

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 211

*Introduction to
Criminological Thought*

Course Outline

CRN 1100: 22 POINTS: Trim 1, 2008

COURSE COORDINATOR: Dr. Fiona Hutton

Room 1103, Murphy Building

Tel: (04) 463 6749

Email: fiona.hutton@vuw.ac.nz

LECTURES: TUESDAY & THURSDAY, 1.10 - 2.00PM, HULT323

Institute of Criminology

CRIM 211 – Trimester 1, 2008

Introduction to Criminological Thought

COURSE COORDINATOR: Dr. Fiona Hutton
Murphy Building
Level 11, Room 1103
Tel: 463-6749
Email: fiona.hutton@vuw.ac.nz

LECTURERS tba

OFFICE HOURS: 11am-12pm Tuesday and Thursday

If you are unable to utilise the above time for consultation, please phone/e-mail to arrange an alternative. This is the best way to ensure that you see the course co-ordinator when you need to.

Administration is on Level 9, Murphy Building and is generally open from 9.00am to 4.00pm.

LECTURES: Tuesday and Thursday, 1.10-2.00pm in HU LT323
Commencing Tuesday 26th February.

TUTORIALS: There are weekly one-hour tutorials (time & venue tba)
Commencing week beginning 3rd March.

COURSE TUTORS: tba

*In order to meet course requirements, you must attend at least nine out of eleven tutorials. If you have a reasonable excuse for non-attendance, please advise your tutor either **before** the relevant tutorial or as soon as possible thereafter. Health related absences will be excused provided there is a **medical certificate** to document the illness.*

The Tutorial questions (used in conjunction with the course text) cover issues and questions that will aid discussions during tutorials and students are expected to prepare for these discussions before tutorials. Please ensure that you bring these questions to each tutorial (they

are attached to the back of this course outline). It is important for students to keep up with the reading material on a **weekly** basis as the course text and the tutorial questions are often used as the basis for **examination questions!**

CRIM 211 TUTORIAL SIGN-UP

In the first lecture for this course you will be asked to fill in the tutorial sign up form. You must ensure that you are available at all three time slots you fill in. The large number of students enrolled in this course means that first and second choices cannot always be guaranteed. You also need to stay in the group to which you are assigned as attending different random tutorials leads to major problems in recording student attendance which is a mandatory requirement of this course.

Please note: Students who do not adhere to their assigned tutorial group are entirely responsible for proving that they attended other tutorials. The only ‘proof’ that is acceptable is permission from the course co-ordinator to change groups for an unavoidable reason e.g. illness for a particular week and subsequent recording of your name on the tutorial register.

NOTICEBOARD

There is a noticeboard on level 11 of Murphy. Please check this regularly for updated information on the course.

BLACKBOARD

In addition to the noticeboard on level 11 there is the Blackboard website which contains very useful course information including: lecture overheads, tutorial questions, past exams, essay topics and course announcements. The address for blackboard is: <http://blackboard.scs.vuw.ac.nz>. In order to access blackboard students need to obtain a username and password from the SCS helpdesk in either the Rankin Brown or Murphy buildings.

COURSE DETAILS

CRIM 211 is designed to introduce students to the subject of criminology, tracing some of the major themes that arise within this discipline. The course begins with an overview of crime and the development of criminology before introducing the major schools of thought and theoretical perspectives making up criminology. The course then moves on to consider the two main avenues by which the public obtain information about crime - the media and official statistics. The image of criminals presented in these sources - in particular, the criminal as a young, lower class, ethnic minority male - are then questioned through an examination of bias and discrimination in the criminal justice system. This examination extends to the processes

that produce our definitions of crime and the broader social and political context within which crime occurs. The relationship between gender and age and crime are critically examined before the course concludes with an assessment of what we think we know about crime and the implications of this knowledge for the development of crime prevention policy.

COURSE OBJECTIVES

By the end of CRIM 211 students should be able to:

1. Summarise and discuss knowledgeably the key concepts and schools of thought contained within the academic discipline of criminology. (This will be assessed in the comprehension)
2. Critically evaluate and discuss the ideas of key criminological theorists and apply them in a clear well focussed academic argument. (This will be assessed in the essay)
3. Present properly structured and appropriately referenced university standard pieces of academic writing. (This will be assessed in the comprehension and the essay)
4. Critically evaluate and discuss the broad social and political environment in which crime occurs showing an understanding of relationships of power and how these are affected by gender, race, age and class. (This will be assessed in the essay and in the exam)
5. Critically read and challenge criminological texts (books, journal articles) and think about the relevance of the theoretical approaches covered to contemporary society and the criminal justice system.

