

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 311

Policing

Course Outline

CRN 1105: 24 POINTS: TRIM 2, 2009

Teaching dates: 13 July – 16 October 2009

Study week: 19 – 23 October 2009

Examination period: 27 October – 14 November 2009

COURSE COORDINATOR: A/PROF MICHAEL ROWE

Room 1117A, Murphy Building

Tel: (04) 463 9452

E-mail: michael.rowe@vuw.ac.nz

LECTURES: WEDNESDAY 1-3PM, COTTON LT 122



Institute of Criminology

CRIM 311: POLICING

Teaching Programme

<i>Week</i>	<i>Commencing</i>	<i>Content</i>
1	13 July	Introduction: course outline; organisation and content; objectives and key dates
		Introducing police and policing
2	20 July	Who are 'the' police? A brief history
3	27 July	The police mandate and organization
4	3 August	Strategies for policing
5	10 August	Recent new approaches
6	17 August	Police occupational cultures
<i>Mid-Trimester Break: 24 August- 4 September</i>		
7	7 September	Police discretion
8	14 September	Police deviance
9	21 September	Policing and gender
10	28 September	Policing and ethnicity
11	5 October	Police accountability
12	12 October	Policing futures
<i>Study/Examination period commences 19 October</i>		

Course Coordinator: Associate Professor Michael Rowe
Level 11, Murphy building, MY 1117A
Tel. 463-9452
E-mail: michael.rowe@vuw.ac.nz

Office Hours: Wednesday 11am–1pm

If you are not able to make these times please contact the course coordinator to arrange an alternative time.

Lectures: Wednesday 1-3pm Cotton LT122

Tutorials Tutorials will run week 3-11 inclusive: the final session will be dedicated to exam preparation.

Tutor: Stephanie Grant
E-mail: grantstep@myvuw.ac.nz

Course Content

A critical examination of policing in modern society. Topics will include the history and organisation of policing, the nature and effectiveness of policing strategies, police culture and discretion, issues of gender and ethnicity, and police accountability.

Course Aim

CRIM 311 is a one trimester course designed to introduce students to historical and current issues related to contemporary policing theory and practice. The course aims to encourage students to think critically about the aims and objectives of policing, the 'performance' of the New Zealand (and other countries) police in practice and the extent to which current police policy and procedures contribute to the goal of achieving "justice" and equality before the law.

This course examines a range of topical areas related to policing, including an analysis of the history and evolution of modern policing; past and contemporary policing strategies; police culture; and the exercise of police discretion and its implications for the policing of certain groups and/or sections of the population including women and ethnic minorities. Organisational issues related to the New Zealand police are also examined before the course ends with a consideration of the future(s) of policing.

Learning Objectives

- To foster a critical analysis of the operation of policing in New Zealand and beyond.
- To contribute to an increased understanding and assessment of the roles and functions of the police in the criminal justice system.
- To examine the composition and culture of the police organization, and assess the impact of these on police practice.
- To critically assess police performance, effectiveness and accountability.
- To evaluate strategies and approaches in contemporary policing.

Course Materials

Student notes, containing all the essential readings for this course, are available for this course from the Student Notes Distribution Centre.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of VicBooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from VicBooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Students can order textbooks and student notes online at www.vicbooks.co.nz or by e-mail: enquiries@vicbooks.co.nz. Books can be couriered to students or can be picked up from the shop once available. Opening hours are 8am – 6pm, Monday – Friday during trimester (closing at 5pm during trimester breaks). Phone: 463 5515.

Expected Workload

Taking into account class attendance, reading for tutorials, preparation for assignments and so on, students should expect to spend around 16 hours per week working for CRIM 311.

Communication of Additional Information

BlackBoard (BB)

Summaries of lecture notes will typically not be available on BB for students to access. I would advise you that when lecture notes are made available these will be just brief summaries and will not be an adequate substitution for attendance at

lectures. Any material provided by Guest speakers will also be posted in BB, and if they supply anything at all, this is usually in the form of a PowerPoint presentation. Finally, BB will also be used as a means to communicate with students outside of classes. As such students are advised to log into BB on a regular basis.

Notice Board

There is a notice board on level 11 of Murphy Building (to the right of the lifts) where general information, which may be of interest to you, is displayed.

Mandatory Course Requirements

In order to meet mandatory course requirements students must:

- submit the essay outline
- submit the extended essay and
- sit the final examination

Assessment

CRIM 311 is assessed by an essay outline, an extended essay and a 2 hour final examination.

