

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 314

Special Topic:

Discrimination, Racism & Justice

Course Outline

CRN 3092: 20 POINTS: TRIMESTER 1, 2013

Trimester dates: 4 March – 3 July 2013

Teaching dates: 4 March – 7 June 2013

Easter break: 28 March – 3 April 2013

Mid-trimester break: 22-28 April 2013

Study break/Examination period: 10 June – 3 July 2013

Course Coordinator: A/Prof. Julian Buchanan

Room 1118, Murphy Building

Tel: (04) 463 9980

julian.buchanan@vuw.ac.nz

LECTURES: TUESDAY 3-5pm Room HU LT119

Institute of Criminology

CRIM 314

Special Topic: Discrimination, Racism and Justice

COURSE COORDINATOR:

Assoc. Prof. Julian Buchanan
Level 11, Murphy Building, Room MY1118,
E-mail: Julian.Buchanan@vuw.ac.nz

LECTURE TIMES:

Tuesdays 3-5pm HU LT119

OFFICE HOURS:

Tuesdays 9am -11am
Students are encouraged to see Julian during his office hours above. If not possible email him to arrange an alternative time.

THE SCHOOL OFFICE

Level 9 of the Murphy Building. Open from 9am to 4pm.

NOTICEBOARD:

There are notice boards on level 9 and 11, Murphy Building, but all CRIM 314 notices will appear on Blackboard

COMMUNICATION OF ADDITIONAL INFORMATION:

Additional material, new information and notifications of course changes will be posted on Blackboard. It is an important virtual learning environment for this course and students doing CRIM 314 will be expected to engage and participate on Blackboard.

COURSE PRESCRIPTION

This course will involve students exploring the abuse of power and the way in which racism is perpetuated and maintained. It will include an examination of: prejudice; stereotyping; labelling; othering; non-racist approaches; anti-racist approaches; positive action; positive discrimination; and personal, cultural and structural discrimination.

COURSE OVERVIEW

This course will involve students exploring the abuse of power and the way in which racism is perpetuated and maintained. It will include an examination of: prejudice; stereotyping; labelling; othering; non-racist approaches; anti-racist approaches; positive action; positive discrimination; and personal, cultural and structural discrimination. The topics covered on this course are listed below.

WK	TUE	TOPIC & KEY READINGS (ALL ON BLACKBOARD)
1	5 th Mar	<p>The Social Construction of Difference</p> <p>Johnson, A. G (2010) 'The social construction of difference' pp15-20 in Adams, M. et al., 2000. <i>Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism</i> 1st ed., Routledge.</p> <p>Bell, L.A. et al 'Theoretical & Conceptual Foundations' pp21-35 in Adams, M. et al., 2000. <i>Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism</i> 1st ed., Routledge</p>
2	12 th Mar	<p>Theorising Discrimination and Oppression</p> <p>Young, I. M. (2010) 'Five Faces of Oppression' pp36-45 in Adams, M. et al., 2000. <i>Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism</i> 1st ed., Routledge.</p> <p>Burke, R.H., 2005. Labelling Theories (chapter 9) pp. 167-179 in <i>An Introduction to Criminological Theory</i> 2nd ed., Willan Publishing.</p>
3	19 th Mar	<p>Moral Panic, Labelling & Deviance</p> <p>Pickering, M., (2001). <i>Stereotyping: The Politics of Representation</i>, Palgrave Macmillan. ISBN 0333772105 (chapter one) pp.1-21</p> <p>Rowe, M., 2012. Chapter One Race Crime And Society, (pp1-12) <i>Race & Crime</i>. SAGE.</p>
4	26 th Mar	<p>Social Construction of Race & Ethnicity</p> <p>Jeynes, W. H. (2011) Race Racism and Darwin in Education and Urban Society 2011 vol. 43 no. 5 pp. 535-559</p> <p>Bloch A & Solomos J (2010) 'Key questions in the Sociology of Race & Ethnicity' Chapter 1 (pp.1 -17) in <i>Race & Ethnicity in the 21st Century</i></p> <p>Ratcliffe, P., (2004) <i>Race, Ethnicity and difference: Imagining the Inclusive Society</i>, Open University Press. ISBN 0335210953 (Chapters 2 & 3) pp15-40</p> <p>Supplementary reading</p> <p>Mary Bosworth, Ben Bowling and Maggy Lee (2008) Globalization, ethnicity and racism: An introduction, <i>Theoretical Criminology</i> 2008 12: 263-73</p>
EASTER BREAK		

