

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 318

Special Topic: Sexual Violence

Course Outline

CRN 9184 : 24 POINTS : Trimester 2, 2007

COURSE COORDINATOR: DR JAN JORDAN

Room 1118, Murphy Building

Tel: (04) 463 5811

Email: Jan.Jordan@vuw.ac.nz

LECTURES: TUES 2.10-4PM MY LT 101;

TUTORIALS: THURS 2.10-3 OR 3.10-4PM, CO 245

Institute Of Criminology

CRIM 318 : Sexual Violence

Course co-ordinator:

Dr Jan Jordan
Murphy Building, MY 1118
Telephone: (04) 463 5811
Email: Jan.Jordan@vuw.ac.nz

Office Hours:

Tuesday 12-1pm
If you are not able to see Jan Jordan during this time please call or e-mail to arrange an alternative time.

Lectures:

Tuesdays 2.10-4pm; Murphy Building, LT 101

Tutorials:

Thursdays 2.10-3pm or 3.10-4pm, CO 245 (Cotton Building)

Tutor:

Rachel Williams
Email: rachel.williams@vodafone.net.nz
Office Hours: Tuesday 10am -12, MY 1105

Notice board:

The student notice boards are located on levels 9 and 11 of the Murphy Building.

Course Outline

CRIM 318 is a half-year course designed to introduce students to the issues and concepts central to an understanding of sexual violence. The focus of the paper will be on the study of rape and sexual assault and sexual child abuse. The course will focus on the causes, characteristics and consequences of both these crimes with attention paid to both the victim and the offender aspects of sexual violence.

Course Objectives

By the end of CRIM 318 students should be able to:

1. Demonstrate an understanding of the key theories and concepts associated with rape and child sexual abuse. (As assessed by examination)
2. Develop an understanding of the different contexts in which sexual violence can take place. (As assessed by examination)
3. Understand and be able to critically discuss the different criminal justice responses to victims
4. Understand and be able to critically assess the different approaches to offender treatment. (As assessed by examination)
5. Demonstrate a critical awareness of a self-selected aspect of sexual violence. (As assessed by essay outline and research essay)

Course Structure

The course combines lectures, class discussion, student workshops and guest presentations in a format that aims to guide students through the major topic areas. On occasions, students may be asked to prepare material in advance.

Tutorials

On Thursdays there will be a tutorial session. While attendance is optional, these sessions have been designed to provide you with additional material that supplements the lecture content. As a result, there will be an expectation that students will draw on this material in their coursework and exams.

During the first week, you will be allocated to one of two tutorial groups. One tutorial will be held from 2.10-3pm and the other from 3.10-4pm on a Thursday afternoon. Once you have been allocated to one of these groups, you should always attend at that time. If for an unforeseen reason you cannot attend your given time one week, then please see the course co-ordinator and arrange to sit in on the other tutorial. All tutorials will take place in Cotton 245, commencing the second week of term (Thursday 19th July).

Seminar Schedule: CRIM 318, 2007

	Week commencing	Tuesday 2.10-4pm	Thursday 2.10-3pm or 3.10-4pm
1	9 th July	Introduction: definitions and incidence of rape and child abuse	No tutorial
2	16 th July	History and context of child abuse	Tutorial
3	23 rd July	History and context of rape	Tutorial
4	30 th July	Theories and typologies of rape offending	Tutorial
5	6 th Aug	Theories of child sexual offending	Tutorial
6	13 th Aug	Challenging gender myths: men as victims, women as offenders	Tutorial
18 th Aug- 2 nd Sept Mid Trimester Break			
7	3 rd Sept	Treatment of sex offenders	Tutorial
8	10 th Sept	Criminal justice system responses to rape victims	Tutorial
9	17 th Sept	Sexual violence in cyberspace	Tutorial
10	24 th Sept	Investigating internet offenders	Tutorial
11	1 st Oct	Victim impact/survival	Tutorial
12	8 th Oct	Preventing sexual violence and course summary	Tutorial

Course Readings

Essential Material

You are expected to read the essential material provided in the course readings in advance of the lectures and tutorials in which it will be discussed, and to be familiar with it.

