history and development of the 'new' or modern police, incorporating both 'orthodox' and 'revisionist' interpretations.

Essential Reading

Course Materials Reading 2: Hill, R. (1997). "'The control of both races': The policing of the Wellington settlement, 1840-1853." *New Zealand Studies*, March 1997, pp. 3-13.

Course Materials Reading 3: Findlay, M. (2004) "Policing Histories": Introducing Policing: Challenges For Police & Australian Communities Melbourne: Oxford University Press, pp. 15-27.

Supplementary Reading

Crawford, A. (2003) "The Pattern of Policing in the UK: Policing Beyond the Police", in Newburn, T. (ed.) *Handbook of Policing*, Melbourne: Willan Publishing, pp. 136-148.

Robinson, C. (1979). "Ideology as History: A Look at the Way Some English Police Historians Look at the Police." *Police Studies* 2(2):35-49.

Cameron, N. (1986). "Developments and Issues in Policing in New Zealand." In N. Cameron & W. Young (eds.) *Policing at the Crossroads*. London/Wellington: Allen & Unwin/Port Nicholson Press, pp. 7-45.

WEEK 3: Who are the police II? MANDATE AND ORGANIZATION

The structure, organization and goals of policing. What is policing for, what drives policing and determines the police mandate? Police force or police service?

Essential Reading

Course Materials Reading 4: Rowe, M. (2008) 'What is Policing', in Introduction to Policing London: Sage, pp. 5-18

Course Materials Reading 5: Waddington, P. A. J. (1999). Chapter 1: "What is Policing?" In Policing Citizens: Authority and Rights. London: UCL Press, pp.1-30.

Course Materials Reading 6: Bowling, B. and Foster, J. (2002) 'What do the public police do', in Maguire, M., Morgan, R., and Reiner, R. (eds.) The Oxford Handbook of Criminology (3rd Ed.) Oxford, Oxford University Press, pp. 987-989

Course Materials Reading 7: Bayley, D. (2005) 'What do the Police do?', in Newburn, T. (ed.) *Policing Key Readings*, Devon, Willan Publishing, pp 141-149

Course Materials Reading 8: Bittner, Egon (1974). "Florence Nightingale in Pursuit of Willie Sutton: A Theory of the Police". In H. Jacob (ed), *The Potential for Reform of Criminal Justice*. Beverly Hills: Sage Publications, pp. 30-40

Supplementary Reading

Susan Miller (1999). *Gender and Community Policing*, Boston: Northeastern University Press. Chapter 4: "Competing Police Roles – Social Workers or Dirty Harry (Harriet)."

Bayley, David and Bittner, Egon (1989). "Learning the Skills of Policing". In R. Dunham and G. Alpert (eds), *Critical Issues in Policing: Contemporary Readings*, Chapter 6.

Neil Cameron (1989). "Developments and Issues in Policing New Zealand." In Warren Young and Neil Cameron (eds), *Policing at the Crossroads*. Wellington: Allen and Unwin/Port Nicholson Press. Chapter 1.

WEEK 4: STRATEGIES FOR POLICING

What are the 'strategies' used by police to achieve organisational and/or political objectives? How, in other words, is policing achieved?

Essential Reading

Course Materials Reading 9: Mawby, R. (2003) "Models of Policing". In Newburn, T. (ed.) *Handbook of Policing* Devon: Willan Publishing, pp.15-40.

Course Materials Reading 10: New Zealand Police (2006). *Police Strategic Plan to 2010*. Wellington: New Zealand Police, pp. 1-17.

Supplementary Reading

Brodeur, J. P. (1983). "High Policing and Low Policing: Remarks About the Policing of Political Activities." *Social Problems* 30: 508-520.

Weatherburn, D. & P. Grabosky (1999). "Strategic Approaches to Property Crime Control" *Policing and Society* 9(1): 77-96.

Ericson, R. (1982). *Reproducing Order: A Study of Police Patrol Work*. Toronto: University of Toronto Press. Chapter 4: "Mobilization". pp. 73-99.

Reiss, A. (1984). "Selecting strategies of control over organizational life." In Hawkins, K. & J. Thomas (eds.) *Enforcing Regulation*. Boston: Kluwer-Nijhoff. Chapter 2, pp. 23-35.

WEEK 5: MORE RECENT APPROACHES

How is policing changing, and with what effects? A critical examination of the implementation of recent initiatives in community, zero tolerance, intelligence-led and evidence-based policing.