Essay Outline

Length: no more than 2 A4 pages

Percentage of Final Grade: 10%

Due Date: 4pm, Monday 10 August 2009

You are required to submit an extended essay outline of no more than 2 A4 pages in length outlining the proposed topic for your extended essay. It should be on a topic of your choice, but obviously one that is related to the broad theme of the course. It should indicate the title and proposed structure of the paper, via for example identifying the main sections or parts of the essay, the main issues or themes that will be canvassed or considered, and your overall essay aim(s) and objective(s). In your proposal you should also provide an initial list of the books, journal articles and other sources of information on which your essay will be based.

It must be submitted in the following format:

On A4 paper - please use one side of the paper only.

Text to be either typed (preferably) or neatly written by hand in BLACK INK.

Important Note: You have only 3 weeks from the start of the course to the due date for the essay outline and you should therefore decide on your proposed topic as soon as possible, and begin reading, thinking about and preparing for it. If you would like to discuss your topic, please see Michael Rowe during his office hours. Alternatively, one tutorial will be dedicated to this assessment, as well as some lecture time.

Extended Essay

Length: no more than 3,000 words

Percentage of Final Grade: 45%

Due Date: 4pm, Monday 21 September 2009

Your essay should be based on your proposal and the feedback received. In marking your essay, evidence of the following will be sought:

- Clear definition of your topic and the parameters of your essay.
- Good overview of relevant literature, using a variety of sources (books, journal articles, research reports etc), and including recent works.
- Effort at locating and utilising relevant New Zealand and other research and information.
- Critical thinking and evaluation of the topic, rather than simply description.
- Ability to organise and structure information well, with clear formulation of an argument.
- Clear presentation and layout, including careful and appropriate referencing of all works cited (see referencing guidelines, located within this coursebook, for details).

Note:

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

Students are advised that neither Trevor nor Christiaan will not comment or provide feedback on draft essays. It is possible, however, for students to discuss assignments in general terms.

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

All written work should be placed in the essay box on the 9th floor of the Murphy building by 4pm. Note the box is cleared at exactly 4pm on weekdays.

Examination

Length: 2 hours

Percentage of Final Grade: 45%

Date: to be advised

The study/examination period begins on the 19 October 2009. The 2-hour examination is designed to assess student's knowledge of and familiarity with general course content.

Extensions on Due Dates and Penalties for Late Submissions

The outline and extended essay 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 Michael Rowe 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 considered 'exceptional circumstances'. 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 48 hours past due date.
- Three grades = period from 48 hours up to and including 72 hours past due date.

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

Submitting Work That Has Been Submitted For Another Course

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

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.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 or go to the Academic Policy and Student Policy sections on: <http://www.victoria.ac.nz/home/about/policy>

The AVC (Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

Other Contact Information

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Carol Harrington, MY 1012

School Manager:

Tel: 463 7451 E-m: Carol.Harrington@vuw.ac.nz

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Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz

School Administrators:

Monica Lichti, Alison Melling, Heather Day

MY921, Tel: 463 5317; 463 5258; 463 5677

E-m: sacs@vuw.ac.nz

Library Information

The VUW Library provides programmes covering library tours (30 minutes), finding the resources on your reading list, more sophisticated information searching, finding journal articles, and getting started on the World Wide Web (basics and advanced). Please contact them for more details and a timetable of events ph: 463 5683, and consult the library website for additional information and instruction.

Useful websites for Criminology are:

<http://www.vuw.ac.nz/library/liaison/criminology-ejournals.html>

<http://www.vuw.ac.nz/library/liaison/criminology-articleindexes.html>

The official website of the New Zealand Police also has useful resources available on-line: <http://www.police.govt.nz/>

Course Materials Reading List

This reading list indicates the general topics that will be covered in the course, and sets out the reading material relevant to those topics. The reading is divided into two parts - essential reading and supplementary reading.

You are expected to read the essential material in advance of the lectures in which it will be discussed, and to be familiar with it. The supplementary reading is of lesser importance. It need not be read before the relevant class, but must be looked at some stage during the course. Unless you are advised otherwise, the topics will be dealt with in the order shown below. The essential reading for CRIM 311 is contained in the student notes.

WEEK 1: INTRODUCTION & POLICE, POLICING & 'THE POLICE': WHAT IS POLICING AND WHO ARE 'THE' POLICE?

An introductory session that covers the aims and objectives of the course, key dates and details of course assessments, the structure and content of the course and other important course details.