5	9 th Apr	<p>Race and Crime</p> <p>Greene, H.T., & Gabbidon, S.L., (2011) pp.1-15 in Race and Crime: A Text/Reader, Sage Publications, ISBN 1412989078</p> <p>Butler, P. (2010) ONE HUNDRED YEARS OF RACE AND CRIME Journal of Criminal Law & Criminology 100. 3 (Summer 2010): 1043-1060.</p> <p>Supplementary reading</p> <p>Rowe, M., (2012) Race & Crime Race & Crime, SAGE.</p>
6	16 th Apr	<p>Disproportionality in Crime & the Criminal Justice System</p> <p>Rowe, M., 2012. Chapter Four, Disproportionality in Offending (pp53-72) Race & Crime. SAGE</p> <p>Marie, D., (2010) Maori and Criminal Offending: A Critical Appraisal. Australian & New Zealand Journal of Criminology, 43(2), pp.282-300. DOI 10.1375/acri.43.2.282</p> <p>Quince, K (2007) "Māori and the Criminal Justice System in New Zealand" Chapter 12 in J Tolmie and W Brookbanks (eds), The New Zealand Criminal Justice System, Auckland, LexisNexis</p>
MID TRIMESTER BREAK		
7	30 th Apr	<p>Racism & CJS (England)</p> <p>Craig, G. (2012) The history and patterns of settlement of the UK's black and minority ethnic population pp. 41-69, in Understanding Race and Ethnicity: Theory, history, policy, practice, Edited by G. Craig, K. Atkin, S. Chattoo & R. Flynn, Policy Press London</p> <p>Bridges, L. (1999) The Lawrence Inquiry Incompetence, Corruption, and Institutional Racism Journal of Law and Society, Vol. 26, No. 3, Sep.</p> <p>Supplementary reading</p> <p>Karim Murji (2007) 'Sociological Engagements: Institutional Racism and Beyond' Sociology 2007 41: 843</p>
8	7 th May	<p>Racism & CJS (USA)</p> <p>Welch, K. (2007) Black Criminal Stereotype and Racial Profiling, Journal of Contemporary Criminal Justice August vol. 23 no. 3 276-288</p> <p>Jacobs R.N. (1996) Civil Society and Crisis: Culture, Discourse, and the Rodney King Beating American Journal of Sociology, Vol. 101, No. 5 (Mar., 1996), pp. 1238-1272</p> <p>Supplementary reading</p> <p>Alexander, M. (2010) The New Jim Crow: mass incarceration in the age of colorblindness, New York, New Press.</p>

