



SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 414

Issues in Crime Prevention

Course Outline

CRN 6304: 30 Points: Trimesters 1 + 2, 2012

Teaching dates: 5 March to 19 October 2012

Mid-trimester break Trimester One: 6 April to 22 May 2012

Mid-trimester break Trimester Two: 27 August to 4 September 2012

Study/Examination Period: 22 October to 19 November 2012

COURSE COORDINATOR: Dr T. Bradley

Room 1111, Murphy Building

Tel: 04 463-5432

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

LECTURES: MONDAY 2 – 4PM: 24 Kelburn Parade: Rm 103

ISSUES IN CRIME PREVENTION

CRIM 414 – 2012

COURSE COORDINATOR: Dr. Trevor Bradley
Level 11, Murphy Building, MY 1111
Ph. 463-5432
E-mail: trevor.bradley@vuw.ac.nz

SEMINAR TIMES: Monday, 2-4pm
24 Kelburn Parade: Room 103

OFFICE HOURS: Monday 10.00am– 11.00am
Students are expected to see Trevor during his office hour. However, if this is not possible please contact Trevor on ph: 463 5432, or by e-mail trevor.bradley@vuw.ac.nz to arrange an appointment. The School office on level 9, Murphy building is open from 9am to 4pm.

COMMUNICATION OF ADDITIONAL INFORMATION

There are notice boards on level 9 and 11, Murphy Building, which you should check regularly. Further information and notification of any course changes will be posted on Blackboard.

COURSE DELIVERY

The course structure includes informal lectures/seminars, class discussion and student presentations. Each seminar will normally begin with an overview of the topic area, followed by class discussion. The class discussion is intended to build on the lecture/overview material and on the course reading for that week. It is important that students familiarize themselves with the reading material and be prepared to contribute to class discussions. Efforts have been made to keep set readings to a minimum for this reason.

All students are required to deliver at least one class presentation on a topic of their choice and to lead the discussion during this class. It is expected that this presentation will address the area selected by each student for examination in the research essay.

COURSE PRESCRIPTION

This course critically examines a range of issues central to the conceptualisation, implementation and evaluation of crime prevention in New Zealand and internationally. It critically analyses the emergence of contemporary crime prevention, its major approaches and techniques and the political and bureaucratic context of their practical application in contemporary societies.

COURSE CONTENT

CRIM 414 is an Honours course which critically examines a range of issues that are fundamental to an understanding of contemporary forms of and approaches to crime prevention, crime reduction and community safety. It examines the New Zealand and international experience with the various models of and strategies for crime prevention since the late 1980s.

The course begins by working through the terminological and conceptual confusion that is often associated with crime prevention, crime reduction and community safety. Contemporary forms of crime prevention have a relatively short history and the course traces its development journey, taking in the changing political and bureaucratic contexts within which this development occurred and marks those periods in time when one dominant form of crime prevention gave way to another. The course then moves on to examine the main approaches to, or models for, contemporary crime prevention, the theoretical frameworks underpinning them and their translation into policy and practice. These include environmental, social-developmental and community forms and highlights the on-going tensions among and between these competing perspectives. Other more specific topics of consideration include the role of the police and policing in, and the politics and political economy of, crime prevention. The course then switches to a series of related seminars focused on the planning, implementation and evaluation of crime prevention initiatives, projects and strategies. The main themes/topic areas of the course are then summarized and discussed. Following this summary there will be two sessions dedicated to the research essay and the final seminars/sessions will be taken up with planning and then conducting the student presentations.

With an emphasis on group interaction this course combines informal lectures/seminars, class discussion and student presentations and is designed to guide students through the various topic areas. There are four main objectives that inform the assignments set for this course: that students demonstrate the ability to critically evaluate and assess crime prevention related research, policy and the practical implementation of policy; that students demonstrate the ability to carry out original research (though not necessarily original empirical research); and that students display effective communication skills (written and oral). In consultation with the course coordinator students are free to choose their own areas of research.

COURSE SCHEDULE – CRIM 414

Week Commencing	Monday: 2-4pm
5 March	Introduction to Crim414.
12 March	Definitional, terminological & conceptual issues in crime prevention
19 March	The emergence & development of contemporary crime prevention
26 March	Environmental Crime Prevention I: Situational approaches
2 April	Environmental Crime Prevention II: CPTED
6 April – 22 April: Mid-trimester break	
23 April	Social & developmental crime prevention (Due date: 1st assignment)
30 April	Community-based & multi-agency crime prevention
7 May	International approaches & experiences
14 May	Police, policing & crime prevention
21 May	Politics & crime prevention (Due date: Research essay proposal/plan)
28 May	Planning & implementing crime prevention
4 June	University Closed
11 June - 16 July: Mid-year break	
16 July	Evaluating crime prevention
23 July	Course/main themes summary
30 July	Research essay preparation
6 Aug	Research essay discussion
13 Aug	Student presentation planning/discussion
20 Aug	Student presentations
27 August – 7 September Mid-trimester break	