TEACHING PROGRAMME

Week	Commencing	Tuesday 1.10 – 2.00pm	Thursday 1.10 – 2.00pm
1	25 February	Introduction	Defining Crime & Criminology
2	3 March	Deterrence and Rational Choice Theories of Crime	Criminological Positivism I (Individual)
3	10 March	Criminological Positivism II (Sociological)	'Radical' & Feminist Criminology
4	17 March	'Realist' Criminology	Official Crime Statistics (I)
5	24 March	UNIVERSITY HOLIDAY	Official Crime Statistics (II)
6	31 March	Crime and the Media (I)	Crime and the Media (II)
7	7 April	Ethnicity and Crime (I)	Ethnicity and Crime (II)

Mid Trimester Break Monday 14th April- Friday 25th April

8	28 April	European/Maori Justice Practices	Class and Crime (I)
9	5 May	Class and Crime (II)	Gender and Crime (I)
10	12 May	Gender and Crime (II)	Age and Crime (I)
11	19 May	Age and Crime (II)	Preventing Crime
12	26 May	Summary/Examination Prep	Individual appointments with FH re: exam concerns/course material

COURSE MATERIALS

The essential readings for this course are contained in the textbook '*An Introduction to Criminological Thought*' (Walters and Bradley, 2005), which is available from Vic Books on campus.

Essential weekly readings from the course text, along with any supplementary reading materials, are listed alongside the corresponding tutorial questions, located at the back of this outline. Students can freely access the supplementary reading material via Blackboard (<http://blackboard.scs.vuw.ac.nz>). The supplementary reading material might also prove useful for the essays. You **must** try to read and be familiar with the relevant course materials/text in advance of the lectures and tutorials in which it will be discussed. Unless you are advised otherwise, the topics will be dealt with in the order shown in the Teaching Programme. In general, tutorials will cover the content of the previous week's lectures and discuss material contained in the course text.

COURSE ASSESSMENT

This course will be assessed by a combination of the average mark from a comprehension (worth 15% of your final grade), an essay (worth 35% of your final grade), and a three-hour final examination (worth 50% of your final grade). Students wishing to make aegrotat applications should consult the full aegrotat regulations, which are printed in the Examination Statute of the Calendar.

The Comprehension

Related course objectives;

By the end of CRIM 211 students should be able to:

1. Summarise and discuss knowledgeably the key concepts and schools of thought contained within the academic discipline of criminology.
2. Present properly structured and appropriately referenced university standard pieces of academic writing.

This assignment is worth 15% of your final grade. You will be required to write a comprehension of not more than **1200** words in length. In a comprehension the aim is for the writer to show that they **understand** (comprehend) the material they have read. Therefore it is important that you **summarise and discuss** rather than simply describing the chapters you have chosen. You will need to present your discussion in a properly structured academic argument. Work that simply describes and copies the original text will be considered to be of a poor standard and marked accordingly. Please also refer to the plagiarism information on pages 11& 21 of this handout.

The due date for this assignment is Wednesday 26th March 4pm

Summarise and discuss **either**

- a) Chapters **two** (Crime Statistics: 'official' and 'unofficial' representations of crime and victimisation) and **four** (Classical Criminology) of the course textbook 'Introduction to Criminological Thought' Bradley and Walters (2005).

OR

- b) Chapters **three** (The Representation of Crime in the Media) and **five** (Positivist Criminology) of the course textbook 'Introduction to Criminological Thought' Bradley and Walters (2005).

The Essay

Related course objectives:

By the end of CRIM 211 students should be able to:

1. Critically evaluate and discuss the ideas of key criminological theorists and apply them in a clear well focussed academic argument.
2. Present properly structured and appropriately referenced university standard pieces of academic writing.
3. Critically evaluate and discuss the broad social and political environment in which crime occurs showing an understanding of relationships of power and how these are affected by gender, race, age and class.

This assignment is worth 35% of your final grade. You will be required to write an essay of **not more than 2500 words in length**. Material in excess of this limit will not be marked. You must provide a word total on the cover sheet for the assignment. The topics for the assignment are included in this handout.

The due date for this assignment is Monday 28th April 2008, 4 pm.