9	14 th May	<p>Indigenous people language discrimination and justice</p> <p>Madoc-Jones, I & Buchanan, J. (2004) Indigenous people, language and criminal justice: the experience of first language Welsh speakers in Wales, <i>Criminal Justice Studies: A Critical Journal of Crime, Law and Society</i>, Vol. 17, Issue 4, pp.353 - 367 ISSN: 1478-6028</p> <p>Cunneen, C. (2009) 'Indigenous Incarceration: The Violence of Colonial Law and Justice'. In Scraton, P. and McCulloch, J. (eds) <i>The Violence of Incarceration</i>, Routledge Taylor and Francis Group, London. ISBN 13: 9780415963138 pp. 209-224</p> <p>Supplementary reading Greene, H.T., & Gabbidon, S.L., (2011) pp.16-23 'The History of Native Americans and the Misdirected Study of Organized Crime' in <i>Race and Crime: A Text/Reader</i>, Sage Publications, ISBN 1412989078</p>
10	21 st May	<p>Maori & CJS (Kim Workman & JustSpeak TBC)</p> <p>Workman, K. (2011) <i>Redemption Denied: Aspects of Maori Over-representation in the Criminal Justice System</i> A presentation by To the 'Justice in the Round' Conference, University of Waikato, 18 – 20 April 2011 free download from http://www.rethinking.org.nz/assets/Papers%20and%20Presentations/Redemption_Denied.pdf</p> <p>Department of Corrections (2007) <i>Over-representation of Māori in the criminal justice system, An exploratory report, Policy, Strategy and Research Group</i>, September 2007, free download from http://www.corrections.govt.nz/_data/assets/pdf_file/0004/285286/Over-representation-of-Maori-in-the-criminal-justice-system.pdf</p> <p>Supplementary reading JustSpeak (2012) <i>Maori and the Criminal Justice System: A Youth Perspective</i> Download free from http://tinyurl.com/MaoriCJS</p> <p>Ko te Aro ki ngā Pūtake Hara mō Ngāi Māori Addressing the Drivers of Crime for Māori (2011) (on Blackboard)</p> <p>Tūi Tūi Tuituiā NZ Race Relations Report 2011 (on Blackboard)</p>
11	28 th May	<p>Non Discrimination and Anti-Discrimination</p> <p>Thompson, N., (2006). <i>Anti-Discriminatory Practice (British Association of Social Workers (BASW) Practical Social Work) 4th ed.</i>, Palgrave Macmillan. ISBN 1403921601 (chapter 2) pp.21-47</p> <p>Ferber, A.L. (2012) <i>The Culture of Privilege: Color-blindness, Postfeminism, and Christonormativity</i> <i>Journal of Social Issues</i>, Vol. 68, No. 1, 2012, pp. 63-77</p> <p>Supplementary reading Nā Ngāi Māori te rongoā i tipu, hei whakakore i te mahi Tūkino (2010) <i>Māori designed, developed and delivered initiatives to reduce Māori offending and re-offending</i> (on Blackboard)</p>

12	4 th June	<p>Islamophobia, the ‘Terrorist’ threat, Nationalism & Institutionalised Racism</p> <p>Bailey, Gavin (2008), ‘The killing of Jean Charles de Menezes: risk, the ‘innocent’, and looking guilty’, In-Spire: Journal of Law, Politics and Societies, Vol. 3 (No. 1)</p> <p>Mary Bosworth, Ben Bowling and Maggy Lee (2008) Globalization, ethnicity and racism: An introduction Theoretical Criminology 2008 12: 263-73</p> <p><i>Supplementary reading</i></p> <p>IRR (2011) Islamophobia and progressive values (on Blackboard)</p> <p>HRC (2005) Muslim Women, Dress Codes and Human Rights (on Blackboard)</p> <p>Martin-Munoz, G. (2012) ‘Unconscious Islamophobia’ Human Architecture: Journal of the Sociology of Self-Knowledge, ISSN 1540-5699, 2010, Volume 8, Issue 2, p. 21</p>
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LEARNING OBJECTIVES:

Students completing this course should be able to:

1. Develop a critical understanding of the diverse nature, extent and forms of discrimination.
2. Develop a theoretical appreciation of how discrimination is established, rooted and maintained.
3. Appreciate some of the historical manifestations of discrimination internationally and examine the practical manifestations and consequences in society.
4. Critically examine the nature, extent, impact and reasons for the over representation of indigenous people, and people from Black and minority ethnic communities in the criminal justice system
5. Critically evaluate the merits of different approaches to tackle discrimination

COURSE ASSESSMENT

Assessment		Learning Objective	Due Date	% of Final Grade	Word Limit*
A	Case Study	1	Online via Bb before 11.30pm Monday 8 th April	20%	1500
B	Essay	2 & 3	Online via Bb before 11.30pm Monday 13 th May	30%	2000
C	3hr Seen Exam	4 & 5	To be arranged	50%	Not applicable

* Any work that exceeds 10% of the word limit will not be read or assessed. So for example if the word limit is 2000 words only a maximum of 2,200 words will be read and assessed (word limit plus 10% max).