Supplementary Reading

The supplementary reading list provides additional recommended references, and students are encouraged to create their own reading lists for their research essays. 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) that are relevant, as well as numerous journal articles (many of which are available on-line).

* Week 1 – Introduction

Essential reading

Mayhew, Pat and Reilly, James (2007). *The New Zealand National Crime and Safety Survey 2006*. pp. 28-35, 43-44, 53.. Wellington: Ministry of Justice.

Goldman, J. and Padayachi, U. (2000). “Some Methodological Problems in Estimating Incidence and Prevalence in Child Sexual Abuse Research.” *The Journal of Sex Research*, 37 (4): 305 – 311

Australian Centre for the Study of Sexual Assault (2005). *Adult Victim/Survivors of Child Sexual Abuse*. ACSSA Wrap No. 1. Melbourne: Australian Institute of Family Studies.

Kelly, Liz (1988). *Surviving Sexual Violence*. Cambridge: Polity Press, pp. 138-158.

Ministry of Women’s Affairs (2001). *Maori Women: Mapping Inequalities and Pointing Ways Forward*, Wellington: Ministry of Women’s Affairs, pp. 111-115.

Supplementary reading

Allison, J. and Wrightsman, L. (1993). *Rape: The Misunderstood Crime*. Newbury Park: Sage. Chapter 1.

Walklate, Sandra (2001). *Gender, Crime and Criminal Justice*. Chapter 4: “Gendering sexual violence,” Cullompton, Devon: Willan Press, pp. 105-126.

Gavey, Nicola (1991). “Sexual Victimization Prevalence Among New Zealand University Students.” *Journal of Consulting and Clinical Psychology*, 59 (3): 464-466.

Driver, E. (1989). "Introduction." In E. Driver and A. Droisen (eds) *Child Sexual Abuse: A Feminist Reader*. New York: New York University Press, pp. 1-44.

Koss, Mary (1993). "Detecting the Scope of Rape: A Review of Prevalence Research Methods." *Journal of Interpersonal Violence*, 8 (2): 198-222

* Week 2 – History and context of child sexual abuse

Essential reading

Breckenridge, Jan (1999). "Subjugation and silences: The role of the professions in silencing victims of sexual and domestic violence." In Breckenridge, Jan and Laing, Lesley (eds) *Challenging Silence: Innovative Responses to Sexual and Domestic Violence*, St Leonards: Allen and Unwin, pp. 6-30.

Kitzinger, Jenny (2004). *Framing Abuse*, London: Pluto Press, pp. 32-53.

Supplementary reading

Cossins, Anne (2000). *Masculinities, Sexualities and Child Sexual Abuse*, pp. 4-32.

Tomison, Adam M. (2001). "A history of child protection back to the future? The maltreatment of children has occurred through history." *Family Matters*, Spring-Summer 2001 pp. 46-57.

Smart, Carol (1999). "A History of Ambivalence and Conflict in the Discursive Construction of the 'Child Victim' of Sexual Abuse." *Social and Legal Studies*, 8 (3): 391-409.

* Week 3 – History and context of rape

Essential reading

Jordan, Jan (2004). *The Word of a Woman? Police, Rape and Belief*. Hampshire: Palgrave Macmillan, pp. 14-48.

Jackson, Stevi (1995). "The Social Context of Rape: Sexual Scripts and Motivation." In Searles, P. and Berger, R. (eds) *Rape and Society; Readings on the Problem of Sexual Assault*. Boulder: Westview Press, pp. 16-27.

Supplementary reading

Allison, J. and Wrightsman, L. (1993). *Rape: The Misunderstood Crime*. Newbury Park: Sage. Chapters 2, 3, 4 and 5.