Essential Reading

Course Materials Reading 11: Skogan, W. (2006) 'The Promise of Community Policing', in Weisburd, D. and Braga, A. (Eds) *Police Innovation: Contrasting Perspectives*, Cambridge: Cambridge University Press, pp. 27-43

Course Materials Reading 12: Bayley, D. (1988). "Community Policing: A Report from the Devil's Advocate." In Greene, J. & S. Mastrofski (eds.) *Community policing: Rhetoric or Reality?* New York: Praeger. Ch. 12, pp. 225-237.

Course Materials Reading 13: Grabosky, P. (2009) 'Community Policing east, west, north and south', *Police practice and Research: An International Journey*, 10: 2, 95-98

Course Materials Reading 14: Coquilhat, J. (2008) *Community Policing: An International Literature Review*, New Zealand Police, pp. 17-22.

Course Materials Reading 15: Weisburd, D. and Braga, A. (2006) 'Hot Spots Policing as a Model for Police Innovation', in Weisburd, D. and Braga, A. (Eds) *Police Innovation: Contrasting Perspectives*, Cambridge: Cambridge University Press, pp.225-44

Course Materials Reading 16: Chanter, N. and Thorne, C. (2009) 'Intelligence Led Policing', in Broadhurst, R. and Davies, S. (eds.) *Policing in Context*, Melbourne, Oxford University Press, pp. 123-142

Course Materials Reading 17: Ratcliffe, J. (2002) "Intelligence-led Policing and the Problems of Turning Rhetoric into Practice." *Policing and Society* 12(1): 53-66.

Supplementary Reading

Goldstein, H. (1987). "Toward Community-Oriented Policing: Potential, Basic Requirements, and Threshold Questions." *Crime and Delinquency* 33(1): 6-30.

Johnston, L. (1997). "Policing Communities of Risk" In Francis, P., P. Davies and V. Jupp (eds.) *Policing Futures: The Police, Law Enforcement and the Twenty-First Century*. London: Macmillan Press, pp. 186-207.

Winfree, L. & G. Newbold (1999). "Community policing and the New Zealand Police: correlates of attitudes toward the work world in a community-oriented national police organization." *Policing: An International Journal of Police Strategies & Management* 22(4): 589-617.

Kelling, G. & C. Coles. (1996). *Fixing Broken Windows*. New York: The Free Press. Chapter 1.

Williams, K. S. and Johnstone, C. (2000). "The politics of the selective gaze: Closed Circuit Television and the policing of public space." *Crime, Law and Social Change*, 34: 183-210.

WEEK 6: POLICE OCCUPATIONAL CULTURES

Understanding the police from within – strengths and tensions of police cultures and how these impact on police officers.

Essential Reading

Course Materials Reading 18: Reiner, Robert (2000). *The Politics of the Police*, (3rd ed). Oxford: Oxford University Press. "Cop Culture," pp. 85-97

Course Materials Reading 19: Rowe, M. (2008) 'Police Culture' in *Introduction to Policing*, London: Sage, pp. 95-120

Course Materials Reading 20: Foster, J. (2003) 'Police Cultures' in Newburn, T. (Ed) *Handbook of Policing*, Cullompton: Willan Publishing, pp. 196-227

Course Materials Reading 21: Loftus, B. (2000) 'Police Occupational Culture: Classic Themes, Altered Times', *Policing and Society* 20(1):1 pp. 1-20

Supplementary Reading

McLaughlin, Eugene and Muncie, John (2001). *Controlling Crime*. London: Sage Publications, pp. 74- 81

James, Steve and Warren, Ian (1995). "Police Culture" in Judith Bessant, Kerry Carrington and Sandy Cook (eds), *Cultures of Crime and Violence: The Australian Experience*. Bundoora: La Trobe University Press, pp. 3-15.

Fielding, Nigel (1994). "Cop Canteen Culture" In T. Newburn and E. Stanko (eds) *Just Boys Doing Business?: men, masculinities and crime*, pp. 46–63.

Holdaway, Simon (1983). *Inside the British Police: A Force at Work*. Oxford: Blackwell. Chapter 10: "Sustaining the Occupational Culture".

Chan, Janet (1997). "Re-examining Police Culture." In Janet B.L. Chan, *Changing Police Culture: Policing in a Multicultural Society*, pp. 65–93.

WEEK 7: EXTENDED ESSAY DISCUSSION & PREPARATION

This lecture is devoted to a discussion of and preparation for the extended essay. Students will have the opportunity to ask specific questions relating to their essay and more generally seek advice and guidance. Students must come prepared!