10 Sept	Student presentations (Due date: Research essay)
24 Sept	Student presentations
1 Oct	Student presentations
8 Oct	Student presentations
15 Oct	Collective review of presentations

LEARNING OBJECTIVES

By the end of CRIM 414, successfully completing students will:

- Demonstrate knowledge of key crime prevention concepts and terms
(**Assessed in all assignments**)
- Demonstrate knowledge of the main approaches to or models of crime prevention
(**Assessed in all assignments**)
- Understand the theoretical frameworks underpinning the various approaches to crime prevention
(**Assessed in all assignments**)
- Demonstrate an ability to analysis, assess and evaluate crime prevention research, policy and practice
(**Assessed in assignments 1, 2 & 4**)
- Demonstrate an ability to undertake research
(**Assessed in assignments 2, 3 & 4**)
- Understanding of the role and impact of political and bureaucratic contexts
(**Assessed in assignment 4**)
- Demonstrate knowledge of the domestic and international approaches to and experience with crime prevention
(**Assessed in assignments 2 & 4**).

EXPECTED WORKLOAD

Taking into account class attendance, preparatory reading and planning and research for course assignments, students should spend around 300 hours on CRIM 414 spread across the course.

COURSE ASSESSMENT

The course will be entirely internally assessed through three written assignments and one oral presentation. Students are encouraged to discuss their written and oral assignments with the course coordinator, to commence work on the assignments as

early as possible and remain focused on the main research assignments throughout the year.

Assignment 1: Critical review of article/research/policy/project

A review of a journal article focused on crime prevention, crime reduction or community safety, a piece of crime prevention research or a crime prevention related policy or project selected by the student and approved by the course coordinator. In making this selection, ensure your choice is approved before commencing. You may wish to choose an article, research or policy/project relevant to your final assignment, the research essay.

Due date: 4pm, Monday 23 April

Maximum word length: 2000 words

Percentage of final grade: 20%

Further guidelines will be provided in class.

Assignment 2: Research essay proposal/outline

This outline is the starting point for your final assignment, the research essay. The focus of the research essay must be of your own choosing but related directly to the broad topic areas covered in CRIM 414. You should ensure that your topic is approved in advance by the course coordinator.

Due date: 4pm, Monday 21 May

Maximum word length: 1000 words

Percentage of final grade: 10%

Your essay outline should include:

- A title and proposed structure to the essay;
- The main issues and research questions you intend to address;
- A brief synopsis/analysis of relevant research material.

The proposal should be written in essay form and include references. You should use the feedback from your essay proposal/plan to inform your oral presentation.

Assignment 3. Oral presentation

This is a presentation of your main research essay topic. It should include a broad overview of topic area and the main issues to be covered by the research essay. The topic is to be chosen by the student and approved by the course coordinator.

Due date: Presentations held between 20 August – 15 Oct.

Presentation length: 15-20 minutes plus question time

Percentage of final grade: 10%

Further guidelines will be provided in class.

Assignment 4. Main research essay

This is a research essay on the topic chosen by the student and introduced/proposed in the second assignment.

Due date: 4pm, Monday 24 September

Maximum word length: 6000 words.

Percentage of final grade: 60%

Further guidelines will be provided in class.

Assignments – General issues

Given ethics requirements and time constraints it is usually not possible or practical to conduct original empirical research at Honours level and for these reasons it is not expected. Institute staff are not allowed to comment or provide feedback on drafts of the written assignments; however, it is possible to discuss assignments in general terms and feedback will be provided on all work submitted.

Written assignments should be on A4 paper (on one side only) and should be typed. The Institute insists on a high standard of written work from Hons students. You should therefore ensure that your work is free of spelling and grammatical errors, and that your work is carefully and comprehensively referenced. Careful proof-reading of assignments is therefore essential. Failure to meet these standards will result in the deduction of marks.

Assignments should be placed inside the essay box on the level 9, Murphy Building, or sent to Trevor Bradley at the Institute of Criminology, MY1111 Murphy Building, Kelburn Parade, Victoria University of Wellington, PO Box 600, Wellington, by courier or registered mail and ensure it does not arrive later than 4.00pm on the due date.

MARKING GUIDELINES

Written assignments should be handed in on A4 paper (on one side only) and should be typed. It is important that you do not exceed the word limit – examiners may refuse to mark that part of any assignment that is in excess of the stated word limit.

The Institute insists on a high standard of written work from students. All assessments should follow Institute guidelines for referencing (see referencing guide below). You should also ensure that you check thoroughly for spelling mistakes and grammatical errors. ***Careful proof reading is essential.***

The following criteria are used in essay assessment.

