



**FACULTY OF HUMANITIES AND SOCIAL  
SCIENCES**

**SCHOOL OF SOCIAL AND CULTURAL STUDIES**

*Te Kura Mahinga Tangata*

**Institute of Criminology**

**CRIM 316**

**Criminological Theory**

**20 POINTS**

**Course Outline**

**TRIMESTER 2, 2013**

**Important dates**

**Trimester dates:** 15 July to 17 November 2013

**Teaching dates:** 15 July to 18 October 2013

**Mid-trimester break:** 26 August to 8 September 2013

**Study period:** 21–25 October 2013

**Examination/Assessment Period:** 25 October to 16 November 2013

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to

[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)

## Class times and locations

**Lectures:** Tuesdays 4- 6 pm HULT 220

**Tutorials:** Thursdays 4-5 pm & 5-6 pm HULT 220

## Names and contact details

**Course Coordinator:** Professor John Pratt

Murphy building, MY 1116

Tel: 463 5327

E-mail: [john.pratt@vuw.ac.nz](mailto:john.pratt@vuw.ac.nz)

**Office Hours:** Mondays 3-4pm

If you are not able to make this time please contact Professor Pratt to arrange an alternative time.

## Communication of additional information

CRIM 316 has information on Blackboard at: <http://www.blackboard.vuw.ac.nz>. There is a student noticeboard outside the lifts on level 11 of Murphy building where general information which may be of interest to you, is displayed. There is also a School student noticeboard on level 9 of the Murphy building. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use

## Prescription

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

## Course content (Teaching Programme)

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

	Lecture Date	Lecture Topic	Tutorials: Thursday (1) 4 - 5pm (2) 5 – 6pm
1	16July	Introduction (C S )	On theory and the first assignment
2	23 July	Durkheim	Durkheim
3	30 July	Chicago School	Chicago School

4	6 August	The American Dream	The American Dream
5	13 August	The Culture of Crime	The Culture of Crime
6	20 August	Labelling Theory	Labelling Theory
<b>MID-TRIMESTER BREAK 26 August – 8 September</b>			
7	10 September	Control Theory	Control Theory
8	17 September	Marxism and New Deviancy Theory	Marxism and New Deviancy Theory
9	24 September	Feminist Criminology	Feminist Criminology
10	1 October	Crime Against the Environment (C S)	Crime Against the Environment
11	8 October	The New Right	The New Right
12	15 October	Restorative Justice	Restorative Justice
<b>STUDY/EXAMINATION PERIOD 21 October – 16 November</b>			

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. show a sound understanding of various explanations of criminal behaviour, which draw primarily on the social causes of this phenomenon.
2. show a critical understanding of how successive theories of criminal behaviour have developed historically.
3. assess given explanations of crime, with reference to the strengths and weaknesses of a particular theory.
4. show a capacity to analyse a particular crime problem and explanations of it; to select and critically assess a theory of crime; to demonstrate wide ranging knowledge of differing crime theories.

Hence the threefold method of assessment for this course to test these objectives: two essays and an examination.

## Teaching format

The teaching format for this course will be as follows: Professor Pratt will give weekly, interactive seminars with the students, who are encouraged to participate in the intellectual exchanges. Dr Sedgwick will give two lectures. There will be weekly, compulsory tutorials

that students need to prepare for, as indicated, to discuss and further develop the seminar topics.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend 7 out of 9 tutorials from week four
2. Submit Essay One by the due date and time
3. Submit Essay Two by the due date and time, and
4. Sit the final examination.

NB: students are also very strongly urged to attend the tutorials in the first three weeks of this course which are directed at 'how to answer the first assignment.'

## Workload

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

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Essay 1 (2,000 words)	30%	1, 2, 3	Friday 16 <sup>th</sup> Aug 2013
2	Essay 2 (2,000 words)	30%	1,3,4	Friday 11 <sup>th</sup> Oct 2013
3	Final examination (2 hours)	40%	1,2,3,4	25 <sup>th</sup> Oct – 16 <sup>th</sup> Nov 2013 (within this period)

These three methods of assessment are designed:

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

### Essay One

Due date: 4 pm, Friday, 16 Aug 2013.

Maximum word length: 2,000 words.

Percentage of final grade: 30%

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

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

## **Essay Two**

Due date: 4 pm, Friday, 11 Oct 2013.

Maximum word length: 2,000 words.

Percentage of final grade: 30%

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

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

## **The Examination**

Due date: during the examination period 25 Oct – 16 Nov 2013.

Percentage of final grade: 40%

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

## **Assignment Cover Sheets**

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

## **Background Advice for Both Essays**

The points below apply to both of your essays:

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

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

- (1) coherent in argument;
- (2) well-articulated;
- (3) well-presented;

adequately referenced with a bibliography as appropriate;

and which demonstrates your ability where relevant to:

- (a) locate particular research findings and theories within a wider context;
- (b) critically evaluate relevant literature;
- (c) summarise research findings;
- (d) present an appropriate conclusion to your essay.