WEEK 8: POLICE DISCRETION

How police exercise their powers and responsibilities within diverse, stratified populations. The politics of differential policing in offender and victim contexts. (*Note: There is no Wednesday class as it falls on a public holiday*)

Essential Reading

Course Materials Reading 22: Neyroud, P. and Beckley, A. (2001) 'Operational Ethics' in Neyroud, P. and Beckley, A. *Policing, Ethics and Human Rights*, Cullompton: Willan Publishing, pp. 124-144

Course Materials Reading 23: White, R. and Perrone, S. (1997). "Police Discretion and Differential Policing" In R. White and S. Perrone, *Crime and Social Control: An Introduction* Melbourne: Oxford University Press, pp. 34-63.

Supplementary Reading

Carter, David L. and Radelet, Louis A. (1999). *The Police and the Community* Ohio: Prentice Hall. Chapter 7, pp. 152-158.

Course Materials Reading 20: Waddington, P. A. J. (1999). *Policing Citizens: Authority and Rights* London: UCL Press. Chapter 2: "Keeping People in Their Place."

Mawby, R. I. (1999). "Police Services for Crime Victims" In R. I. Mawby (ed.), *Policing Across the World: issues for the Twenty-first Century* London: UCL Press. Chapter 11, pp. 187-203.

Reiner, Robert (1997). "Policing and the Police". In M. Maguire et al. *The Oxford Handbook of Criminology*, 2nd ed., pp 1008-1024.

James, Steve and Polk, Ken (1996). "Police and Young Australians" In Duncan Chappell and Paul Wilson, (eds.) *Australian Policing: Contemporary Issues* (2nd edition) Sydney: Butterworths, Chapter 12.

WEEK 9: POLICING AND GENDER ISSUES

Policewomen or policewomen - adapting to or challenging the police occupational culture? History and changing role of women within the police.

Essential Reading

Course Materials Reading 26: Heidensohn, F. (2003) 'Gender and Policing', in Newburn, T. (Ed) *Handbook of Policing*, Cullompton: Willan Publishing, pp. 556-577

Course Materials Reading 27: Chan, J., Doran, S., and Marel, C. (2010) 'Doing and undoing gender in policing', *Theoretical Criminology*, 14: 4,425-446.

Course Materials Reading 28: Hyman, Prue (2000). *Women in the CIB: opportunities for and barriers against recruitment, progress, and retention of women in the Criminal Investigation Branch (CIB)*. Report commissioned by the National Crime Manager, New Zealand Police and Strategic Advisor, Human Resources: EEO. pp. 69–88.

Course Materials Reading 29: Home Office (2010) 'Assessment of Women in the Police Service', February, London: Home Office

Course Materials Reading 30: Mossman, E., Mayhew, P., Rowe, M. and Jordan, J. (2008) 'Literature Reviews about the Barriers to Recruiting a Diverse Police Workforce', Wellington, Crime and Justice research centre, Victoria University

Course Materials Reading 31: French, Margot and Waugh, Linda (1998). "The weaker sex? women and police work." *International Journal of Police Science and Management*, Vol. 1, No. 3, pp. 260-274.

Supplementary Reading

Waugh, Alec (1994). "A Case Study of Policewomen's Experience in New Zealand". Public Policy Research Paper, Victoria University, pp 40-63.

Heidensohn, Frances (1994). "We Can Handle It Out Here', *Women Officers in Britain and the USA and the Policing of Public Order*". *Policing and Society*, Vol. 4, pp. 293–303.

Hale, Donna C. and Bennett, C. Lee (1995). "Realities of Women in Policing". In A. Merlo and J. Pollock, *Women, Law, and Social Control*, pp 41-54.

Gregory, Jeanne and Lees, Sue (1999). *Policing Sexual Assault*. London: Routledge. Chapter 2, pp. 24–55.

Walklate, Sandra (2001). "Gender in policework and the criminal justice process". In *Gender, Crime and Criminal Justice*, pp. 127–151.

WEEK 10: POLICING AND ETHNICITY

Police discretion or police discrimination? The impact of police practices on ethnic minorities with particular reference to New Zealand and the USA.

Essential Reading

Course Materials Reading 32: Carter, David L. and Radelet, Louis A. (1999). *The Police and the Community*. Ohio: Prentice Hall. Chapter 11, pp. 283-293.

Course Materials Reading 33: Te Whaiti, Pania and Roguski, Michael (1998). *Maori Perceptions of the Police. A Report to the New Zealand Police and the Ministry of Maori Development: Te Puni Kokiri*. pp. 50–53, 65–66.

Course Materials Reading 34: Anderson, Elijah. (1990). "The Police and The Black Male." In *Streetwise* Chicago: University of Chicago Press: Chapter 7, pp. 190-206.