1. **Scope:** Does the essay include all the facts, theories and discussions relevant to the issue? Is it comprehensive?
2. **Critical analysis:** Does the writer show an adequately critical appraisal? Is the criticism constructive? Are the arguments logically valid? Is it free from irrelevancies and unsupported generalisations?
3. **Originality:** Is there clear evidence of original thinking? Does the writer contribute new viewpoints, or marshal and categorize his/her facts in a new way?
4. **Bibliography/References:** Are the references comprehensive and up to date? Are the sources good ones? Are all the important references included? Are the references correctly cited according to standard convention?
5. **Communication:** Does the essay communicate the writer's ideas and knowledge well? Are conclusions adequately and logically drawn? Is it concisely written and grammatically correct? Is it legible?

EXTENSIONS

The outline and extended essay must be handed in **by the due date**. To be fair to other students you are expected to keep to this deadline. Extensions will be granted only in exceptional circumstances, and should be sought from the coordinator **prior to the**

deadline. An example of an exceptional circumstance would be illness supported by a medical certificate. 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 prior permission will not be accepted.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements students must:

- ✓ attend all seminars and student presentations, unless prevented by illness or other reasonable cause;
- ✓ submit an article/research/policy/project review by the date specified;
- ✓ submit a research essay proposal/plan by the date specified;
- ✓ make an oral presentation on the topic of the research essay; and
- ✓ submit a research essay by the date specified.

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.

ASSIGNMENT COVER SHEETS

All written work submitted for assessment for Criminology courses 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 on the reception counter at the 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.

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>

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.

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 or
www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or
www.victoria.ac.nz/st_services/tpa/index

COURSE WITHDRAWAL PROCEDURES

Information on withdrawals and refunds may be found at:

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

COURSE MATERIALS

This course materials for Crim414 consists of a set of essential and supplementary readings. Copies of the essential readings and a list of the supplementary or further readings are posted on Blackboard. A list of essential and supplementary readings also appears in this course outline.

READING LIST: ISSUES IN CRIME PREVENTION 2012

This list indicates the topics to be covered in the course and identifies the reading material relevant to each topic. The reading list is divided into parts - essential reading and supplementary reading. An effort has been made to keep the **essential reading** to manageable levels. This reading material is posted on Blackboard and corresponds to the order of the seminars. The **supplementary material** provides additional suggested sources on each topic for you to obtain and read from the library. Please note that at this level you are expected to read widely and use your research skills to identify and access additional materials relevant to specific topics. (Students are encouraged to attend the University Library's workshops to develop relevant skills in this regard).

5 March Introduction

Course overview and welcome

12 March Defining and conceptualizing crime prevention

How do we define, conceptualise and categorise crime prevention. Do crime prevention, crime reduction and community safety refer to the same or divergent concepts, what connects and differentiates them?

Essential reading

Hughes, G. (1998) *Understanding Crime Prevention*, Buckingham: Open University Press, pp. **12- 24**.

Crawford, A, G (1998), *Crime Prevention & Community Safety: Politics, Policies and Practices*. London: Longman, pp.**5-28**.

Sutton, A., Cherney, A. and White, R. (2008) *Crime Prevention: Principles Perspectives and Practices*, Cambridge: Cambridge University Press, pp. **21-31**.

Australian Institute of Criminology (2003) 'Approaches to Crime Prevention' *AICrime reduction matters*, 20 May, No 1.

Australian Institute of Criminology (2003) 'Crime Prevention or Crime Reduction: is there a difference?' *AICrime reduction matters*, 3 June, No 2.

Pease, K. (2004) 'Crime Science', *Criminal Justice Matters*, Vol 58, pp. **4-5**.

Supplementary Reading

Brantingham, P. and Faust, L. (1976), 'A Conceptual Model of Crime Prevention',

Crime and Delinquency, Vol 22, pp. 284–296.

Schneider, S. (2010), *Crime Prevention: Theory and Practice*. New York: CRC Press, pp. **3-19**.

Eklblom, P. (1994) 'Proximal Circumstances: A Mechanism-Based Classification of Crime Prevention', in Clarke, R. (Ed.) *Crime Prevention Studies*, Vol 2, pp. 185-232.

19 March The preventive turn: A brief history of contemporary crime prevention

This seminar traces the emergence, development and consolidation of the 'new' crime prevention from the late 1970s.

Essential reading

Oughton, D. (1992) 'Developments in Crime Prevention in New Zealand: An overview', in McKillop, S. and Vernon, J. (Eds.) *National overview on Crime Prevention: Proceedings of a Conference (4-6 June 1991)*, Canberra: Australian Institute of Criminology, pp. **15-27**.

Garland, D. (2002) *The Culture of Control: Crime and Social Order in Contemporary Society*, Oxford: Oxford University Press, pp. **6-20**

Roper, B. (2005) *Prosperity for All: Economic, Social and Political Change in New Zealand Since 1935*, Victoria: Thompson/Dunmore Press, pp.**9-11**.

Tilley, N. (2002) 'Crime Prevention in Britain, 1975 -2010: breaking out, breaking in, and breaking down', in Hughes, G., McLaughlin, E. and Muncie, J. (Eds.) *Crime Prevention and Community Safety: New Directions*, London: Sage, pp.**12 -22**.