Assessment 1 The Case Study:

Select a case study from the list on Blackboard and critically explore to what extent discrimination might have been factor. In this assessment students are required to demonstrate competence in learning objective one: “Develop a critical understanding of the diverse nature, extent and forms of discrimination”

SELECTED CASE STUDY 1500 words:

<p>Summarise the key events of this case: (worth 30 marks)</p>
<p>Identify the key issues and questions arising from this case: (worth 10 marks)</p>
<p>Explore how discrimination may have influenced or played a part in this case: (worth 60 marks)</p>

References (excluded from word count):
Word Count:
TOTAL MARKS AWARDED:
MARKERS FEEDBACK:

Assessment 2 The Essay:

Drawing upon theory, critical analyse the nature and extent of discrimination experienced by a particular group within the criminal justice system. Students must select from: Women; Youth; People with Disabilities; People with mental health needs; Gay, Lesbian and/or Bisexual; or illicit drug users. In this assessment students are required to demonstrate competence in learning objective two and three: “Develop a theoretical appreciation of how discrimination is established, rooted and maintained” and “Appreciate some of the historical manifestations of discrimination internationally and examine the practical manifestations and consequences in society”.

Assessment Guidelines for the Essay 2000 words	
Domain	Requirements
Scope and Content	Your essay should demonstrate that you have understood course readings and lecture material. You should demonstrate how relevant theories help understand and conceptualise the process of discrimination. You should demonstrate a good understanding of the issues of discrimination experienced by members of the selected group under consideration, particularly within the criminal justice system.
Strength of argument	You should show that you have thought about the topic, investigated the issues, drawn upon reliable sources and examined the evidence so that you are able to construct a clear, carefully considered and critical argument that examines the issues of discrimination experienced by that particular group.
Structure	Your essay should flow coherently ensuring each paragraph links and flows coherently. The essay should start with an introduction and should close with a conclusion that highlights the major points and critical issues that emerge from the main body of the essay. Do not use headings.
Style and presentation	The essay should be typed and presented in a clear, concise fashion. Errors in punctuation, spelling, and grammar should be kept to an absolute minimum.
Use of source information and referencing	You are expected to draw upon the course readings and your own independent academic study and your use of references should reflect this fact. Reference all your sources. References should be correctly cited in the text of the essay and in a reference list at the end of the essay. Use ASA referencing format throughout.

Assessment 3 The Exam:

This three hour exam will require students to demonstrate a critical insight into the complex nature, extent and reasons for the over representation of people from indigenous and minority ethnic groups in the criminal justice system and to critically explore strategies for tackling the issue. In this assessment students are required to demonstrate competence in learning objective four and five: “Critically examine the nature, extent, impact and reasons for the over representation of indigenous people, and people from Black and minority ethnic communities in the criminal justice system” and “Critically evaluate the merits of different approaches to tackle discrimination”. Within the three hour exam students will be required to answer four essay questions from a choice of seven questions.

Assessment Guidelines for the Exam	
Domain	Requirements
Scope and Content	Your essay answers should demonstrate that you have understood course readings, lecture material and carried out independent academic study. You should demonstrate how relevant theories help develop a critical understanding to conceptualise and analyse the processes of discrimination experienced by Black and Minority Ethnic Groups and indigenous people.
Strength of argument	You should show that you have considered the topic, investigated the issues, drawn upon reliable sources and examined the evidence so that you are able to construct a clear, carefully considered and critical argument that examines the issues.
Structure	Your essay should flow coherently ensuring each paragraph links and flows coherently. The essay should start with a brief introduction and should close with a conclusion that highlights the major points and critical issues that emerge from the main body of the essay. Do not use headings.
Style and presentation	The exam essays should be hand written and legible. Writing style should be clear and concise. Errors in punctuation, spelling, and grammar should be kept to a minimum.
Use of source information and referencing	You are expected to draw upon the course readings and your own independent academic study and your use of references should reflect this fact. Reference all your sources (author and year of publication). References should be correctly cited in the text of the essay, but as this is an exam and time is limited you are not required to produce a reference list at the end of the essay.