When written work is marked, four major areas will be considered: the content of the paper; its structure, approach and argument; the way in which source material has been used; and style and presentation. Please see pages 14-19 of this handout for some points about essay/academic writing.

First, your essay must be relevant to and answer the question set.

Second, you should show that you have thought about the topic and reached your own conclusions on it. It is therefore important that the paper presents a logically developed flow of argument which appears to follow an analysis of the topic, and that this argument can be supported by the accurate presentation of supporting evidence.

Third, you should accurately acknowledge the sources used, and should choose representative evidence.

Fourth, it is expected that your essay will:

1. flow coherently;
2. be succinct;
3. be legible and well set out;
4. be of reasonable length (no more than 2500 words); and
5. show a good knowledge of grammar, correct spelling and correct usage of terms.

Please note:

- It is most important that you do not exceed the word limit. Students are advised that failure to keep to the word limit set for the assignment can result in examiners refusing to read that part of the assignment in excess of the word limit.

- Students are advised that tutors and other Institute staff members are not allowed to comment or provide feedback on draft assignments. It is possible, however, for students to discuss assignments in general terms.
- Essays must be submitted on the due date by 4pm. (Please note that the administration office is open from 9am - 4.00pm Monday to Friday only). The assignment should be placed in the assignment box on level 9 of the Murphy building. Students who have received an extension should ensure that the assignment is placed in the assignment box on the extended due date.

The Exam

Related course objectives:

By the end of CRIM 211 students should be able to:

1. Critically evaluate and discuss the broad social and political environment in which crime occurs showing an understanding of relationships of power and how these are affected by gender, race, age and class.

The exam for CRIM 211 is worth 50% of the final mark and will be three hours long. In completing the exam students are expected to demonstrate a sound understanding of the various conceptualisations of crime; the major criminological theories & concepts and their social and political context; the principal 'social dimensions' of crime (age, gender, class & ethnicity) and the range of issues associated with each; a familiarity with both official and unofficial 'representations' of crime and related issues introduced during the duration of this course. Please see page 20 of this handout for some points about exams. The study and exam period for trimester 1 is from 2nd June – 27th June 2008

MANDATORY COURSE REQUIREMENTS

The minimum course requirements are:

- ❖ Submit your comprehension no later than 4pm Wednesday 26 March 2008
- ❖ Submit your essay no later than 4pm, Monday 28 April 2008
- ❖ Attend at least 9 out of 11 tutorials
- ❖ Attend the three hour exam

EXTENSIONS

The assignment 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 the course coordinator 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, other work demands and word-processing

failures are **not** “acceptable reasons”. Late submission of work without an extension 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.**

WORKLOAD

Taking into account class attendance, reading for tutorials, preparation for assignments and so on, students should spend around 12 hours per week working for CRIM 211.

E-MAIL POLICY

Due to the large volume of e-mail communication received by course coordinators we ask CRIM 211 students to confine their e-mail communications with staff to matters that cannot be resolved in lectures, tutorials or office hours, or for matters that may not be appropriately raised and dealt with in lectures or tutorials. Essays **cannot** be submitted as e-mail text or attachment.

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 on the VUW website at

<http://www.victoria.ac.nz/home/study/calendar.aspx>

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 queries 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.victoria.ac.nz/home/about/policy/students.aspx

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

www.victoria.ac.nz/home/about/policy/staff.aspx

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; the VUWSA Education Coordinator is 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.victoria.ac.nz/home/about/policy/students.aspx

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. All cases will be recorded on a central database and severe penalties may be imposed. 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.victoria.ac.nz/home/study/plagiarism.aspx

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 in the relevant prospectus or can be obtained from the School Office or DSS.

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. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

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.victoria.ac.nz/st_services/

VUWSA employs an Education Coordinator who deals with academic problems and provides 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

ESSAY TOPICS

Due date: 4pm, April 28th, 2008

Maximum word length: 2500 words

Percentage of final grade: 35%

Choose **ONE** of the following five topics:

1. No behaviour is inherently criminal and crime is, therefore, a 'social construction'.

What does this concept refer to? **Critically discuss** its implications for what we think we know about crime and criminality.

2. Individual and sociological positivism are two theoretical perspectives contained within the positivist school of thought.

Identify their key features and **critically discuss** their drawbacks as explanations of crime and criminality.

3. Identify and **critically discuss** the key ideas contained within the two schools of thought of Classicism and Realism.