Bradley, T. and Walters, R. (2011) *Introduction to Criminological Thought (2nd Ed.)* Auckland, Pearson, pp. **290-301**.

Bonnemaison, G. (1992) 'Crime Prevention: The Universal Challenge', in McKillop, S. and Vernon, J. (Eds.) *National overview on Crime Prevention: Proceedings of a Conference (4-6 June 1991)*, Canberra: Australian Institute of Criminology, pp. **15-27**.

Supplementary reading

Bradley, T. and Walters, R. (2002) 'The managerialisation of crime prevention and community safety: The New Zealand experience', in Hughes et al, (Eds.) *Crime Prevention and Community Safety: New Directions*, London: Sage pp. 240-259.

Sutton, A. (1997) 'Crime Prevention: The Policy Dilemmas - A Personal Account', in O'Malley, P. and Sutton, A. (Eds.) *Crime Prevention in Australia: Issues in Policy and Research*, Sydney: The Federation Press, pp. 12-37.

Crawford, A. (2002) 'The Growth of Crime Prevention in France as Contrasted with the English Experience', in Hughes, G., McLaughlin, E., and Muncie, J. (Eds.) *Crime Prevention and Community Safety: New Directions*, London: Sage, pp. 214-39.

Sutton, A. (2000) 'Crime Prevention: A Viable Alternative to the Justice System?', in Chappell, D. and Wilson, P. (Eds.) *Crime and the Criminal Justice System in Australia: 2000 and Beyond*, Australia: Butterworths, pp. 316-31.

Hughes, G. (2002) 'Plotting the rise of community safety: critical reflections on research, theory and politics', in Hughes, G. and Edwards, A. (Eds.) *Crime Control and Community: The new politics of public safety*, Devon: Willan Publishing, pp. 20-45.

Bottoms, A. (1990) 'Crime Prevention Facing the 1990s', *Policing and Society*, Vol 1, pp. 3-22.

Knepper, P. (2003) 'Oakeshott and the New Crime Prevention', *Australian & New Zealand Journal of Criminology*, Vol 36 (3), pp. 338-353.

26 March Environmental Crime Prevention I: Situational Crime Prevention

What is situational crime prevention, what theoretical framework(s) informs the objective of removing or reducing opportunities and how does it translate in practice? A critical examination, and theoretical critique, of the principles and practices of situational crime prevention.

Essential reading

Australian Institute of Criminology (2003) 'Understanding Situational Crime Prevention' *AICrime reduction matters*, 17 June, No 3.

Clarke, R. (1997) 'Situational Crime Prevention: Introduction', in Clarke, R. (Ed) *Situational crime prevention: Successful case studies 2nd Edition*, London: Harrow and Heston, pp. **viii-48**.

Hughes, G. (1998) 'Situational Crime Prevention: the pragmatics of control', in *Understanding Crime Prevention*, Buckingham: Open University, pp. **58-74**.

Haggerty, K., Wilson, D. and Smith, G. (2011) 'Theorising Surveillance', *Theoretical Criminology*, Vol 15(3), pp. **231-234**

Tompson, L. (2007) 'Mapping out Crime Prevention', *Criminal Justice Matters*, Vol 61, pp. **32-33**.

Burke, R. (2009) *An Introduction to Criminological Theory* (3rd Ed), Devon: Willan Publishing, Chapter 4, 'Contemporary rational actor theories' pp. 46-58.

Supplementary reading

Clarke, R. (1995) 'Situational crime prevention', in Tonry, M. and Farrington, D. (Eds.) *Building a Safer Society, Strategic Approaches to Crime Prevention: Crime and Justice: A Review of Research*, Vol 19. Chicago: University of Chicago Press.

Garland, D. (2002) 'The New Criminologies of Everyday Life: Routine Activity Theory in Historical and Social Context', in Von Hirsch, A., Garland, D. and Wakefield, A. (eds.) *Ethical and Social Perspectives on Situational Crime Prevention*, Oxford: Hart Publishing, pp.215- 224.

Garland, D. (2002) 'Ideas, Institutions and Situational Crime Prevention', in Von Hirsch, A., Garland, D. and Wakefield, A. (eds.) *Ethical and Social Perspectives on Situational Crime Prevention*, Oxford: Hart Publishing, pp.1-17.

Brantingham, P. and Brantingham, P. (2005) 'Situational Crime Prevention as a Key Component in Embedded Crime Prevention', *Canadian Journal of Criminology and Criminal Justice*, Vol 47 (2), pp. 271-281.

Bennett, T. (2006) 'Situational Burglary and Housing Interventions' in Perry, A., McDougal, C. and Farrington, D. (Eds.) *Reducing Crime: The Effectiveness of Criminal Justice Interventions*, Chichester: Wiley and Sons, pp. 115-142.

