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 322

Crime, Deviance and Popular Culture

Course Outline

CRN 13075: 24 POINTS: TRIMESTER 2, 2008

COURSE COORDINATOR: DR FIONA HUTTON

Room 1103, Murphy Building
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LECTURES: THURSDAY 12NOON – 2PM, HM LT003

Institute of Criminology

CRIM 322 - Crime, Deviance and Popular Culture

	Week Commencing	Thursday– Lecture 12pm - 2pm	Tutorials
1	7th July	**Introduction – is crime 'caused' by popular culture?**	**First week of trimester, no tutorial**
2	14th July	**A history of crime texts**	**Popular culture and the 'usual suspects'**
3	21st July	**Media effects – are the media really to blame?**	**Fascination with crime texts**
4	28th July	**Representations of violent crime**	**Media effects debates**
5	4th August	**Fear of crime – media fuelled?**	**Violent crime – fair picture?**
6	11th August	**Policing, prisons and the law in popular culture**	**Media and fear of crime debates**

Mid term break Monday 18th August – Friday 29th August

7	1st Sept	**Crime texts and gender**	**Policing, prisons and the law in popular culture**
8	8th Sept	**Female heroes – liberated or deviant?**	**Gendered representations – fair?**
9	15th Sept	**Representations of deviant masculinities**	**Female heroes - 'liberated', deviant, both, neither?**
10	22nd Sept	**Drug use and alcohol in popular culture – myth or reality?**	**'Real' masculinities in popular culture?**
11	29th Sept	**Representations of serial killers?**	**Drug use and alcohol - a balanced picture?**
12	6th October	**Exam preparation**	**Serial killers – organised or random?**

COURSE COORDINATOR	Dr Fiona Hutton
	Murphy Building, level 11, MY 1103
	Ph: 463 6749
	E-mail: fiona.hutton@vuw.ac.nz

OFFICE HOURS:	Tuesdays 12.00 – 1.00pm
	If you are not able to see Fiona during her regular office hours please make an appointment for an alternative time.

LECTURES:	Thursday 12noon - 2pm
	Hugh Mackenzie Building, HM LT003

TUTORIALS:	Weekly one-hour tutorials commencing in the week beginning 14 July 2008

TUTOR:	TBA

NOTICE BOARD:	There are noticeboards on levels 9 and 11 of the Murphy Building where general information that may be of interest to you, is displayed.
	Tutorial groups and test results will be posted on the notice board on level 9.
	Note: The Institute, which is located on level 11 of Murphy Building, Kelburn Parade, is generally open from 9am - 4pm.

COURSE AIMS

This course examines the relationship between popular cultural, criminal, and deviant practices. In addition to studying examples of the criminalisation of cultural practices, students will focus on how far popular cultural representations of crime and deviance reflect the 'reality' of crime and deviance in contemporary society. Popular cultural representations of crime as a mirror reflecting societal attitudes, and stereotypes of race, masculinity and femininity in relation to crime and deviance will be examined. Students will be encouraged to develop a critical analysis of research which has attempted to examine and explain the ways in which cultural, criminal and deviant practices may come together. This course will focus on examples specific to New Zealand where this is possible. Students will also be encouraged to consider how international research relates to their own experiences.

COURSE OBJECTIVES

By the end of CRIM 322 students should be able to:

1. Demonstrate an understanding of the key theories and concepts associated with the representation of crime and deviance in popular culture such as media effects theory (This will be assessed in the book review and the exam)

2. Demonstrate an understanding of the different 'realities' of crime that are presented in popular culture and the implications this has for CJS responses to crime and deviance (This will be assessed in the essay)

3. Critically assess popular cultural representations of particular behaviour/s and whether these representations can be considered 'true' pictures of crime and deviance (This will be assessed in the essay and the exam)

4. Critically read and challenge criminological texts (books, journal articles) and think about the ways in which cultural, criminal and deviant practices may come together (This will be assessed in the book review and the essay).

TUTORIALS

The times and locations of tutorial session will be confirmed in the first lecture on 10th July 2008.