Essential Reading

Student Notes Reading 1: Klockars, C.B. (1985). *The Idea of Police*. Beverley Hills: Sage Publications. Ch. 1 "The Idea of Police", pp. 7-18.

WEEK 2: A BRIEF HISTORY OF THE 'NEW' POLICE IN ENGLAND AND NEW ZEALAND.

This class will consider and encourage a critical reflection on the conceptual differences between police, policing and 'the' police and nature and role of policing in society more generally.

The remainder of the class involves a brief historical and critical overview of the history and development of the 'new' or modern police, incorporating both 'orthodox' and 'revisionist' interpretations.

Essential Reading

Student Notes Reading 1: Klockars, C.B. (1985). *The Idea of Police*. Beverley Hills: Sage Publications. Ch. 1 "The Idea of Police", pp. 7-18.

Student Notes Reading 2: Bayley, D. (1983). "History" - first item under heading "Police" in Kadish, S. (ed.) *Encyclopaedia of Crime and Justice*, Vol. 3. New York: The Free Press, pp. 1120-1125.

Student Notes Reading 3: Hill, R. (1997). "'The control of both races': The policing of the Wellington settlement, 1840-1853." *New Zealand Studies*, March 1997, pp. 3-13.

Student Notes Reading 4: Reiner, R. (2000). *The Politics of the Police* (3rd ed.) Oxford: Oxford University Press, Ch. 1.

Student Notes Reading 5: Findlay, M. (2004) "Policing Histories": *Introducing Policing: Challenges For Police & Australian Communities* Melbourne: Oxford University Press, pp. 13-27.

Supplementary Reading

Crawford, A. (2003) "The Pattern of Policing in the UK: Policing Beyond the Police", in Newburn, T. (ed.) *Handbook of Policing*, Melbourne: Willan Publishing, pp. 136-148.

Rumbaut, R.G. and E. Bittner (1979). "Changing Conceptions of the Police Role: A Sociological Review" in Morris, N. and M. Tonry (eds.) *Crime and Justice: An Annual Review of Research*, Vol. 1. Chicago: University of Chicago Press, pp. 239-288.

Robinson, C. (1979). "Ideology as History: A Look at the Way Some English Police Historians Look at the Police." *Police Studies* 2(2):35-49.

Cameron, N. (1986). "Developments and Issues in Policing in New Zealand." In N. Cameron & W. Young (eds.) *Policing at the Crossroads*. London/Wellington: Allen & Unwin/Port Nicholson Press, pp. 7-45.

WEEK 3: MANDATE AND ORGANIZATION

The structure, organization and goals of policing. What drives policing and determines the police mandate? Police force or police service?

Essential Reading

Student Notes Reading 6: Waddington, P. A. J. (1999). Chapter 1: "What is Policing?" In *Policing Citizens: Authority and Rights*. London: UCL Press.

Student Notes Reading 7: Bittner, Egon (1974). "Florence Nightingale in Pursuit of Willie Sutton: A Theory of the Police". In H. Jacob (ed), *The Potential for Reform of Criminal Justice*. Beverly Hills: Sage Publications, pp. 30-40

Student Notes Reading 8: Mawby, R. (2003) "Models of Policing". In Newburn, T. (ed.) *Handbook of Policing* Devon: Willan Publishing, pp.15-40.

Student Notes Reading 9: New Zealand Police (2002). *Police Strategic Plan to 2006*. Wellington: New Zealand Police, pp. Inside front cover; 6-18; and inside back cover.

Supplementary Reading

Susan Miller (1999). *Gender and Community Policing*. Boston: Northeastern University Press. Chapter 4: "Competing Police Roles – Social Workers or Dirty Harry (Harriet)."

Bayley, David and Bittner, Egon (1989). "Learning the Skills of Policing". In R. Dunham and G. Alpert (eds), *Critical Issues in Policing: Contemporary Readings*, Chapter 6.

Neil Cameron (1989). "Developments and Issues in Policing New Zealand." In Warren Young and Neil Cameron (eds), *Policing at the Crossroads*. Wellington: Allen and Unwin/Port Nicholson Press. Chapter 1.

WEEK 4: STRATEGIES FOR POLICING

What are the 'strategies' used by police to achieve organisational and/or political objectives? How, in other words, is policing achieved?

Essential Reading

Student Notes Reading 10: Skogan, W. (2006) 'The Promise of Community Policing', in Weisburd, D. and Braga, A. (Eds) *Police Innovation: Contrasting Perspectives*, Cambridge: Cambridge University Press, pp.27-43.