Sutton, A. and Wilson, D. (2004) 'Open Street CCTV in Australia: The Politics of Resistance and Expansion', *Surveillance and Society*, Vol 2 (2/3) pp. 310-322.

Waples, S. and Gill, M. (2006) 'The Effectiveness of Re-deployable CCTV' *Crime Prevention and Community Safety: An International Journal*, Vol 8, pp. 1-16.

Verma, SA. (2007) 'Anatomy of Riots: A Situational Crime Prevention Approach', *Crime Prevention and Community Safety: An International Journal*, Vol 9, (3) pp. 201-221.

2 April Environmental Crime Prevention II: Crime Prevention through Environmental Design (CPTED)

What is CPTED? A critical examination of the underlying theory, principles and practice of CPTED.

Essential reading

Sutton, A., Cherney, A & White, R. (2008) *Crime Prevention: Principles, Perspectives and Practices*, Cambridge: Cambridge University Press, Chapter 4: 'Environmental Prevention', pp. **60- 69**.

Shaftoe, H. and Read, T. (2007) 'Planning out Crime: the appliance of science or an act of faith', in Tilley, N. (ed.) *Handbook of Crime Prevention and Community Safety*, Devon: Willan Publishing, pp. **245-265**.

Ministry of Justice (2005) *National Guidelines on Crime Prevention Through Environmental Design in New Zealand, Part 1: Seven Qualities of Safer Places*, Wellington: Ministry of Justice.

Gamman, L. and Pascoe, T. (2004) 'Introduction Seeing is Believing: Note Towards a Visual Methodology and Manifesto for Crime Prevention Through Environmental Design' *Crime Prevention and Community Safety: An International Journal*, Vol 6 (4), pp. **9-18**.

Armitage, R. (2011) 'Introduction: A New Look at Environmental Crime', *European Journal on Criminal Policy and Research*, Vol 17, pp. **83-85**.

Supplementary reading

Cozens, P., Hillier, D. and Prescott, G. (2001) 'Crime and the design of Residential Property: Exploring the Theoretical Background', *Property Management*, Vol 19 (2) pp. **136-164**.

Cozens, P., Saville, G. and Hillier, D. (2005) 'Crime Prevention Through Environmental Design (CPTED): A Review and Modern Bibliography', *Property Management*, Vol 23 (5), pp. 328-356.

Armitage, R., Monchuk, L. and Rogerson, M. (2011) 'It Looks Good But What is it Like to Live There?': Exploring the Impact of Innovative Housing Design on Crime', *European Journal on Criminal Policy and Research*, Vol 17 (1). pp. 29-54.

Armitage, R. (2006) 'Predicting and Preventing: Developing a Risk Assessment Mechanism for Residential Housing', *Crime Prevention and Community Safety: An International Journal*, Vol 8 (3) pp.137-149.

Armitage, R. and Pease, K. (2007) 'Predicting and Preventing the Theft of Electronic Products', *European Journal on Criminal Policy and Research*, Vol 14 (1) pp. 12-37.

Cozens, P., Hillier, D. and Prescott, G. (2001), 'Crime and the design of Residential Property: Exploring the perceptions of planning professionals, burglars and other users', *Property Management*, Vol 19 (2) pp. 222-248.

Reynald, D. and Elffers, H. (2009) 'The Future of Newman's Defensible Space Theory: Linking Defensible Space and the Routine Activities of Space', *European Journal of Criminology*, Vol 6 (1) pp. 25-46.

Clarke, R. and Newman, G. (2005) 'Modifying Criminogenic Products – What Role for Government', in Clarke, R. (Ed) *Crime Prevention Studies – Designing Out Crime from products and Systems*, Vol 18, pp. 1-6.

Hollier, C. (2008) 'Fear of Crime and CPTED Initiatives in Napier's CBD', *Public Summary of Student Research Project*, Auckland: Auckland University.

6 April – 23 April: Mid - trimester break

23 April Social and Developmental Crime Prevention

What is social and/or developmental crime prevention and how does it differ from environmental/situational forms – a critical examination of the theoretical assumptions informing, and the strategies promoting, social/developmental crime prevention.

Essential reading

Crawford, A. (1998) *Crime Prevention and Community Safety: Politics, Policies & Practices*, London: Longman, 'Assumptions with social crime prevention', pp. **104-108**.

Dennison, S. (2011) 'Developmental and Life-Course Criminology – Theories, Research and Policy Implications', in Stewart, A., Allard, T. and Dennison, S. (Eds.) *Evidence Based Policy & Practice in Youth Justice*, Sydney: The Federation Press, pp. **46-62**.

Sutton, A., Cherney, A. and White, R. (2008) *Crime Prevention: Principles, Perspectives and Practices*, Cambridge: Cambridge University Press, Chapter 3: 'Social prevention', pp. **32-43**.

France, A. and Homel, R. (2006) Pathways and Prevention: Concepts and Controversies', *Australian & New Zealand Journal of Criminology*, Vol 39 (3): pp. **287-294**.