4. All official 'counts' of crime are limited and therefore must be approached with caution. With specific reference to New Zealand,

- a) Identify these limitations and **critically discuss** the problems they pose for the accuracy and reliability of official criminal statistics.

- b) Identify and **critically discuss** other sources of crime 'data' that researchers may draw on in attempting to gain an 'accurate' picture of crime.

5. How accurate or reliable are the news media in their reporting or representation of crime? What other representations of crime are available?

Critically discuss the limitations of both media representations of crime and the 'reality' presented by official statistics.

COMMON MISTAKES TO AVOID IN ESSAYS/ACADEMIC WRITING

Referencing

As you are required to systematically draw from a wide range of source material for your assignment, **you are expected to reference any and all sources used**. While it is impossible to predict how many references you may need for an assignment, a general rule to follow **is at least one reference per paragraph**. All references used within the text must be fully listed on a reference page at the end of your essay. A **reference list** should contain a full list of all sources referred to or included in the text of your essay. Any that are not included will be questioned at the time of marking.

When discussing other people's arguments or theories in essays use the format:

It has been argued that the media distort the reality of crime by over reporting violent crimes in a sensationalised way (McGregor, 1993).

OR

McGregor (1993) argues that the media distort the reality of crime by over reporting violent crimes in a sensationalised way.

When using direct quotes from books, journal articles or any other source use the format:

'Images of dangerousness are arguably the most familiar public appearance of youth encapsulated in the threat and danger of the mob or the gang'
(Muncie, 1999;8)

Page numbers must always be used in references for direct quotes.

Never reference lecture notes as: Hutton lecture notes May 20th 2008. When using arguments that have been raised in lectures, identify whose work was being referred to. A proper reference needs to then be found for that author – these can be looked up on the library catalogue by doing a basic author or title search.

When referencing in your essay from the Internet the author name and date should be used, as with the examples above. If this is not clear from the Internet source used then include the full web address instead. For example,

'It is argued that crime is a social construction and that what is defined as a crime will change over time and in different cultures' (Smith, 1992).

OR

‘It is argued that crime is a social construction and that what is defined as a crime will change over time and in different cultures’

([http://www.nonsense.com.nz/socialconstruction of crime.htm](http://www.nonsense.com.nz/socialconstruction%20of%20crime.htm))

Then have the full Internet reference in your references list.

When using newspaper articles put the date and the name of the paper or magazine in brackets after the point made:

‘Young girls are getting more violent argues leading academic from Otago University’
(Dominion Post 14th May, 2004)

Similarly with a television programme:

‘Billie Holiday may have used a lot of drugs and spent a lot of money but she is not someone we should feel sorry for’ (BBC2 ‘Reputations’ May 10th, 2000)

Use **one** type of referencing in essays and stick to it. Avoid mixing up different types of referencing in one piece of work.

Correct referencing at all times means that you are acknowledging the sources and arguments used. Poor referencing leaves students open to being accused of plagiarism so always reference properly to avoid confusion.

MORE POINTS ABOUT ESSAY/ACADEMIC WRITING

- Avoid the use of subheadings in your essays as presenting a proper structured essay largely removes the need for subheadings as your work will flow and arguments raised will follow on from each other in a logical way.
- Avoid using the first person ‘I’ or ‘We’, ‘Us’ in your formal written work. Write in the third person.
- Some points on how to avoid using ‘I’ in formal written work.

Change this

- ‘In my essay I am going to talk about the differences between questionnaires and interviews. I think that questionnaires are more useful to sociologists than interviews

because they provide more data on a greater number of people. I also think that interviews are useful too, but in my opinion not as useful as questionnaires’

To this

- ‘In this essay the differences between questionnaires and interviews will be discussed. Questionnaires could be argued to be more useful to the sociologist as they provide more data on a greater number of people. Although interviews are a valid qualitative research tool, it could be argued that they are more limited than questionnaires and therefore not as useful.’

Change this

- ‘In my participant observation study I noticed that people gathered to one side of Albert Square, so I thought I would look at the reasons for this as I thought it was an interesting issue.’

To this

- ‘When conducting participant observation for the research project it was noticed that people tended to gather at one side of Albert Square. The reasons for this will be considered in more detail in the larger case study, as this ‘gathering’ has been highlighted as a significant issue’
- Also do not run a series of questions together in whole paragraphs

Change this

- ‘Having observed the differences in gathering I asked myself some questions about what was happening. What sort of people gathered? Why did they do it? When did they do it? What sorts of things affected when and how they gathered? Was gender important? Was race important too?’