Students will need to sign up for a tutorial group via 'S-cubed'. Sign up instructions will be posted on Blackboard. If you are familiar with this system you can go to the following address on the university website to sign up to your tutorial session.

https://signups.victoria.ac.nz/

The tutorial programme will be distributed in the first lecture for this course (Thursday July 10th) and posted on Blackboard. Tutorial discussions will focus on the content of lectures from the previous week and the corresponding articles in the reading materials, which are contained in the 'student notes' for this course. Please note that tutorial reading, attendance and participation are important to enable students to discuss in more detail the topics covered in this course. Tutorial discussions will also focus on assessment and any questions students might have about assignments or lecture material. Therefore good tutorial attendance is an expectation for students who are studying at this level.

ASSESSMENT

The assessment requirements for this course are as follows:

1) 2000 word book review (30%)
2) 2250-2500 word essay (30%) - please see blackboard for some guidelines about essay writing.
3) Three hour exam (40%) – please see blackboard for some common mistakes to avoid in exams.

THE BOOK REVIEW

The book review is the first piece of assessment for this course and is worth **30% of your final grade**. Your book review should not exceed 2000 words. As CRIM 322 deals with new material and subject matter this piece of assessment is a way of ensuring that students are aware of some of the main academic debates that inform this course. *Please note that the book you choose should not be an edited volume*. If you have any doubts about the suitability of your chosen book please see Fiona for some guidance.

In completing the book review students are expected to demonstrate that they can discuss and evaluate the complex arguments and debates related to the issues raised in this course. **The due date for the book review is Friday 1st August 2008 by 4pm.**

As Germov (1996, 'Get Great Marks for Your Essays') details, some basic guidelines about how to complete a book review are as follows;

1. It should have an introduction, use supporting evidence, have a conclusion and be referenced. Just like an academic essay the issues you refer to need to be properly acknowledged. Please see the tips for academic writing on BB.

2. Avoid simply describing or repeating what the author says – you need to explain and critique what they author is saying.

   Instead of just listing what the author says,

   'Smith (2007) raises the topic of media effects and then talks about violence and its effects on young people.'

   Make sure you underline explain the things that the author is referring to,

   'Smith (2007) raises the topic of media effects. Media effects theory argues that…………..Proponents of this theoretical perspective further argue that violent images in the media directly cause violent behaviour in those who see those images.

3. A key aspect of a review is the evaluation of the strengths and weaknesses of the particular work. When you are writing your review think about;

    a) Whether you agree with the author's viewpoint – can you think of any criticisms of what they are arguing?

    b) What links can you make to the lecture and tutorial material and readings presented in the first four weeks of this course?

    c) How do the arguments put forward in your chosen book relate to the theoretical perspectives raised in the course so far?

Some common queries from students about book reviews are answered below;

1. What do you mean it has to be referenced properly?

The author of the book you have chosen will debate, discuss and critically assess the work of various other academics and researchers. These will be referred to throughout the book. So if you are discussing in your book review that Smith was critical of Jones, Johnson and Wilkins then all these authors need to be referenced properly as you go along - as you would with an essay.

2. Do we need to look at other/wider sources and references?

While the book review is essentially a review of a specific piece of work, it is worth considering how the book fits into wider debates around the area it focuses on. So if it is about media violence then how does it fit into media effects and fear of crime debates?

Also if your book is based on a particular theoretical concept or perspective then you should make sure that you know what this is about. For example if your book is a feminist critique of risk theory then you will need to know what risk theory argues and who the main theorists in this area are. Similarly if your book is a feminist critique of fear of crime debates then you will need to know about and discuss what these fear of crime debates say and who the main theorists are in this area.

Students are not expected to look up and read every reference or author in the book they have chosen to review, but some evidence of thinking about how the arguments presented in the book fit into the wider debates in a particular area is necessary in this type of assignment.

3. There are so many books in the library how can I find one that is relevant?

Look at the lecture timetable and think about the lecture and essay topics - which one of these interests you? What would you like to know more about?

To cut down on the amount of reading you need to do for your essay you could pick a book to review that will be a good reference for your essay.

Look at the 'supplementary readings' list for this course – what authors are there? Is there a book you can use? Even if some of these sources are edited volumes, do a library catalogue search for some of the authors and see if they have written anything else than you can use.