Goldson, B. (2007) 'Child Criminalisation and the Mistake of Early Intervention', *Criminal Justice Matters*, Vol 69, pp. **8-9**.

Ministry of Justice (2011) *Addressing the Drivers of Crime: June 2011 Report Back*, Wellington: Cabinet Social Policy Committee, pp. **1-12**.

Supplementary Reading

Homel, R. (2007) 'Developmental Crime Prevention', in Tilley, N. (Ed.) *Handbook of Crime Prevention and Community Safety*, Devon: Willan Publishing, pp. **71-106**.

Schneider, S. (2010) *Crime Prevention: Theory and Practice*, Boca Raton: CRC Press, 'Crime Prevention through Social Development', pp. 95-100.

Tremblay, R. and Craig, W. (1995) 'Developmental Crime Prevention', in Tonry, M. and Farrington, D (Eds.) *Building a Safer Society: Strategic Approaches to Crime Prevention*, Chicago: University of Chicago press, pp. 151- 236.

John Howard Society (1995) *Crime Prevention through Social Development: A Literature Review*, Alberta: John Howard Society, pp.1-64.

Shapland, J. (2000) 'Reducing Crime: Implications for Criminology Present and Criminology's Futures', *British Criminology Conference: Selected Proceedings*. Vol 3, pp.1-7.

30 April Community-based and Multi-agency crime prevention

Essential reading

Hope, T. (2001) 'Community Crime Prevention in Britain: A Strategic overview', *Criminal Justice*, Vol 1 (4), pp. **421-439**.

Crawford, A. (1998) *Crime Prevention and Community Safety: Politics, Policies & Practices*, London: Longman, 'Assumptions with social crime prevention', pp. **124-140 & 169-179**.

Weatherburn, D. (2011) 'Crime Prone Communities', in Stewart, A., Allard, T. and Dennison, S. (Eds.) *Evidence Based Policy & Practice in Youth Justice*, Sydney: The Federation Press, pp. **63-81**.

Wickes, R. (2010) 'Generating Action and Responding to Local Issues: Collective Efficacy in Context', *Australian and New Zealand Journal of Criminology*, Vol 43 (3), pp. **423-443**.

Evans, K. (2008) 'Crime Control Partnerships: who do we trust?', *Criminal Justice Matters*, Vol 50 (1), pp. **12-13**.

Gilling, D. (2005) 'Partnerships and Crime Prevention', in Tilley, N. (Ed.) *Handbook of Crime Prevention and Community Safety*, Devon: Willan Publishing, pp. **743-756**.

Ellis, E., Fortune, J. and Peters, G. (2007) 'Partnership problems: Analysis and Redesign', *Crime Prevention and Community Safety: An International Journey*, Vol 9, pp. **34-51**.

Supplementary reading

Gilling, D. (1994) 'Multi-agency crime prevention in Britain: the problem of combining situational and social strategies', *Crime Prevention Studies* Vol 3, pp. 231-248.

Gilling, D. (1994) 'Multi-agency crime prevention: some barriers to collaboration', *Howard Journal* Vol 33, pp. **246-257**.

Managing for Shared Outcomes Development Group (2004) *Getting Better at Managing for Shared Outcomes*, (August) Wellington: Managing for Shared Outcomes Group, pp. 1-32.

Walklate, S. (2001) 'Community and Crime Prevention', in McLaughlin, E. and Muncie, J. (Eds.) *Controlling Crime*, 2nd Edition, London: Sage, pp. **316-335**.

Harland, A. and Borich, A. (2007) *Evaluation of Youth Offending Teams in New Zealand*, Wellington: Ministry of Justice.

Hope, T. (1995) 'Community Crime Prevention', in Tonry, M. and Farrington, D (Eds.) *Building a Safer Society: Strategic Approaches to Crime Prevention – Crime and Justice A Review of Research*, Chicsgo: University of Chicago press, pp. 21-90.

Mawby, R. (2008) 'Understanding and Responding to Crime and Disorder: Ensuring a Local Dimension', *Crime Prevention and Community Safety*, Vol 10, pp. 158–173.

Miller, L. (2001) 'Federal Crime control and Community Crime Prevention' – *The Politics of Community Crime Prevention* – Aldershot: Dartmouth Publishing Company, pp. 21-48

Hughes, G. (2002) 'Plotting the Rise of Community Safety: critical reflections on research, theory and politics', in Hughes, G. and Edwards, A. (Eds.) *Crime Control and the Community*, Devon: Willan Publishing, pp.20-45.

Walters, R. (1996) 'The Dream of Multi-Agency Crime Prevention: Pitfalls of Policy and Practice', in Homel, R. (Ed.) *The Politics and practice of Situational Crime Prevention: Crime Prevention Studies*, Vol 5, New York: Criminal Justice Press, pp. 75-96.

Haumaha, W. (2009) 'Iwi Crime Prevention Plans', in Maxwell, G. (Ed.) *Addressing the Causes of Offending: What's the Evidence?* Wellington: Institute of Policy Studies, pp. 203-210.