Notes on Assessment

Institute staff are not allowed to comment or provide feedback on drafts of the written assignments, but will provide constructive feedback on a proposed outline. It is also possible to discuss assignments in general terms and to receive constructive feedback and guidance.

Assignments should be typed on A4 paper, using Arial, Calibri, Helvetica or Times New Roman font, in 11 or 12pt size, 1.5 spaced, the word count should be indicated and pages numbered. The Institute insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments, that work is appropriately attributed to authors, and that references are

accurately cited. **Careful proof-reading of assignments is essential.** Failure to meet these standards will result in the deduction of marks.

Assignments should be submitted online as instructed on Blackboard using Turnitin which provides staff with an originality report. All assignments will be returned via the email address registered on Blackboard.

MANDATORY COURSE REQUIREMENTS

To meet course requirements in CRIM 314, students are required to:

- Attend at least ten out of the twelve lectures and at least seven out of the nine tutorials (unless prevented by illness or other unforeseen reasonable event);
- Submit work in all three assessments.

TEACHING AND LEARNING SUMMARY

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

EXPECTED WORKLOAD

Taking into account class attendance, reading, research for assignments and online participation, students should spend around 13 hours per week working for CRIM 314.

TUTORIALS

Tutorials are important learning opportunities that provide scope for discussion and 'thinking aloud'. They are an essential component of CRIM 314 course. See CRIM 314 Blackboard site for further information. Please sign up early via Blackboard to secure your preferred day and time. Students are only permitted to attend the tutorial they are signed up for.

EXTENSIONS

All assessed work **must** be submitted by the specified date and time. You are expected to keep to these deadlines otherwise it is unfair to other students. Extensions will only be granted in **unforeseen exceptional** circumstances, and should be sought from Julian Buchanan **prior** to the deadline. An example of an unforeseen exceptional circumstance would be illness confirmed by a letter from a medical practitioner. Please note that a lack of prior organisation, other commitments and/or word-processing failures are not valid reasons for an extension. **Please note:** Late submission of work ***without an authorized extension*** will be penalised by the following deductions:

- Up to 1 day past deadline = 5% deduction
- Between 1 and 3 days = 10% deduction
- Between 4 and 7 days = 15% deduction
- More than 7 days = the assignment will not be accepted (0%)

READING LIST

This course overview above indicates the topics to be covered in the course and identifies the reading material relevant to each topic. The key readings will be available on Blackboard and further readings will also be suggested during the course. 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 important skills in this regard.

COURSE MATERIALS

All key reading, lecture presentations, web sites, video clips etc will be uploaded on Blackboard.

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 unacceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own ideas or 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>

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 previously submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question which may result in the student failing the course.

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 (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/avcacademic.

Information for Māori Students:

http://www.victoria.ac.nz/st_services/slss/infofor/maoristudents

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

Information for Pasifika students:

http://www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents

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

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from CRIM 314 (or any other course) please see the Faculty of Humanities and Social Sciences office on the 4th floor of the Murphy Building for an Add/Drop Course form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal on your record if you do not act promptly. Information on withdrawals and refunds may be found at <http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds>

ASSIGNMENT COVER SHEETS

All written work submitted for assessment for Criminology papers must have a School Assignment Cover sheet which is found at the back of this Course Outline. This is critical for accurate identification and recording of your work.

CLASS REPRESENTATIVE

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

OTHER CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Alison Melling, Helen Beaglehole, Suzanne Weaver MY921, Tel: 463 5258; 463 5677; 463 5317 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.

Office use only

Date Received:

(Date Stamp)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

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

Student ID: _____ Course: CRIM 314

Tutorial Day & Time: _____ Tutor's name: _____

Assignment Due Date:

Word Count:

CERTIFICATION OF AUTHENTICITY

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

Signed: _____ Date: _____