Make your library catalogue search as specific as possible – try to avoid very broad categories. You could try the following searches for example; Violence and youth, Crime and music, Media effects, Cultural studies, Popular culture, Hip hop, Drug use, Club cultures, Fear of crime and gender, Femininity and popular culture, Masculinity and popular culture.

THE ESSAY

The essay is worth **30% of your final grade.** Your essay should not be less than 2250 words and should not exceed 2500 words in length. In this piece of the assessment students are expected to demonstrate that they can research and construct a properly referenced, critical academic argument that shows an understanding of the topic chosen for discussion. Please see the essay writing handout that is on Blackboard. **Due date: Friday 19th September 2008 by 4pm**.

ESSAY QUESTIONS

1. 'Nothing has a greater effect on the imagination of crowds than theatrical representations. Sometimes the sentiments suggested by the images are so strong that they tend, like habitual suggestions, to transform themselves into acts' Gustave Le Bon, *The Crowd,* 1895.

   Critically evaluate the argument that popular culture is a scapegoat for the 'cause' of crime.

2. Changing crime texts represent changes in the way crime and criminals are viewed by society.

   Critically discuss this statement with reference to society's alleged fascination with crime and criminals.

3. **Critically discuss** the relationship between representations of violent crime in popular culture and **either** media effects debates **or** fear of crime debates

4. Trace the development of representations of violence in newspapers (or other media) and **critically evaluate** the argument that popular culture depicts 'monsters' as heroes.

5. Popular representations of crime and criminal mirror societal attitudes about crime and criminality.

Critically discuss this statement with reference to **either** popular culture representations of policing and prisons **or** popular cultural representations of policing and the law.

When written work is marked, four areas will be considered:

1. The content of the paper
2. Structure, approach and argument
3. The way in which source material has been used
4. Style and presentation.

First, your essay must be relevant to and answer the question set. Secondly, 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. Thirdly, you should acknowledge accurately the sources used, and should choose representative evidence. Fourthly, it is expected that your essay will:

- flow coherently
- be succinct
- be legible and well set out
- be of reasonable length
- show a good knowledge of grammar, correct spelling and correct usage of terms.

Notes:

- It is most important that you **do not** exceed the word limit. Students are advised that examiners may refuse to mark that part of the assignment that is 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.

- The deadline for delivery of essays on the due date is 4.00pm. (The Institute of Criminology operates from 9am-4pm Monday to Friday only.) The assignment should be placed in the essay box on Level 9, Murphy Building. E-mailed or posted assignments will **not** be accepted.

- Please note that that students are expected to adhere to University guidelines regarding the avoidance of plagiarism. Please see page 40 of this outline for more information about plagiarism and how to avoid it.

THE EXAM

The exam for CRIM 322 will be three hours long and is worth **40% of the final mark for this course.**

The examination period for Trimester 2 is from 20th to 31st October 2008.

In completing the exam students are expected to demonstrate an understanding and knowledge of the key theories and concepts associated with representations of crime and deviance in popular culture.

MANDATORY COURSE REQUIREMENTS

The minimum course requirements are:

❖ Submit your book review no later than 4pm Friday 1st August 2008
❖ Submit your essay no later than 4pm Friday 19th September 2008
❖ Attend a three hour exam.

EXTENSIONS

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 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, 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.

WORKLOAD

Taking into account class attendance, reading for tutorials, preparing for assignments and so on students should spend around 18 hours per week working for CRIM 322. You should ensure that you **complete the readings** in the student notes relating to each tutorial. The student notes also contain note-taking sheets to encourage critical reading of the material. Students are expected to take an **active** part in tutorial discussions. This is particularly important at this level of study – it is not expected that the course tutor will have to lead tutorial discussions in which a large number of the class have not read the material. 300 level study is another 'step up' on the academic ladder

and students are consequently expected to have a more detailed and in-depth knowledge of the subjects under discussion. Completing the tutorial readings in a thorough fashion is one of the ways you can ensure you have the standard of knowledge required to pass this course.