Peacock, Patricia (1995). "Marital Rape". In Vernon Wiehe and Ann Richards (1995). *Intimate Rape: Understanding and Responding to the Trauma of Acquaintance Rape*, pp. 55–73.

Burt, Martha (1998). "Rape Myths." In Odem, Mary and Clay-Warner, Jody (eds), *Confronting Rape and Sexual Assault*, pp. 129–144.

Brownmiller, Susan (1975). *Against Our Will: Men Women and Rape*. Chapter 2: "In the beginning was the law", Harmondsworth: Penguin, pp. 16-30.

Scully, D. and Marolla, J. (1995) "Riding the Bull at Gilley's: Convicted Rapists Describe the Rewards of Rape." In Searles. P. and Berger. R. (eds) *Rape and Society; Readings on the Problem of Sexual Assault*. Boulder: Westview Press, pp. 58-73.

*** Week 4 – Theories and typologies of rape offending**

Essential reading

Pollard, P (1994). "Sexual violence against women: Characteristics of typical perpetrators." In Archer, J. (ed) *Male Violence*. London: Routledge. Chapter 10.

Polaschek, D.L.L., Ward, T., & Hudson, S.M. (1997). "Rape and Rapists: Theory and Treatment." *Clinical Psychology Review*, 17, 161117-144.

Polaschek, D. L. L. (2003). "The Classification of Sex Offenders." In Ward, T., Laws, D. R. & Hudson, S. M. (eds.), *Sexual Deviance: Issues and Controversies* Thousand Oaks, CA: Sage, pp. 154-171.

Supplementary reading

Marshall, W.L, Laws, D.R. and Barbaree, H.E. (1989) *Handbook of Sexual Assault*. New York: London, Chapters 11 and 15.

Baron, L and Murray, A (1987) "Four theories of rape: A macrosociological analysis." *Social Problems*, 34, pp. 467–89.

Furnham, A. and Boston, N. (1996). "Theories of rape and the just world." *Psychology, Crime and Law*, 2, pp. 211–229.

Harrower, J. (1998). *Applying Psychology to Crime*. London: Hodder and Stoughton. Chapter 4, pp. 64-86.

Oliver, L and Chambers, K. (1993). "Introduction: Etiology and Assessment." In Nagayama, G.C., Hall, R., Hirschman, J. Graham and Zaragoza M. (eds) *Sexual Aggression: Issues in Etiology, Assessment and Treatment*. London: Taylor and Francis, pp. 7-16.

Hazelwood, R. (1999). "Analysing the rape and profiling the offender." In Hazelwood, R. & Burgess, A. (eds.) *Practical Aspects of Rape Investigation*. New York: Elsevier, pp. 155–170.

Knight, R and Prentky, R. (1987). "The Developmental Antecedents and Adult Adaptations of Rapist Subtypes." *Criminal Justice and Behaviour*, 14 (4): 403-426.

* Week 5 – Theories of child sexual offending

Essential reading

Marshall, W. L, & Barbaree, H. E. (1990). "An Integrated Theory of the Etiology of Sexual Offending." In W. L. Marshall, D. R. Laws, and H. E. Barbaree (eds) *Handbook of sexual assault: Issues, theories, and treatment of the offender*. NY: Plenum, pp. 257-274.

Ward, T., & Siegert, R. (2002). "Toward a comprehensive theory of child sexual abuse: A theory knitting perspective." *Psychology, Crime, and Law*, 8, 319-351.

Supplementary reading

Araji, S.K. (2000). "Child sexual abusers: A review and update." In L. Schlesinger (ed.) *Serial Offenders: Current Thought, Recent Findings*. Boca Raton: CRC Press.

Browne, K. (1994). "Child Sexual Abuse." In J. Archer (ed) *Male Violence*. London: Routledge. Chapter 12.

Howells, K. (1994). "Child Sexual Abuse: Finkelhor's Precondition Model revisited." *Psychology, Crime and Law*, Vol. 1, pp. 201–214.