To this

- ‘As ‘gathering’ seemed to be important to those using Albert Square the research highlighted several issues that were related to this behaviour. It was decided to investigate the types of people that ‘gathered’ in this particular area, and the reasons behind this behaviour for the participants. Also considered to be important was the time at which ‘gathering’ occurred, and whether any other issues affected when and how ‘gathering’ took place. It was decided to include an investigation of the impact of gender and race on ‘gathering’ behaviour.’

- Also avoid the use of 'I' in concluding remarks in essays and projects

Change this

- 'In conclusion I think that Smith (1997) and Johnson (1998) are wrong about the reasons why people 'gather'. I think that race and gender are very important in looking at this behaviour, as my research shows, and that Jones (2000) supports what I think'

To this

- 'In conclusion although Smith (1997) and Johnson (1998) make some convincing arguments regarding peoples' 'gathering' behaviour, they do not take these arguments far enough. For example, they do not highlight issues such as gender and race, as Jones (2000) does, and relate these to 'gathering' as an activity. The research conducted for the case study supports the arguments made by Jones (2000) regarding gender and race, and highlights them as important issues in this area.'
- Another example of how to conclude without using 'I' is

Change this

- 'After looking at the impact of the media I believe there is substantial evidence that the media contributes massively to fear of crime in all societies. I have found the concept of fear of crime to be a complex term and it is affected by a number of factors including gender. However, not all aspects of crime coverage should be viewed negatively. In fact some use it as a coping mechanism as well as reassurance. But overall, I believe that no matter how much fear of crime is stimulated by the media and other sources, we will always have the desire to experience the thrill and excitement of crime'

To this

- 'After looking at the impact of the media there can be argued to be substantial evidence that the media contribute largely to fear of crime in all societies. However, the concept of fear of crime is a complex term and is affected by a number of factors including gender. Therefore, not all aspects of crime coverage should be viewed negatively. In fact some people use it as a coping mechanism as well as a form of reassurance. But overall, no matter how much fear of crime is stimulated by the media and other sources, the public will always have the desire to experience the thrill and excitement of crime'
- Please double space your work and use a font size no smaller than point 12. This makes reading and marking essays much easier and, more importantly, it means that students are

able to read the comments written on the essay more easily, and also to know which comments refer to which parts of the essay.

- Avoid listing points in your essay work – incorporate lists of points into proper paragraphs.
- Try to avoid the use of slang in your academic work and use academic language that is appropriate in formal written work.
- **Always read the question carefully** and make sure that you answer all parts of it. For example, if you are answering a question about the media and crime try not to just write everything you know about the media and crime. Think about how the things you know relate to the essay question and put them in a logical, structured argument that **answers the question**.
- **Avoid** using lots of long quotes in your essays as these detract from your arguments and interrupt the flow of your essay. Also make sure that the quotes you are using are **relevant** to the points you are making.
- Try not to make sweeping statements (generalisations) in your essays that cannot be backed up with evidence. For example, ‘The mass media cause people to commit violent crime’. This is a complex and problematic debate and the links between media and violence have never been conclusively proved.
- When writing about feminist theory, remember that there is no one feminist perspective in criminology, rather there are a range of feminist perspectives.
- When answering essay questions it is of the utmost importance to include a critical analysis of the theories or arguments you are discussing. So avoid simply describing one theory e.g. Realism, and then moving on to describe another theory e.g. Marxism. Think about what the criticisms are of these theories and whether they are relevant or valid criticisms. **Critical analysis needs to be present in all essay work.**
- It is good to use contemporary examples in essay work but these must be backed up by theoretical discussion and examples must also be linked to the arguments that are being made. So think about why you have introduced the examples chosen and how they are relevant to the points you are raising. For example, if you introduce the example of the number of crime shows on television in a media and crime essay, what is the significance of this in terms of theory? So it could be that this example is showing the pervasiveness of

crime in modern society and therefore how perceptions of the amount and types of crimes are not accurate or 'real'.

- Always leave yourself time to 'spell check' and read through your essay. Poor sentence construction and grammar often detract from good points that are made in essays, so make sure that you have expressed yourself properly in writing.
- If you need help with your essays contact your tutor or the Course Coordinator. Don't suffer in silence. Staff are here to help - so use them!