ACADEMIC INTEGRITY AND PLAGARISM

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:

http://www.victoria.ac.nz/home/study/plagiarism.aspx

GENERAL UNIVERSITY STATUTES AND POLICIES

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 hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support

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	Dr David Pearson, MY1020
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Students with Disabilities Liaison:	Dr Russil Durrant, MY1120
	Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918
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School Administrators:	Monica Lichti, Alison Melling, Adam Meers
	MY921, Tel: 463 5317, 463 5258, 463 5677
	E-m: sacs@vuw.ac.nz

USEFUL WEBSITES

The websites listed below are intended as places where you can research additional material, examples and statistics for your essays. You may also find additional or interesting issues which can be raised in tutorials. Please make sure however that you do not write essays solely from these sources – academic references must be the main sources used in your academic writing. When using websites for research it is important to bear in mind which organisation has produced them. For example groups like the police or the sensible sentencing trust will have a particular view on issues relating to crime, criminality and punishment – make sure you critically analyse website material.

http://theory.org.uk

http://www.crimemagazine.com

http://www.crimelibrary.com

http://www.karisable.com/crime.html

http://www.justice.govt.nz/pubs/

http://www.stats.govt.nz/analytical.reports/crime-in-nz/default.htm

http://www.crime.co.nz

http://www.safe-nz.org.nz

http://www.police.govt.nz/service/statistics/

http://screenonline.org.uk

http://crimeculture.com

http://www.Indymedia.org.nz This is an independent site that carries stories about NZ for discussion. It is not specifically linked to crime but it may be useful at times, especially as it is New Zealand specific. **However be aware that the material contained on this site can be posted by anybody who accesses the site and is not monitored for academic rigour!**

JOURNALS

Some useful journals for this course are (this list is just to get you started!);

'Crime, Media and Culture'

'Journal of Criminal Justice and Popular Culture'

Australian and New Zealand Journal of Criminology

Current Issues in Criminal Justice

Drug and Alcohol Review

Journal of Contemporary Drug Issues

Theoretical Criminology

The library also has several databases to aid in research – the most used is probably 'proquest' so make sure you know how to access this. (Click on the library homepage, then databases, then the letter P, then 'proquest')

COURSE MATERIALS AND READING LIST

The essential reading for this course is contained in the student notes. Please note that students are expected to read these materials in advance of lectures and tutorials in which it will be discussed. Supplementary reading materials are listed for you to access and read as additional sources of information (these are all held in 3-day loan in the library and those marked with *** are on closed reserve). You can also access some of these materials electronically through the 'course reserve' service the library offers. It is recommended that especially for essay topics you cover **at least** this additional material. **Please use the active reading sheets included in these student notes to aid in note-taking**

Week one

IS CRIME 'CAUSED' BY POPULAR CULTURE

Essential reading

1. Klein, J (2005), 'Teaching her a Lesson: media misses boys' rage relating to girls in school shootings', Crime Media Culture, Vol 1, No 1, pp 90-97
2. 'Fast Forward into Trouble' June 14th 2003,The Guardian Weekend.

Supplementary reading

1. Alasuutari, P, (1999) 'The shape of Audience Research' in Rethinking the Media Audience, Alasuutari, P, (ed.), Sage, London (Chapter 1, pages1-21)
2. Gray, A (1999), 'Audience and Reception Research in Retrospect' in Alasuutari, P, (ed.) Rethinking the Media Audience, Sage, London (Chapter 2, pages 22-37)
3. Osbourne, R, (1995), 'Crime and the Media: From Media Studies to Post-modernism' in Kidd-hewitt, D and Osbourne, R (eds.) Crime and the Media: the post modern spectacle, Pluto Press, London (Chapter 2, Pages 25-48)
4. McClary, S, (1994), Same As It Ever Was, Youth Culture and Music, in Ross, A and rose, T (eds.) Microphone Fiends, Youth Music and Youth Culture, Routledge, London (Chapter 3, pages 29-40)
5. Muzzatti, S (2004) Criminalising Marginality and Resistance: Marilyn Manson, Columbine and Cultural Criminology in Ferrell, J, Hayward, K,

Morrison, W and Presdee, M (eds.) Cultural Criminology Unleashed, Glasshouse Press, London. (Chapter 12, pages 143-152)

Week two

A HISTORY OF CRIME TEXTS

Essential reading

1. Gorn, E (1995) 'The Wicked World: the national police gazette and gilded age America in LaMay, C and Dennis, E (eds.) The culture of Crime, Transaction Publishers, New Jersey (Chapter 1, pages 9-21)