Ward, T. & Keenan, T. (1999). "Child Molester's Implicit Theories." *Journal of Interpersonal Violence*, 14 (8): 821-838.

Ward, T., Lourden, K., Hudson, S., and Marshall, W. (1995). "A descriptive model of the offence chain for child molesters." *Journal of Interpersonal Violence*, 10 (4): 452-472.

* Week 6 – Challenging gender myths

Essential reading

Lees, S (1997). *Ruling Passions: Sexual Violence, Reputation and the Law*. Philadelphia: Open University Press. Chapter 5: "Male Rape", pp. 89-107.

Hodge, S. & Canter, D. (1998). "Victims and Perpetrators of Male Sexual Assault", *Journal of Interpersonal Violence*, Vol 13 (2): 222 – 239.

Davies, Michelle (2002). "Male sexual assault victims: A selective review of the literature and implications for support services." *Aggression and Violent Behavior*, 7 (3): 203-214.

Denov, Myriam S. (2003). "The Myth of Innocence: Sexual Scripts and the Recognition of Child Sexual Abuse by Female Perpetrators." *The Journal of Sex Research*, 40 (3): 303-314.

Supplementary reading

Stermac, L., Sheridan, P.M., Davidson, A. and Dunn, S. (1996). "Sexual Assaults of Adult Males." *Journal of Interpersonal Violence*, 11 (1), 52-64.

Knowles, G.J. (1999). "Male Prison Rape: A Search for Causation and Prevention." *The Howard Journal of Criminal Justice*, 38 (3): 267-282.

Coxell, A., King, M., Mezey, G. and Gordon, D. (1999). "Lifetime prevalence, characteristics, and associated problems of non-consensual sex in men: cross sectional survey." *British Medical Journal*, Vol. 318, pp. 846-850.

Kelly, Liz (1996). "When does the speaking profit us?: Reflections on the challenges of developing feminist perspectives on the use and abuse of violence by women." In Marianne Hester, Liz Kelly and Jill Radford (eds), *Women, Violence and Male Power*, pp.34-49.

Freel, Mike (2003). "Child Sexual Abuse and the Male Monopoly: An Empirical Exploration of Gender and a Sexual Interest in Children." *British Journal of Social Work*, 33 (4): 481-498.

*** Week 7 – Treatment of sex offenders**

Essential reading

Hudson, S, Wales, D, and Ward, T. (1998). "Kia Marama: A Treatment Program for Child Molesters in New Zealand." In Marshall et al (eds) *Sourcebook of Treatment Programs for Sexual Offenders*. New York: Plenum Press.

Hanson, R. K., Gordon, A., Harris, A. J. R., Marques, J. K., Murphy, W., Quinsey, V. L., & Seto, M. C. (2002). "First report of the Collaborative Outcome Data Project on the Effectiveness of Psychological Treatment for Sex Offenders." *Sexual Abuse: A Journal of Research and Treatment*, 14, 169-194.

Polaschek, D. L. L., & King, L. L. (2002). "Rehabilitating rapists: Reconsidering the issues." *Australian Psychologist*, 37, 215-221.

Supplementary reading

Beckett, R. (1994). "Cognitive-behavioural treatment of sex offenders." In T. Morrison, M. Erooga, and R.C. Beckett (eds) *Sexual Offending against Children: Assessment and Treatment of Male Abusers*. London: Routledge, pp. 80–101.

Polaschek, D, Ward, T. and Hudson, S. (1997). "Rape and Rapists: Theory and Treatment." *Clinical Psychology Review*, 17, pp. 117–144.

Mann, R. E. (2004). "Innovations in sex offender treatment." *Journal of Sexual Aggression*, 10 (2): 141–152.

Bakker, L, Hudson, S, Wales, D, and Riley, D. (1998). *And there was light....evaluating the Kia Marama treatment programme for New Zealand sex offenders against children*. Psychological Service: Department of Corrections.