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

## **INTRODUCTION – Seminar 1**

### **Essential Reading**

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

### **Supplementary Reading**

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

## **DURKHEIM – Seminar 2**

### **Essential Reading**

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

### **Supplementary Reading**

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

## **CHICAGO SCHOOL – Seminar 3**

### **Essential Reading**

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

### **Supplementary Reading**

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

## **THE AMERICAN DREAM – Seminar 4**

### **Essential Reading**

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

### **Supplementary Reading**

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

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

### **Essential Reading**

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

### **Supplementary Reading**

- P. Willis (1977). Learning to Labour, How Working Class Kids Get Working Class Jobs
- J. Muncie (1984). The Trouble with Kids Today, pp. 135–140.
- D. Downes and P. Rock (1988). Understanding Deviance, pp. 137–165.

## **LABELLING THEORY – Seminar 6**

### **Essential Reading**

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

### **Supplementary Reading**

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

## **CONTROL THEORY – Seminar 7**

### **Essential Reading**

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

### **Supplementary Reading**

J. Pratt et al (1993). School Arson.

D. Downes and P. Rock (1988) Understanding Deviance, pp. 217-241.,

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

### **Essential Reading**

• D. Shoemaker, *Op cit*, pp. 293-308.

• J. Young (1988), Student Notes, Reading: 9.

• R. Quinney (1977), 'Crime and the Development of Capitalism', Student Notes, Reading: 10.

### **Supplementary Reading**

S. Hall, C. Chritcher, T. Jeffrson, J. Clarke, B. Roberts (1978). Policing the Crisis, pp. 29–52.

D. Greenberg (1981). Crime and Capitalism, pp. 1–35.

M. Cowling (2008). 'Radical US Criminology' in Marxism and Criminological Theory, pp.72-104.

M. Cowling (2008). 'British Critical Criminology' in Marxism and Criminological Theory, pp.105-145.

D. Downes and P. Rock (1982). Understanding Deviance, pp. 203–225.

S. Cohen (1973). Folk Devils and Moral Panics, Chapter 1.

## **FEMINIST CRIMINOLOGY – Seminar 9**

### **Essential Reading**

• D. Shoemaker, *Op cit*, pp. 315-345.

• D. Downes and D. Rock (1982) Student Notes, Reading:10.

• P. Carlen (1988) Student Notes g:10.

### **Supplementary Reading**

K Daly and M Chesney-Lind (1988) 'Feminism and Criminology' in Justice Quarterly, Vol. 5, No.4 pp.497- 538.

M. Chesney-Lind (2006) 'Patriarchy, Crime, and Justice Feminist Criminology in the Era of Backlash' in Stuart Henry and Scott A. Lukas (eds)(2009) Recent Developments in Criminological Theory pp 385-405

F. Heidensohn (1986). Women and Crime, pp. 145–162.

L. Gelsthorpe (1990). Feminist methodologies in criminology: A new approach or old wine in new bottles? In L. Gelsthorpe and A. Morris (eds), Feminist Perspectives in Criminology, pp. 89–106.

E. Stanko (1990). 'When precaution is normal: A feminist critique of crime prevention'. In L. Gelsthorpe and A. Morris (eds), Feminist Perspectives in Criminology, pp. 173–183.



## **Crimes Against the Environment– Seminar 10**

### **Essential Reading**

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

### **Supplementary Reading**

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

## **THE NEW RIGHT – Seminar 11**

### **Essential Reading**

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

### **Supplementary Reading**

R. Lilly, F. Cullen and R. Ball (1989). Criminological Theory: Context and Consequences, pp. 181–205.

J. Pratt (2007). Penal Populism, Chapters 1 and 2.

J. Young (1994). "Recent paradigms in criminology". In M. Maguire et.al (eds), The Oxford Handbook of Criminology, pp. 97–102.

J. Pratt and M. Clark (2005), "Penal Populism in New Zealand' *Punishment and Society* 7, pp. 303-322.

## **Restorative Justice – Seminar 12**

### **Essential Reading**

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

### **Supplementary Reading**

H. Blagg (1997). A just measure of shame. British Journal of Criminology, 37, pp. 481–501.

J. Braithwaite (1989). Crime, Shame and Reintegration, pp. 69–84.

K. Hamai and T. Ellis (2008). "Japanese Criminal Justice" *Punishment and Society* 10, pp. 25-46.

R. White and F. Haines (1996). Crime and Criminology, pp. 177–196.

S. Kersten (1993). Street youths, bosozoku and vakuza: Subculture formation and societal reaction in Japan. Crime and Delinquency, 39, pp. 277 –295.