2. Kooistra. P.and Mahoney. J, (1999) 'The historical roots of tabloid TV crime' In Ferrell, J and N. Websdale (eds.) Making Trouble, Aldine De Gruyter, New York. (Chapter 3, pages 47-71)

Supplementary reading

1. Moretti, F (1983), Signs Taken for Wonders, NLB, London   (Chapter 5, Pages130-156 & 256-259 (notes that accompany the chapter)

2. Cavender, G and Fishman, M, (1998) 'Television Reality Crime Programs: Context and History' in Cavender, G and Fishman, M (eds.) Entertaining Crime: Television Reality Programs, Aldine De Gruyter, New York (Chapter 1, Pages 3-94)

 Week three

MEDIA EFFECTS

Essential reading

1. Gauntlett, D, (2005), Moving Experiences, 2nd ed, Media Effects and beyond, John Libbey, Eastleigh (Chapter 2, Pages 13-21)

2. Morgan, M and Signorielli, N (1990) 'Cultivation Analysis: conceptualisation and methodology' in Cultivation Analysis: new directions in media effects research, Sage, London, (Pages 13-34)

Readings for tutorial debate

Newson, E (1994) Video Violence and the Protection of Children *Journal of Mental Health*, Jun; 3(2), pages 221-228
URL: www.cinahl.com/cgi-bin/refsvc?jid=1138&accno=2009461171
ISSN: 0963-8237

Cumberbatch, G (1994) Legislating Mythology: Video Violence and Children, *Journal of Mental Health,* Dec; 3(4), pages 485-494
URL: www.cinahl.com/cgi-bin/refsvc?jid=1138&accno=2009
ISSN: 0963-8237

Supplementary reading

1. Gauntlett, D, (2005), Moving Experiences, 2nd ed, Media Effects and beyond, John Libbey, Eastleigh (Chapter 4, Pages 49-54)

2. Signorielli, N (2005) Violence in the Media, Santa Barbara, California (Chapter 2, pages29-54)

3. Sternheimer, K, (2003), It's not the media: the truth about pop culture's influence on children, Westview press, Colorado (Chapter 3, pages 61-83)

4. Sternheimer, K, (2003), It's not the media: the truth about pop culture's influence on children, Westview press, Colorado (Chapter 6, pages 125-144)

5. Sparks, R (1997), Television and the Drama of Crime, Open University Press, Buckingham (Chapter 3, Pages 55-77)

Week four

REPRESENTATIONS OF VIOLENCE

Essential reading

1. Lees, S, (1995), Media Reporting of Rape: The 1993 British 'Date Rape' Controversy' in Kidd-Hewitt, D and Osborne, R (eds.) Crime and the Media: the post modern spectacle, Pluto Press, London (Chapter 6, Pages 107-130)

2. Oldridge, D, (2007) 'Casting the Spell of Terror: the press and the early Whitechapel murders' in Warwick, A and Willis, M (eds.) Jack the Ripper: media, Culture History, Manchester University Press, Manchester. (Chapter three, pages 46-55)

   Supplementary reading

1. Schubart, R, (1995), 'From Desire to Deconstruction: Horror Films and Audience Reactions' in Kidd-Hewitt, D and Osborne, R (eds.) Crime and the Media: the post modern spectacle, Pluto Press, London. (Chapter 11, Pages 219-242)

2. Soullier, D (2003), 'Prime-Time Murder: Presentations of Murder on Popular Television Justice Programs' Journal of Criminal Justice and Popular Culture, Vol.10, No. 1, pages 12-38

3. Christian Schroder, K, (1999) 'The Best of both Worlds? Media Audience Research between rival Paradigms' in Alasuutari, P, (ed) 'Rethinking the Media Audience, Sage, London. (Chapter 3, pages 38-68)

4. Cottle, S (2005), 'Mediatized public crisis and civil society renewal: the racist murder of Stephen Lawrence', Crime Media Culture, Vol 1, No 1, pp 49-71

5. Websdale, N (1999) 'Predators: The social construction of "stranger-Danger" in Washington State as a Form of Patriarchal Ideology' in Ferrell.