COMMON MISTAKES IN EXAMS TO AVOID

1. Attempt **every** question.
2. Do not waste time scrubbing out essay plans – a simple line through them will do.
3. Try to avoid lots of ‘add ins’ with asterisks, arrows, messages to the examiner telling them where to find the rest of your answer. Leave room after each answer to add in points that you may have forgotten.
4. If you are running out of time list points in bullet form – you may not get a good mark but you will pick up an extra few marks instead of just finishing in mid air.
5. Try to answer different sections of the exam paper together. For example, don’t answer half of section A and then write three essays, leave a blank page and finish answering section A. You will be lucky if the examiner notices the last page!
6. **ALWAYS ANSWER THE QUESTION** – try to avoid gushing out everything you know about gender and crime, for example, and make sure that the points you make are relevant to the question.
7. When the question is in two parts always answer both parts of the question. For example if a question asks

‘Critically discuss the view that young people commit the most crime. What other explanations might there be for the overrepresentation of young people in official statistics?’

Always make sure you address both parts of the question.

8. Most importantly read the instructions for the exam e.g. what questions do you have to answer, from where, and **make sure you read the questions thoroughly** before answering them!

PLAGIARISM IS?!

The three examples below are direct quotes from a text book - which of these three examples are considered to be plagiarism?

Example one

This conflict view of society combined with a changing social world led to a wholesale reconsideration of society, social order and crime (Walters and Bradley, 2005: 90).

Example two

The deviant or criminal is one to whom the label has been successfully applied. Deviant behaviour is behaviour that people so label (Walters and Bradley 2005)

Example three

These notions refer to the fact that we all live up to the definitions we have of ourselves and those of others: we are constantly redefining ourselves in the light of interactions with others and in the light of their interactions with us.

All three of them – they should be referenced and acknowledged as follows

Example one

‘This conflict view of society combined with a changing social world led to a wholesale reconsideration of society, social order and crime’ (Walters and Bradley, 2005: 90).

Mistake – did not acknowledge the direct quote by using quote marks

Example two

‘The deviant or criminal is one to whom the label has been successfully applied. Deviant behaviour is behaviour that people so label’ (Becker, 1963 cited in Walters and Bradley, 2005:23)

Mistakes – did not acknowledge the direct quote by using a) quote marks, or b) acknowledging the original author, c) referencing the page number of the direct quote.

Example three

‘These notions refer to the fact that we all live up to the definitions we have of ourselves and those of others: we are constantly redefining ourselves in the light of interactions with others and in the light of their interactions with us’ (Walters and Bradley, 2005: 27).

Mistakes – did not acknowledge the direct quote at all by using a) Quote marks, or acknowledging b) The author c) The date and the page number of the quote.

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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: _____

TUTORIAL QUESTIONS

The following tutorial questions are to assist you in preparing for class discussion and to understand some of the key themes arising from the weekly readings. You are encouraged to generate further questions and bring them to tutorial groups.

TUTORIAL 1 Week Beginning 3rd March

Defining Crime & Classicism/Rational Choice

Essential Reading:

Course Text Book (Walters & Bradley, 2005) Chapter 1, pages 3–12 (defining crime) & 50-56 (classicism).

Supplementary Reading (See PDF files on BB):

Box, S (1983). *Power Crime and Mystification* Pages 1-4 (ISBN: 0422764108).

Walklate, S. (1998) *Understanding Criminology*, pages 17-18 (ISBN: 0335193617).

Pratt, J. (1992) *Punishment in a Perfect Society*, pages 123-130 (ISBN: 0864732392).

1. What is a ‘theory’? Does theory have useful, practical applications?
2. What typical images do people have of crime and criminals? What sources information produce these images? Do these typical images accurately reflect the nature of the crime problem? Are these an ‘illusion or trick’ as Box suggests?
3. What is meant by the 'social construction' of crime - in what ways are certain crimes socially constructed and for what purpose?
4. What is meant by “Classicism” and what impact did it have on the criminal justice system? What are its main problems
5. Explain what is meant by ‘Rational Choice Theory’.

TUTORIAL 2 Week beginning: 10th March

Criminological Positivism I & II

I Individual Positivism

Essential Reading (Course Text Book):

Chapter 5 pages 59-86

Supplementary Reading:

Bohm, R.M. (2001) *A Primer on Crime and Delinquency Theory*, Chapter 3, pages 21-25 (ISBN: 0534541585).