## **TUTORIAL QUESTIONS**

### **Week 1**

Discussion of the first ASSIGNMENT

Why theory?- a general discussion

## **Week 2**

### **Durkheim**

Discussion of the first ASSIGNMENT

Why theory?- a general discussion

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

## **Week 3**

Discussion of the first ASSIGNMENT

Why theory?- a general discussion

### **Chicago School**

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

## **Week 4**

### **The American Dream**

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

## **Week 5**

### **The Culture of Crime**

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

## **Week 6**

### **Labelling Theory**

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

## **Week 7**

### **Control Theory**

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

## **Week 8**

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

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

5. Does it have any relevance to our understanding of the causes of crime in today's political climate?

## **Week 9**

### **Feminist Criminology**

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

## **Week 10**

### **Crimes Against the Environment**

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

## **Week 11**

### **The New Right**

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

## **Week 12**

### **New Republicanism**

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

## Submission and return of work

Work should be submitted to the Essay Box, School Administration Office which is on the 9<sup>th</sup> Floor of the Murphy Building. Please include the School's Assignment Cover Sheet (a sample is attached at the back of this Outline) when submitting your assignments. This ensures that you have provided essential information. You may wish to have a front page of your own on your assignment, but the top sheet must be the School's Assignment Cover Sheet. Further copies can be found at the School's Administration office and also on the School's Essay Box table, on level 9 of Murphy building. Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9<sup>th</sup> floor reception desk, between **2.00 and 4.00 pm only** from Monday to Friday.

## Penalties

Assignments must be handed in **by the due date**. You are expected to keep to this deadline, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from John Pratt **prior to the deadline**. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. Please note that lack of organisation, word-processing failures and other work demands are not "good reasons". Late submission of work without permission will be penalised by the following deductions:

One grade = period up to and including 24 hours past due date.

Two grades = period from 24 hours up to and including 72 hours past due date.

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

## Submitting work that has been submitted for another course

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question, which may result in the student failing mandatory course requirements.

## Set texts

Students can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

**Essential readings** for this course are the textbook Theories of Delinquency (6th ed.) by D. Shoemaker, retail price \$ 48.99 and Student Notes.

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

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

**Supplementary Reading:** The supplementary reading is provided as an additional source of reference particularly for the second essay. You should also try to read at least some of this material in preparation for seminars so you will understand the interconnection between theories of criminal behaviour and the development of crime prevention strategies. Overall, you should certainly read most of this material at some stage during the course.

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

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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## Student feedback

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/home/study/plagiarism](http://www.victoria.ac.nz/home/study/plagiarism)
- Aegrotats: [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat)
- Academic Progress: [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/home/study/dates](http://www.victoria.ac.nz/home/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/home/study/exams-and-assessments/grades](http://www.victoria.ac.nz/home/study/exams-and-assessments/grades)
- Resolving academic issues:  
[www.victoria.ac.nz/home/about/avcacademic/publications2#grievances](http://www.victoria.ac.nz/home/about/avcacademic/publications2#grievances)
- Special passes:  
[www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass](http://www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass)
- Statutes and policies including the Student Conduct Statute:  
[www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy)
- Student support: [www.victoria.ac.nz/home/viclife/student-service](http://www.victoria.ac.nz/home/viclife/student-service)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/home/viclife/student-charter](http://www.victoria.ac.nz/home/viclife/student-charter)
- Student Contract: [www.victoria.ac.nz/home/admisenrol/enrol/studentcontract](http://www.victoria.ac.nz/home/admisenrol/enrol/studentcontract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/home/about](http://www.victoria.ac.nz/home/about)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## School Contact Information

Head of School: Dr Allison Kirkman, MY1013

Tel: 463 5676 E-m: [Allison.Kirkman@vuw.ac.nz](mailto:Allison.Kirkman@vuw.ac.nz)

International Student Liaison: Dr Hal Levine MY1023

Tel: 463 6132 E-m: [Hal.Levine@vuw.ac.nz](mailto:Hal.Levine@vuw.ac.nz)

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**School of Social and Cultural Studies**  
**Te Kura Mahinga Tangata**

**CULTURAL ANTHROPOLOGY**  
**CRIMINOLOGY**  
**SOCIOLOGY & SOCIAL POLICY**

**Assignment Cover Sheet**  
(please write legibly)

**Full Name:** \_\_\_\_\_  
*(Last name)* *(First name)*

**Student ID:** \_\_\_\_\_ **Course (e.g. ANTH101):** \_\_\_\_\_

**Tutorial Day:** \_\_\_\_\_ **Tutorial Time:** \_\_\_\_\_

**Tutor's name:** \_\_\_\_\_

**Assignment Due Date:** \_\_\_\_\_

**CERTIFICATION OF AUTHENTICITY**

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

*Signed:* \_\_\_\_\_ *Date:* \_\_\_\_\_