Mandeville-Norden, R. and Beech, A. (2004). "Community-based treatment of sex offenders." *Journal of Sexual Aggression*, 10 (2): 193-214.

*** Week 8 – Criminal justice system responses to rape victims**

Essential reading

Harris, Jessica and Grace, Sharon (1999). *A Question of Evidence?: Investigating and Prosecuting Rape in the 1990s*. Chapter 3: "The processing of rape cases by the police," London: Home Office, pp. 11-24.

Jordan, Jan (2004). "Beyond Belief? Police, Rape and Women's Credibility." *Criminal Justice*, 4 (1): 29-59.

Freckelton, Ian (1998). "Sexual offence prosecutions: A barrister's perspective." In Patricia Eastal (ed.), *Balancing the Scales: Rape, Law Reform and Australian Culture*, Leichhardt, Sydney: The Federation Press, pp. 143-158.

Supplementary reading

Temkin, Jennifer (1997). "Plus ça change: Reporting rape in the 1990s." *British Journal of Criminology*, 37 (4): 507-528

Frohmann, Lisa (1995). "Discrediting Victims' Allegations of Sexual Assault: Prosecutorial Accounts of Case Rejections." In P. Searles and R. Berger (eds) *Rape and Society; Readings on the Problem of Sexual Assault*. Boulder: Westview Press, pp. 199-214.

Lees, Sue (1997). *Ruling Passions: Sexual violence, Reputation and the Law*. Chapter 4: “The representation of the body in rape trials,” pp. 71-88.

McDonald, Elisabeth (1997). “Real rape in New Zealand: women complainants’ experience of the court process”. *Yearbook of New Zealand Jurisprudence*, 1 (1): 59-80

*** Week 9 – Sexual violence in cyberspace**

Essential reading

Wall, David (2001). “Cybercrimes and the Internet.” In David Wall (ed) *Crime and the Internet*, London and NY: Routledge, pp. 1-17.

Bocij, Paul and McFarlane, Leroy (2003). “Cyberstalking: The Technology of Hate.” *The Police Journal*, 76, pp. 204-221.

Supplementary reading

Gersch, Beate (1998). “Gender at the crossroads: the Internet as cultural text.” *Journal of Communication Inquiry*, 22 (3): 306–322.

Barron, Martin and Kimmel, Michael (2000). “Sexual violence in three pornographic media: Toward a sociological explanation.” *The Journal of Sex Research*, 37(2):161–168.

Emma Ogilvie (2000). *Cyberstalking*. Australian Institute of Criminology, Trends and Issues in Crime and Criminal Justice, No. 166.

Rimm, Marty (2003). “Marketing Pornography on the Information Superhighway.” In David Wall (ed.) *Cyberspace Crime*, Dartmouth: Ashgate, pp. 333–399.

Finn, Jerry (2004), “A Survey of Online Harassment at a University Campus.” *Journal of Interpersonal Violence*, 19 (4): 468-483.

*** Week 10 – Investigating internet offenders**

Essential reading

Jewkes, Yvonne and Andrews, Carol (2005). “Policing the Filth: The Problems of Investigating Online Child Pornography in England and Wales.” *Policing and Society*, 15 (1): 42-62.

Ellison, Louise and Akdeniz, Yaman (2003). “Cyberstalking: The regulation of harassment on the internet.” In David Wall (ed.) *Cyberspace Crime*, Dartmouth: Ashgate, pp. 275-293.

Supplementary reading

Alexy, Eileen M., Burgess, Ann W. and Baker, Timothy (2005). "Internet Offenders: Traders, Travelers, and Combination Trader-Travelers." *Journal of Interpersonal Violence*, 20 (7): 804-812.

Krone, Tony (2005). *International Police Operations Against Online Child Pornography*. Trends and Issues Paper No. 296, Australian Institute of Criminology.