1. Positivists have often sought to identify ways in which criminals are different from normal people. What are some of the differences they have “observed”? How do you think criminals differ from normal people?
2. Why were positivists more interested in the family background of criminals than the crimes they had committed? What sources of knowledge were available to them to ascertain the information? Why were such matters irrelevant to the classicists?
3. What impact, and why, did positivism have on the criminal justice system and our understanding of criminal behaviour towards the end of the 19th century?

II Sociological Positivism

Essential Reading (Course Text Book):

Chapter 5, pages 72-86.

Supplementary Reading:

Huff, R.C. (2000) ‘Historical Explanations of Crime: From Demons to Politics’ in Crutchfield, R. et al (eds.) (ISBN: 0761986790) *Crime Readings*.

4. Identify the major features of Sociological positivism and the main differences between individual and sociological positivism.
5. Identify three contrasting perspectives from sociological positivism. What do they share in common and what differentiates them from each other?

TUTORIAL 3 Week beginning 17th March

Radical & Feminist Perspectives (including New Critical Narratives)

Essential Reading (Course Text Book):

Chapter 6 pages 87-113

Supplementary Reading:

Walklate, S. (1998) *Understanding Criminology*, Chap 2, pages 26-32 (ISBN: 0335193617).

1. What is Radical or Critical Criminology? What contributions has it made to our understandings of crime?
2. What are the central tenets of labelling theory?
3. What are the central tenets of Marxist criminology?
4. In what ways does feminist theory challenge traditional theories of crime?

TUTORIAL 4 Week beginning 24th March

Realist Theories of Crime & Criminal Behaviour

Essential Readings (Course Text Book):

Chapter 7, pages 114-128

Supplementary Reading:

Currie, E. & Wilson, J.Q. 'The Politics of Crime: The American Experience', in Stenson, K. and Cowell, D. (1991) *The Politics of Crime Control*, Chap 2, pages 47-54 (ISBN: 0803983425).

1. Describe the essence of 'left' realism. What are some of the criticisms pitched at left realist arguments?
2. Describe the essence of 'right' realism. What are some of the criticisms pitched at right realist arguments?
3. Identify the range of theoretical perspectives that make up 'right' realism.

TUTORIAL 5 Week beginning 31st March

Official Statistics on Crime 1 & 2

Essential Reading (Course Text Book):

Chapter 2, pages 14-36.

Supplementary Reading:

Soothill, K., Peelo, M. and Taylor, C. (2002) *Making Sense of Criminology*, Chap 2, pages 25-35 (ISBN: 0745628753).

1. Are all attempts to measure crime problematic? If so why?
2. What non-crime related factors influence crime rates and trends?
3. Do official crime statistics tell us more about enforcement practices and biases than they do the nature and extent of offending in society.?
4. Identify the advantages victim surveys/self report studies have over official statistics in providing us with reliable information on the nature/incidence of criminal offending?
5. What are their shortcomings?
6. What other useful sources of information about crime and victimisation exist?

TUTORIAL 6 Week beginning 7th April

Crime and the Media 1& 2

Essential Reading (Course Text Book):

Chapter 3, pages 38-49

Supplementary Reading:

Weatherburn, D. (2004) *Law and order in Australia*, Chap 1, pages 1-3 (ISBN: 1862875324).

1. Do the media inform, or misinform, us about crime in New New Zealand?
2. What organisations are identified as 'primary' and 'secondary' definers' of crime news? Why are they significant?
3. What factors influence the 'newsworthiness' of a crime story?
4. What explanations are there for why crime is over represented in the media?
5. In the light of recent events in New Zealand, should limits to freedom of expression within the mainstream media be imposed?

TUTORIAL 7 Week beginning 28th April

Ethnicity and Crime 1 & 2

Essential Reading (Course Text Book):

Chapter 9 146-152

Supplementary Reading:

Fenton, S. (2003) *Ethnicity*, Introduction, pages 1-8 (ISBN : 0745622879).

Lovell, R and Norris, M. (1990). 'One in four: Offending from age ten to twenty four in a cohort of New Zealand Males', pages 1-6, 56-67, 100-106 ISBN: 0477072984

Broadhurst, R. (2002) 'Crime and Indigenous People', in Graycar, A. and Grabosky, P. (2002) *The Cambridge Handbook of Australian Criminology*, Chap 12, pages 259-261 (ISBN: 0521818451).