Course Materials Reading 35: Chambliss, W. (1995). *Crime Control and Ethnic Minorities: Legitimizing Racial Oppression by Creating Moral Panics*. In Hawkins, D. (ed.) *Ethnicity, Race and Crime*. Albany, N.Y.: State University of New York Press, pp. 235-258.

Course Materials Reading 36: Morrison, B. (2009) 'Identifying and Responding to Bias in the Criminal Justice System': A Review of International and New Zealand Research', Wellington: Ministry of Justice

Course Materials Reading 37: Miller, J. (2010) 'Stop and Search in England and Wales: A Reformed tactic or Business as Usual?', *British Journal of Criminology*, Vol 50: 954-974

Supplementary Reading

Mosher, Clayton (2001) "Predicting Drug Arrest Rates: Conflict and social disorganization perspectives" *Crime and Delinquency* 47: 84-104.

Chambliss, William (1994). "Policing the Ghetto Underclass: The politics of law and law enforcement" *Social Problems* 41: 177-94

Lea, J. (2000) "The Macpherson Report and the Question of Institutional Racism" *Howard Journal of Criminal Justice*, Vol. 39, No. 3, pp. 219-233.

Bowling, B. (1998) *Violent Racism: Victimization, Policing and Social Context*. Oxford: Clarendon Press, pp. 244-257.

Chan, Janet (1995). "Police Accountability in a Multicultural Society" *Criminology Australia*, Vol. 6, no. 4, pp. 2–6.

WEEK 11: CONTROL AND ACCOUNTABILITY

Policing the police – who controls the controllers? Issues of political, legal, and public accountability & the Police complaints mechanisms.

Essential Reading

Course Materials Reading 38: Dunstall, G. (1999). A Policeman's Paradise? Policing a Stable Society, 1918-1945 (Vol. 4 of *The History of Policing in New Zealand*). Wellington: Dunmore Press), pp. 11-20

Course Materials Reading 39: Stenning, P. (2000). "Evaluating Police Complaints Legislation: A Suggested Framework" In Goldsmith, A. & C. Lewis (eds.) *Civilian Oversight of Policing: Governance, Democracy and Human Rights*. Oxford: Hart Publishing, pp. 147-163.

Supplementary Reading

Police Amendment Bill (No. 2) [2001-2] - Section 4 (proposed new Sections 3-5)

Police Complaints Authority Act, 1988, Ch. 2, as amended (Available on-line: <http://www.legislation.govt.nz/> - Statutes – Police Complaints Authority Act.)

Cull, H. (1975-77). "The Enigma of a Police Constable's Status" *Victoria University of Wellington Law Review* 8: 148-169

Orr, G. (1986). "Police Accountability to the Executive and Parliament" In Cameron, N. & W. Young (eds.) *Policing at the Crossroads*. London/Wellington: Allen & Unwin/Port Nicholson Press, pp. 46-66.

Arnold, T. (1986) "Legal Accountability and the Police: The Role of the Courts." In Cameron, N. & W. Young (eds.) *Policing at the Crossroads*. London/Wellington: Allen & Unwin/Port Nicholson Press, pp. 67-85.

In Cameron, N. & W. Young (eds.) *Policing at the Crossroads*. London/Wellington: Allen & Unwin/Port Nicholson Press, pp. 107-133.

WEEK 12: PLURAL POLICING & POLICING IN THE FUTURE

Recent developments and future prospects in policing: Challenges for the 21st century.

Essential Reading

Course Materials Reading 40: Wood, J. (2004) 'Cultural Change in the Governance of Security', *Policing and Society*, 14(1): 31-48

Course Materials Reading 41: Edwards, C. (2005) 'Policing the 21st Century', in Edwards, C. *Changing Police Theories for 21st Century Society*, NSW: Federation Press, pp. 320-341

Course Materials Reading 42: Grabosky, P. (2001). "Crime Control in the 21st Century." *Australian and New Zealand Journal of Criminology*, 34(3): 221-234.

Supplementary Reading

Bayley, D. (1994). *Police for The Future*. New York/Oxford: Oxford University Press. Chapter 8: "A Blueprint for the future," pp. 143-161.

Bayley, D. & C. Shearing (1996). "The Future of Policing." *Law and Society Review* 30(3): 585-606.

South, N. (1997). "Control, Crime and 'End of Century Criminology'" In Francis, P., P. Davies & V. Jupp (eds.) *Policing Futures: The Police, Law Enforcement and the Twenty-First Century*. London: Macmillan Press, pp. 104-123.

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School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

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Student ID: _____ Course Code: _____

Tutorial Day: _____ Tutorial Time: _____

Tutor: _____

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CERTIFICATION OF AUTHENTICITY

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

Signed: _____ Date: _____