J and N. Websdale (eds.) Making Trouble, Aldine De Gruyter, New York. (Chapter 5, pages 91-114)

6. Howe, A (1999) '"The War Against Women" Media Representations of Men's Violence Against Women in Australia' in Ferrell. J and N. Websdale (eds.) Making Trouble, Aldine De Gruyter, New York. (Chapter 7, pages 141-155)

7. Morrissey, B, (2003), When Women Kill, Routledge, London (Chapter 2, pages 30-66)

   NB: this is a complex and theoretical chapter

Week five

FEAR OF CRIME AND THE MEDIA

Essential reading

1. Reiner, R, Livingstone, S and Allen, J (2000) 'No more happy endings? The media and popular concern about crime since the second world war, in Hope, T and Sparks ,R (eds.) Crime, Risk and Insecurity, Routledge, London (Chapter 6 pages 107-125)

2. Sparks, R, (1997) Television and the Drama of Crime: moral tales and the place of crime in public life, Open University Press, Buckingham (Chapter 4, pages 78-98)

Supplementary reading

1. Williams, P and Dickenson, J (1993) Fear of Crime: read all about it? The relationship between newspaper crime reporting and fear of crime, British Journal of Criminology, Vol.33, No.1, pp 33-56

2. Tulloch, J (1999) 'Fear of Crime and the Media: sociocultural theories of risk' in Deborah Lupton (ed.) (1999), Risk and Sociocultural Theory New Directions and Perspectives, Cambridge: Cambridge University Press (Chapter 2, pages 34-58)

   NB: This is a complex theoretical chapter

3. Dowler, K (2003) Media Consumption and Public Attitudes Towards Crime and Justice: the relationship between fear of crime, punitive attitudes and perceived police effectiveness, Journal of criminal justice and popular culture Vol. 19, No. 2 pages 109-1264.

4. Sparks, R (1997), Television and the Drama of Crime, Open University Press, Buckingham (Chapter 4, Pages 78-98)

5. Green, D, (2006), 'Public Opinion Versus Public Judgement about Crime', British Journal of Criminology, Vol 46, pages 131-154

Week six

POLICING, PRISONS AND THE LAW IN POPULAR CULTURE

Essential reading

1. Greenfield, S and Osborn, G (2003) 'Film lawyers: above and beyond the law' in Mason, P (ed.) Criminal Visions: media representations of crime and justice, Willan, Cullompton (Chapter 12 pages 238-253)

2. Doyle, A (1998), '"cops": Television Policing as Policing Reality' in Fishman, M and Cavender, G (eds.) Entertaining Crime: Television Reality Programs, Aldine De Gruyter, New York (Chapter six, pages 95-116)

Supplementary reading

1. Sparks, R (1997), Television and the Drama of Crime, Open University Press, Buckingham Chapter 6, pages 119-150

2. Donovan, P, (1998), 'Armed with the Power of Television: Reality Crime Programming and the Reconstruction of Law and Order in the United States' in Cavender, G and Fishman, M (eds.) Entertaining Crime: Television Reality Programs, Aldine De Gruyter, New York (Chapter 7, Pages 117-137)

Mid -Trimester Break: 18 – 31 August

Week seven

CRIME TEXTS (BOOKS/TV/MUSIC) AND GENDER

Essential reading

1. Eaton, M, (1995), 'A Fair Cop? Viewing the Effects of the Canteen Culture in *Prime Suspect* and *Between the Lines*' in Kidd-Hewitt, D and Osborne, R (eds.) Crime and the Media: the post modern spectacle, Pluto Press, London (Chapter 8, Pages 164-183)

2. Sparks, R, (1996), 'Masculinity and heroism in the Hollywood Blockbuster' British Journal of Criminology, Vol. 36, No.3, pp348-360

Supplementary reading

1. Knight, S, (2004) Crime Fiction 1800-2000, Detection, Death, Diversity, Palgrave, Basingstoke (Chapter 10, pages 195-208)

2. Young, A, (1996), Imagining Crime, Sage, London **(**Chapter 4, pages 79-110)

3. *** Parry, E, (1997), 'The Secret of the Feminist heroine: the search for values in Nancy Drew' and Judy Bolton in Inness, S (ed), Nancy Drew and Company, culture, Gender and Girls' Series, Bowling Green State University Popular Press, OH (Chapter 9, pages 159-182)