1. Discuss the racial and ethnic differences within reported offending patterns. How might these differ in relation to self-report studies?
2. How is the popular image of the "typical offender" constructed along racial lines? How do the media and the Criminal Justice System contribute to this picture?
3. Is there a relationship between ethnicity, race and class in patterns of known offending? How does gender interact with these factors?
4. The extract from Lovell and Norris (1990) indicates that the probability of young Maori males appearing in court is greater than for non-Maori at all ages, with the discrepancy being greatest at the younger ages. How might you explain these findings?

TUTORIAL 8 Week beginning 5th May

Maori/European Justice Practices

Essential Reading (Course Text Book):

Chapter 8, pages 131-135.

1. Identify the major differences between Maori and European ways of 'doing justice'.
2. Should Maori have a separate system of justice? If so why? If not why not?
3. Drawing on Tauri's 'co-optation' critique (see page 140-143), discuss whether restorative justice is a Maori way of 'doing' justice.

TUTORIAL 9 Week beginning 12th May

Class and Crime 1 & 2

Essential Reading (Course Text Book):

Chapter 9, pages 152-160

Supplementary Reading:

Newbold, G. (2000) *Crime in New Zealand*, Chap 9, pages 251-257 (ISBN: 0864693486).

Day, G. (2001) *Class*, Introduction, pages 2-6 (ISBN: 0415182239)

White, R. and Habibis, D. (2005) *Crime and Society*, Chap 9, pages 196-197.

1. What class differences are evident in official versions of crime?
2. Is it correct to say that the crimes of the least powerful in our society are made more visible by state apparatus than those crimes committed by powerful groups? If so, should we cast an ever-increasing net of criminalisation in order to ensure that the “crimes” of all societal members receive state intervention?
3. What non-criminal law options do we have for responding to harmful behaviours?
4. How should we react to the problem of white collar crime?
5. Do you think poverty influences criminal behaviour? Is there a link between unemployment and crime?
6. Is the very notion of crime itself a class-based construction?

TUTORIAL 10 Week beginning 19th May

Gender and Crime 1 & 2

Essential Reading (Course Text Book):

Chapter 9, pages 160-166.

Supplementary Reading:

Walklate, S. (1998) *Understanding Criminology*, chap 5, pages 71-78 (ISBN: 0335193617).

Connell, R.W. (2002) *Gender*, chap 1, pages 1-10 (ISBN : 0745627161).

1. Is there evidence to suggest there is gender bias in the criminal justice system?
Give examples

2. Do you agree with the suggestion that "one reason for the apparent sex differences in criminal behaviour is that men and women have different opportunities to commit crime"? What evidence is there to support this suggestion? What other explanation for these differences might be given?
3. What explanations may be given for the fact that "there are more women involved in the criminal justice system than there were 20 or so years ago" (Morris,1988)?
4. Heidensohn (1994) refers to "the Cinderella role" which women and girls have played for so long in criminology. What does she mean by this? How has it been manifest in criminological theory?

TUTORIAL 11 Week beginning 26th May

Age and Crime 1 & 2/Crime Prevention

Essential Reading (Course Text Book):

Chapter 9, pages 166-173

Punishment Reading – just a few pages

Supplementary Reading:

Soothill, K., Peelo, M. and Taylor, C. (2002) *Making Sense of Criminology*, Chap 2, pages 79-81 (ISBN: 0745628753).

Fattah, E and Sacco, V. (1989). *Crime and Victimization of the elderly*, pp 12-33 ISBN: 038796973X

1. According to statistics which age groups are reportedly committing the largest percentage of crime? What types of crimes are they committing?
2. Is 'age' a biological factor which causes crime? If not, what else could possibly explain 'peak' offending between the ages of 16-21 years?
3. Do you think, as Fattah and Sacco (1989) suggest, that crime dissipates with advancing age? What arguments can you provide to dispute this claim?
4. What types of crimes do the elderly commit in our society? Are the elderly perhaps offending at a greater rate than we are aware of? If so why? Why is elderly offending difficult to interpret?

Crime Prevention

Essential Readings (Course Text Book):

Chap 12, pages 179-182.

Supplementary readings:

Australian Institute of Criminology (2003) *Understanding Situational Crime Prevention*, AIC Crime Reduction Matters, 17 June No3 (ISSN 1448-1383).

5. Briefly define and compare and contrast situational and social/development crime prevention
6. What is the difference between situational and social crime prevention?