7 May International Approaches & Experience

How has crime prevention been developed and delivered across a range of international jurisdictions? How do they compare with New Zealand?

Essential reading

Crawford, A. (1998) *Crime Prevention and Community Safety: Politics, Policies & Practices*, London: Longman, 'Assumptions with social crime prevention', pp. **218- 235**.

Sutton, A., Cherney, A. and White, R. (2008) *Crime Prevention: Principles Perspectives and Practices*, Cambridge: Cambridge University Press, Chapter 6 'From research to policy', pp. **93- 112**.

Crawford, A. (2009) 'Situating crime prevention policies in comparative perspective: policy travels, transfer and translation', in Crawford, A. (Ed.) *Crime Prevention Policies in Comparative Perspective*, Devon: Willan Publishing, pp. **1-37**.

Supplementary reading

Van Swanningen, R. (2005) 'Public Safety and the Management of Fear', *Theoretical Criminology*, Vol. 9(3): **289–305**.

Schuck, A. (2005) 'American Crime Prevention: Trends and New Frontiers', *Canadian Journal of Criminology*, Vol 42, (2), pp. 447-462.

Roberts, J. and Hastings, R. (2007) 'Public Opinion and Crime Prevention: A Review of International Findings', in Hastings, R. and Bania, M. (Eds.) *Institute for the Prevention of Crime*, Vol 1 (March), pp.193-218.

Karstedt, S. (2002) 'Durkheim, Tarde and Beyond: The Global Travel of Crime Policies', *Criminology and Criminal Justice*, Vol 2(2), pp. 111-123.

Garland, D. (2002) *The Culture of Control: Crime and Social Order in Contemporary Society*, Oxford: Oxford University Press, Chapter 5 (Policy Predicament: Adaption, Denial and Acting Out) pp. 103- 138.

Simon, J. (2008) 'Policy Transfer and Criminal Justice: Exploring US Influence over British Crime Control Policy', *British Journal of Criminology*, Vol 48 (2) pp.251-254 (book review)

14 May Police, Policing and Crime Prevention

When the police were first established prevention was their primary mission. What crime prevention role do the police now play? What other forms of policing are involved in preventing crime? What contribution do the police and policing make to crime prevention?

Essential reading

Byrne, S. and Pease, K. (2003) 'Crime Reduction and Community Safety', in Newburn, T. (ed.) *Handbook of Policing*, Devon: Willan Publishing, pp. **286-310**.

Dixon, D. (2005) 'Why Don't the Police Stop Crime?', *Australian and New Zealand Journal of Criminology*, Vol 38 (1), pp. **4-24**.

Bradley, T. and Sedgwick, C. (2009) 'Policing Beyond the Police: A First Cut Study of Private Security in New Zealand', *Policing and Society*, Vol 19 (4), pp. **468-492**.

Button, M. (2006) 'Community Safety and the private Security Sector', in Squires, P. (Ed.) *Community Safety: Critical Perspectives on Policy and Practice*, Bristol: The Policy Press, pp. **125-138**.

Zedner, L. (2007) 'Too Much Security', *International Journal of the Sociology of Law*, Vol 31(3), pp. **155-184**.

Collins, J. (2011) 'More Neighbourhood Policing Teams Get Ready', Ministerial Press Release, Wellington: Office of the Minister of Police.

New Zealand Police (2011)

Supplementary reading

Schneider, S. (2010) *Crime Prevention: Theory and Practice*, Boca Raton: CRC Press, Chapter 6: 'Policing for the Prevention of Crime', pp. 215-218.

Sherman, L., and Eck, J. (2002) 'Policing for crime prevention', In Sherman, L., Farrington, D., Welsh, B. and MacKenzie, D. (Eds.), *Evidence-based crime prevention*, London: Routledge, pp. **295–329**.

Duncan, A. (2009) *Canterbury Community Policing Small Business Robbery Prevention Case Study*, Evaluation Services Organisational Assurance Group, Wellington: Police National Headquarters

Putt, J. (2010) *Community Policing in Australia*, Canberra: Australian Institute of Criminology, pp. 1-92.

21 May Politics and Crime Prevention

What are the 'politics' of crime prevention and how is it manifested? What are the political implications of crime prevention policy and practice?

Essential reading

Sutton, A. and Cherney, A. (2002) 'Prevention without politics?' *Criminal Justice*, Vol 2(3), pp. **325-344**.

Bradley, T. (2005) 'Losing Faith in 'community': From community based crime prevention to centrally prescribed crime reduction', Unpublished conference paper delivered at the *Australian and New Zealand Society of Criminology Annual Conference*, Victoria University of Wellington, 9-11 February: Wellington.

Consedine, T. (2001) 'The Newlove Report: a new opportunity or an obligation for communities to confront crime', *Criminal Justice matters*, Vol 86, pp. **10-11**.