4. Cavender, G, (1999), 'Detecting Masculinity' in Australia' in Ferrell. J and N. Websdale (eds.) Making Trouble, Aldine De Gruyter, New York. (Chapter 8, pages 157-175)

5. Knight, S, (2004) Crime Fiction 1800-2000, Detection, Death, Diversity, Palgrave, Basingstoke (Chapter 8, pages 162-181)

Week eight

FEMALE HEROES – 'LIBERATED' OR DEVIANT?

Essential reading

1. Hopkins, S, (2002), Girl Heroes the New Force in Popular Culture, Pluto Press, Australia (Chapter 3, pages 108-151)

Supplementary reading

1. Beggan, J and Allison, S, (2005), 'Tough Women in the Unlikeliest of Places: The Unexpected Toughness of the Playboy Playmate' The Journal of Popular Culture, Vol. 38, No. 5 pages 796-818

2. Gauntlett, D, (2002), Media, Gender and Identity: an introduction, Routledge, London (Chapter 1, pages1-18)

3. Gauntlett, D, (2002), Media, Gender and Identity: an introduction, Routledge, London (Chapter 4, pages 57-90)

4. *** Siegel, D, (1997), 'Nancy Drew as New Girl Wonder: Solving it all for the 1930s' in Inness, S (ed), Nancy Drew and Company, culture, Gender and Girls' Series, Bowling Green State University Popular Press, OH (Chapter 9, pages 159-182)

5. Chesney-Lind, M and Eliason, M, (2006), 'From Invisible to incorrigible: The Demonisation of Marginalised Women and Girls', Crime Media Culture, Vol. 2, No. 1, pp 29-47

Week nine

REPRESENTATIONS OF DEVIANT MASCULINITIES

Essential reading

1. Barker, G, (2005), Dying to be Men: Youth, Masculinity and Social Exclusion, Routledge, London (Chapter 1, pages 1-11)

2. Barker, G, (2005), Dying to be Men: Youth, Masculinity and Social Exclusion, Routledge, London (Chapter 4, pages 41-58)

3. Ogg, A and Upshal, D, (1999), The Hip Hop Years, A History of Rap, Macmillan, London(Chapter 12, pages 149-157)

Supplementary reading

1. Ogg, A and Upshal, D, (1999), The Hip Hop Years, A History of Rap, Macmillan, London (Chapter 13, pages 159-176)

2. Ogg, A and Upshal, D, (1999), The Hip Hop Years, A History of Rap, Macmillan, London (Chapter 11, pages 137-147)

3. Decker, J, (1994), 'The State of Rap: Time and Place in Hip Hop Nationalism' in Ross, A and rose, T (eds.) Microphone Fiends, Youth Music and Youth Culture, Routledge, London (Chapter 8, pages 99-121)

4. Walser, R, (1993), Running with the Devil: Power, Gender and Madness n Heavy Metal Music, Weslyan University Press, Hanover and London (Chapter 4, pages 108-136)

5. *** Hutton, F, (2005), 'Risky Business: Gender, drug dealing and risk' Addiction, Research and Theory, Vol. 13, No. 6, pp 545-554

6. Rayner, J (2003) Masculinity, morality and action: Michael Mann and the heist movie in Mason, P (2003) (ed.) Criminal visions: Media representations of crime ad justice, Willan Publishing, Cullompton. (Chapter four, Pages 73-89)

Week ten

REPRESENTATIONS OF DRUG AND ALCOHOL USE

Essential reading

1. Manning, P, (2006), 'There's no Glamour in Glue: News and the Symbolic Framing of Substance Use', Crime Media Culture, Vol 2, No 1, pp 49-66

2. Reinarman, C, and Duskin, C, (1999) 'Dominant Ideology and Drugs in the Media' in Ferrell. J and N. Websdale (eds.) Making Trouble, Aldine De Gruyter, New York (Chapter 4, pages 73-87)

Supplementary reading

1. Collinson, M, (1996), 'In Search of the High Life: drugs, crime, masculinities and consumption' British Journal of Criminology, Vol. 36, No. 3, pp428-444