Schell, Bernadette H., Martin, Miguel Vargas, Hung, Patrick C.K and Rueda, Luis (2007). "Cyber child pornography: A review paper of the social and legal issues and remedies—and a proposed technological solution." *Aggression and Violent Behavior*, 12, pp. 45 –63.

*** Week 11 – Victim impacts and survival**

Essential reading

Wiehe, Vernon and Richards, Ann (1995). *Intimate Rape: Understanding and Responding to the Trauma of Acquaintance Rape*. Chapter 10: "The Survivor in the Recovery Process," Thousand Oaks, CA: Sage, pp. 122-153.

Brison, Susan J. (1998). "Surviving Sexual Violence: A Philosophical Perspective." In Stanley G. French, Wanda Teays and Laura M. Purdy (eds) *Violence against Women: Philosophical Perspectives*, NY: Cornell University Press. pp. 11-26.

Supplementary reading

Kelly, Liz (1988). *Surviving Sexual Violence*. Chapter 7: "Victims or survivors? Resistance, coping and survival, pp. 159-185; and Chapter 8: "'It leaves a mark': Coping with the consequences of sexual violence," pp.186-216.

Resick, Patricia, (1993). "The Psychological Impact of Rape." *Journal of Interpersonal Violence*, 8 (2): 223-255.

Reekie, Gail and Wilson, Paul (1993). "Rape, resistance and women's rights of self defence." *Australian and New Zealand Journal of Criminology*, 26 (2): 146-154.

Jordan, Jan (2005). "What would MacGyver do? The meaning(s) of resistance and survival." *Violence Against Women*, 11 (4): 531-559.

* Week 12 – Preventing sexual violence

Essential reading

Kimmel, Michael (1998). “Clarence, William, Iron Mike, Tailhook, Senator Packwood, Spur Posse, Magic... and us.” In Mary Odem and Jody Clay-Warner (eds.), *Confronting Rape and Sexual Assault*, Lanham, MD: SR Books, pp. 263-276.

Allison, Julie and Wrightsman, Lawrence (1993). *Rape: The Misunderstood Crime*. Newbury Park: Sage Publications. Chapter 12: “Preventing Rape,” pp. 242-260.

Supplementary reading

Basile, Kathleen C. (2003). “Implications of Public Health for Policy on Sexual Violence.” *Annals Of The New York Academy Of Sciences* 989: 446-463.

Radford, Jill and Stanko, Elizabeth (1996). “Violence Against Women and Children: The Contradictions of Crime Control Under Patriarchy.” In Marianne Hester, Liz Kelly and Jill Radford (eds) *Women, Violence and Male Power*. Open University Press, Buckingham, pp. 65-80.

Easteal, Patricia (1993). “Rape Prevention: Combatting the Myths.” In Patricia Easteal (ed.) *Without Consent: Confronting Adult Sexual Violence*. Australian Institute of Criminology, Canberra.

Campbell, Rebecca and Wasco, Sharon M. (2005). “Understanding Rape and Sexual Assault: 20 Years of Progress and Future Directions.” *Journal of Interpersonal Violence*, 20 (1): 127-131.

* * *

Course Assessment

Essay Outline

Date due: 3rd August, 4pm

Percentage of final grade: 10%

You are required to submit an extended essay outline which is worth 10% of your final grade. The written outline should be of **no more than 2 A4 pages** in length outlining the proposed topic for your extended essay.

It should be on a topic of your choice, but obviously one which is related to the broad theme of the course. Your outline should indicate the title and proposed structure of the paper, the main issues which will be canvassed and your overall essay aim. In your proposal you should also provide an initial list of the books, journal articles and other sources of information on which your essay will be based.

The outline must be submitted in the following format:

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

After doing some preliminary thinking and research, you are encouraged to discuss your proposed topic the course tutor.