Crawford, A. (2008) 'Missed opportunities for preventing crime', *Criminal Justice Matters*, Vol 69, pp.**16-17**.

Sutton, A. (1994) 'Crime Prevention: Promise or Threat', *Australian and New Zealand Journal of Criminology*, Vol 27 (1), pp. 5-20.

Moore, S. and Millie, A. (2011) 'Guest Editorial: Community Safety Politics and Policy in Europe', *Crime Prevention and Community Safety*, Vol 13, pp. **229 – 231**.

Supplementary reading

Hughes, G. (2007) *The Politics of Crime and the Community*, Hampshire: Palgrave Macmillan, Chapter three: 'Multi-Agency Partnerships and the Governance of Security', pp. 54-80.

Follett, M. (2006) 'The local politics of community safety: local policy for local people?' in Squires, P. (Ed.) *Community Safety: Critical perspectives on policy and practice*, Bristol: The Police Press, pp. **95-110**.

Evans, K. (2011) *Crime Prevention: A Critical Introduction*, London: Sage, Chapter 1: 'Crime Prevention in the twentieth century', pp. 5-28.

Crawford, A. (1998) *Crime Prevention and Community Safety: Politics, Policies & Practices*, London: Longman, Chapter 8: 'The Politics of Crime Prevention and Community safety', pp. 245- 258.

Coleman, R., Sim, J. and Whyte, D. (2002) 'Power, politics and partnerships: the state of crime prevention on Merseyside', in Hughes, G. and Edwards, A. (2002) *Crime Control and Community: The new politics of public safety*, Devon: Willan Publishing, pp.86-108.

29 May Planning, Implementing and Evaluating Crime Prevention

How do we plan for crime prevention programmes and projects? What are the essential ingredients of a successful plan? Why is there often a difference between planning and implementation? What works in Crime Prevention? How do we evaluate the success or failure of crime prevention programmes, projects or strategies? What are the underlying principles and features of evaluation?

Essential reading

Schneider, S. (2010) *Crime Prevention: Theory and Practice*, Boca Raton: CRC Press, Chapter 7 'The Crime Prevention Project, Phase One: Planning', pp. **261-289**.

Tilley, N. (2009) *Crime Prevention*, Devon: Willan Publishing, Chapter 6 'Implementation', pp. **138-159**.

Ministry of Justice (2005) *National Guidelines on Crime Prevention Through Environmental Design in New Zealand, Part 2: Implementation Guide*, Wellington: Ministry of Justice.

Poyner, B. (1993) 'What Works in Crime Prevention: An Overview of Evaluations, in Clarke, R. (Ed.) *Crime Prevention Studies*, Vol 1, pp. **7-34**.

Knutsson, J, and Tilley, N. (2009) 'Introduction', *Crime Prevention Studies*, Vol 24, pp. **1-6**.

Tilley, N. (2002) 'Introduction: Evaluation for Crime Prevention', *Crime Prevention Studies*, Vol 14, pp. **1-10**.

Welsh, B. and Farrington, D. (2005) 'Evidence-Based Crime Prevention: Conclusions and Directions for a Safer Society', *Canadian Journal of Criminology*, April, pp. **337- 354**.

Supplementary reading

Clancy, G. (2011) 'Are Still Flying Blind: Crime Data and Local Crime Prevention in NSW', *Current Issues in Criminal Justice*, Vol 22 (3), pp. **492-500**.

Cherney, A. and Sutton, A. (2007) 'Crime Prevention in Australia: Beyond What Works', *Australian and New Zealand Journal of Criminology*, Vol 40 (1), pp. **65-81**.

Gilling, D. (1996) 'Problems with the Problem Oriented Approach', in Homel, R. (Ed.) *The Politics and practices of Situational Crime Prevention: Crime Prevention Studies*, Vol 5, pp. **9-23**.

Gayne, P., Painey, R. and Button, D. (2008) 'An Empowered Approach to Developing a Youth Violence Prevention Plan: A Case Study in a Small but Growing Rural Community', *Crime Prevention and Community Safety: An International Journal*, Vol 10, pp. 249-270.

Ekblom, P. (1999) 'Evaluating Crime Prevention

Anne Duncan Consultancy and NZ Police Evaluation Services team (2009) *Evaluation of the Auckland City East Community Policing Team*, Wellington: NZ Police, pp. 1-45.

Laycock, G. (2005) 'Crime, Science and Evaluation', *Criminal Justice Matters*, Vol 62, pp. 10-11.

English, B., Cummings, R. and Straton, R. (2002) 'Choosing an Evaluation Model for Community Crime Prevention', in Tilley, N. (Ed.) *Crime Prevention Studies*, Vol 14, pp. 119-169.

8 June - 16 July MID-YEAR BREAK

16 July Research essay: Class discussion

23 July Student presentation planning

30 July Student presentations

6 Aug Student presentations

13 Aug Student presentations

20 Aug Student presentations

24 Sept Due date: Research essay

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School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

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