2. Brownstein, H, (1995) 'The media and the Construction of Random Drug Violence' in Ferrell, J, and Saunders, C, (eds.), Cultural Criminology, Northeastern University Press, Boston (Chapter 3, pages 45-61)

3. Hammersley, R, Furzana, K and Ditton, J (2002) Ecstasy and the Rise of the Chemical Generation, Routledge, London. (Chapter five pages 111-137)

4. Blackman, S (2004) Chilling Out: The cultural politics of substance consumption, youth and drug policy, Open University Press, Berkshire. (Chapter 3 pages 52-103)

5. *** Khon, M (1997) The Chemical Generation and its Ancestors: Dance crazes and drug panics across eight decades, The International Journal of Drug Policy, Vol.8, No.3, pp 142.

Week eleven

REPRESENTATIONS OF SERIAL KILLERS

Essential reading

1. Egger, S, (2002), The Killers Among Us: An examination of serial murder and its investigation, Prentice hall, New Jersey (Chapter 1, pages 3-14)

2. Hale, R and Bolin, A, (1998), 'The female Serial Killer' in Holmes, R, and Holmes, S, (eds.), Contemporary Perspectives on Serial Murder, Sage, London (Chapter 3, pages 33-58)

Supplementary reading

1. *** Grover, C and Soothill, K, (1999) 'British Serial Killing: Towards a Structural Explanation'

   The British Criminology Conferences: Selected Proceedings, Volume 2 (editor Mike Brogen)

2. Oleson, J, C, (2005), 'King of Killers: The Criminological Theories of Hannibal Lecter, Part One, Journal of Criminal Justice and Popular Culture, Vol.12, No. 3, pages 186-210

3. Oleson, J, C, (2005), 'King of Killers: The Criminological Theories of Hannibal Lecter, Part Two, Journal of Criminal Justice and Popular Culture, Vol.13, No. 1, pages 29-49

4. Picart, C, J, (2006), 'Crime and the Gothic: Sexualising Serial killers' Journal of Criminal Justice and Popular Culture, Vol.13, No. 1, pages 1-18

   NB: Gothic criminology is a way of theorising 'monsters' – give it a chance!

5. Holmes, S, Hickey, E and Holes, R, (1998) 'Female Serial Murderesses, The unnoticed Terror' in Holmes, R, and Holmes, S, (eds), Contemporary Perspectives on Serial Murder, Sage, London (Chapter 4, pages 59-70)

6. Epstein, S, (1995), 'The New Mythic Monster' in Ferrell, J, and Saunders, C, (eds.), Cultural Criminology, Northeastern University Press, Boston (Chapter 4, pages 66-77)

7. Jenks, C, (2003) Transgression, Routledge, London (Chapter 8, pages 175-186, serial killers on page 180/183)

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. <u>Stanford Law Review</u>, 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. <u>Journal of Primary Prevention</u>, 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. <u>Journal of Abnormal Psychology</u>, 84 (5), 508-518.

•   In text, use the following the *first* time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and every time *after* this first citation as: (Lang et al., 1975).

    (d)   Journal article in press

Corcoran, D.L., & Williamson, E.M. (in press), Unlearning learned helplessness. <u>Journal of Personality and Social Psychology.</u>

•   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. <u>Time</u>, 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). <u>Dominion</u>, 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.   <u>Books</u>

(a)   Reference to a one-author book

Pratt, J. (1992).   <u>Punishment in a Perfect Society</u>. 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). <u>Understanding Deviance</u> (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.), <u>Legal Responses to Wife Assault: Current Trends and Evaluation</u> (pp. 127-164). California: Sage.

•   In text, use the following each time the work is cited: (Ford & Regoli, 1993).

3.   <u>Research Reports</u>

(a)   Government reports

Ministerial Committee of Inquiry into Pornography. (1989). <u>Pornography</u>. 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). <u>Towards equality in criminal justice</u>, 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). <u>Decision making in district prison boards</u>. 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). <u>The social effects of imprisonment on male prisoners and their families</u> (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).

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 <u>at all</u> by using a) Quote marks, or acknowledging b) The author c) The date and the page number of the quote.

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

Full 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:*_____