Research Essay

Date due: 14th September, 4pm

Percentage of final grade: 45%

Maximum word length: 3000 words

A research essay on a topic related to the course and chosen by the student

Registry Conducted Examination

Date: to be advised

Percentage of final grade: 45%

Length: 3 hours

Marking Guidelines

Written assignments should be handed in on A4 paper (on one side only) and should be typed. The Institute insists on a high standard of written work from students. You should therefore ensure that you check thoroughly for spelling mistakes and grammatical errors. Careful proof reading is therefore essential.

The following indicate the criteria that 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: 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?

All written work should be placed in the essay box on level 9 of the Murphy building or sent to the Institute (Institute of Criminology, Victoria University of Wellington, PO Box 600, Wellington) by courier or registered mail postmarked no later than 4pm on the due date.

Assignment Cover Sheets

All written work submitted for assessment for Criminology papers 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.

Extensions

The coursework 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 Jan Jordan **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 submissions of work without permission will be penalised by the following deductions:

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

Two grades = period more than 24 hours up to 72 hours past due date.

Work that is handed more than 72 hours late without permission will not be accepted.

Workload

Taking into account class attendance, reading for tutorials, and preparation for assignments and so on, students should spend around 15 hours per week working for CRIM 318.

Mandatory Course Requirements

To satisfy course requirements, students are required to:

- ◆ submit an outline of your essay topic by the due date.
- ◆ submit an essay by the due date.
- ◆ receive a mark of at least 40% for the essay
- ◆ receive a mark of at least 40% in the exam.

To be awarded a pass for the course students must meet the terms requirements.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building: telephone: 463-6070, email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is Dr Rhonda Shaw.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and
- Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social

Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses

- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Other Contact Information

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: Jenny.Neale@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	Assoc. Professor Jeff Sissons, MY1017 Tel: 463 6131 E-m: Jeff.Sissons@vuw.ac.nz
Students with Disabilities Liaison:	Dr Rhonda Shaw, MY1022 Tel: 463 6134 E-m: Rhonda.Shaw@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers , Amy Stratton MY921, Tel: 463 5317, 463 5258, 463 5677 E-m: sacs@vuw.ac.nz

Referencing Guidelines

The following format for referencing is from the *Publication Manual* of the American Psychological Association (1990). We encourage you to learn and use the following format for referencing as part of the coursework done for the Institute of Criminology. The following examples are for the more common types of referencing which you will come across. However, if you need further information, please consult the latest edition of the Manual in the library.

1. Periodicals

(a) One author publication

Henderson, L.N. (1985). The wrongs of victim's rights. Stanford Law Review, 38, 937- 1021.

- In text, use the following each time the work is cited: (Henderson, 1985).

(b) Two author publication

Hawkins, J. D., & Weis, J.G. (1985). The social development model: An integrated approach to delinquency prevention. Journal of Primary Prevention, 6_(2), 73-97.

- In text, use the following each time the work is cited: (Hawkins & Weis, 1985).

(c) 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 everytime *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, pp. 34-40.

- 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 a one author book

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: Government Print.

- In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

(b) **Government Report, corporate author**

Victims Task Force. (1993). Towards equality in criminal justice, Wellington: Victims Task Force.

- In text, use the following each time the work is cited: (Victims Task Force, 1993).

(c) **Report available from Government Department, private author**

Brown, M.M. (1992). Decision making in district prison boards. Wellington: Policy and Research Division, Department of Justice.

- In text, use the following each time the work is cited: (Brown, 1992).

(d) **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.

- In text, use the following each time the work is cited: (Deane, 1988).

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.

In the example given below, the author, the date, the title and publication were available supplemented by the web address and the date viewed.

Massey, M. (1997) Australia computes as base for Asia. Business Review Interactive Weekly, http://www.brw.com.au/fr_features.htm. 15 August.

In text, use the author name and date (Massey 1997) where possible. If these are not available, use the web address (http://www.brw.com.au/fr_features.htm).

Office use only

Date Received:

(Date Stamp)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

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

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

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

Signed: _____ Date: _____