Student Notes Reading 11: Bayley, D. (1988). "Community Policing: A Report from the Devil's Advocate." In Greene, J. & S. Mastrofski (eds.) *Community policing: Rhetoric or Reality?* New York: Praeger. Ch. 12, pp. 225-237.

Student Notes Reading 12: Rowe, M. (2008) 'Community Policing' in *Introduction to Policing*, London: Sage, pp.69-93.

Supplementary Reading

Weatherburn, D. & P. Grabosky (1999). "Strategic Approaches to Property Crime Control" *Policing and Society* 9(1): 77-96.

Ericson, R. (1982). *Reproducing Order: A Study of Police Patrol Work*. Toronto: University of Toronto Press. Chapter 4: "Mobilization". pp. 73-99.

Reiss, A. (1984). "Selecting strategies of control over organizational life." In Hawkins, K. & J. Thomas (eds.) *Enforcing Regulation*. Boston: Kluwer-Nijhoff. Chapter 2, pp. 23-35.

WEEK 5: RECENT NEW APPROACHES

How is policing changing, and with what effects? A critical examination of the implementation of recent initiatives in community, zero tolerance, intelligence-led and evidence-based policing.

Essential Reading

Student Notes Reading 13: Bayley, D. (1988). "Community Policing: A Report from the Devil's Advocate." In Greene, J. & S. Mastrofski (eds.) *Community policing: Rhetoric or Reality?* New York: Praeger. Ch. 12, pp. 225-237.

Student Notes Reading 14: Shearing, C.D. (1999). "Remarks" (on "Zero Tolerance" policing). *Criminal Law Bulletin* 35(4): 378-383.

Student Notes Reading 15: Ratcliffe, J. (2002). "Intelligence-led Policing and the Problems of Turning Rhetoric into Practice." *Policing and Society* 12(1): 53-66.

Supplementary Reading

Goldstein, H. (1987). "Toward Community-Oriented Policing: Potential, Basic Requirements, and Threshold Questions." *Crime and Delinquency* 33(1): 6-30.

Johnston, L. (1997). "Policing Communities of Risk" In Francis, P., P. Davies and V. Jupp (eds.) *Policing Futures: The Police, Law Enforcement and the Twenty-First Century*. London: Macmillan Press, pp. 186-207.

Winfree, L. & G. Newbold (1999). "Community policing and the New Zealand Police: correlates of attitudes toward the work world in a community-oriented national police organization." *Policing: An International Journal of Police Strategies & Management* 22(4): 589-617.

Kelling, G. & C. Coles. (1996). *Fixing Broken Windows*. New York: The Free Press. Chapter 1.

WEEK 6: POLICE OCCUPATIONAL CULTURES

Understanding the police from within – strengths and tensions of police cultures and how these impact on police officers.

Essential Reading

Student Notes Reading 16: Reiner, Robert (2000). *The Politics of the Police*, (3rd ed). Oxford: Oxford University Press. "Cop Culture," pp. 85–97

Student Notes Reading 17: Rowe, M. (2008) 'Police Culture' in *Introduction to Policing*, London: Sage, pp.95-120

Student Notes Reading 18: Foster, J. (2003) 'Police Cultures' in Newburn, T. (Ed) *Handbook of Policing*, Cullompton: Willan Publishing, pp196-227

Supplementary Reading

Fielding, Nigel (1994). "Cop Canteen Culture" In T. Newburn and E. Stanko (eds) *Just Boys Doing Business?: men, masculinities and crime*, pp. 46–63.

Holdaway, Simon (1983). *Inside the British Police: A Force at Work*. Oxford: Blackwell. Chapter 10: "Sustaining the Occupational Culture".

Chan, Janet (1997). "Re-examining Police Culture." In Janet B.L. Chan, *Changing Police Culture: Policing in a Multicultural Society*, pp. 65–93.

WEEK 7: POLICE DISCRETION

How police exercise their powers and responsibilities within diverse, stratified populations. The politics of differential policing in offender and victim contexts.

Essential Reading

Student Notes Reading 19: Neyroud, P. and Beckley, A. (2001) 'Operational Ethics' in Neyroud, P. and Beckley, A. Policing, Ethics and Human Rights, Cullompton: Willan Publishing, pp. 124-143

Student Notes Reading 20: Waddington, P. A. J. (1999). Policing Citizens: Authority and Rights London: UCL Press. Chapter 2: "Keeping People in Their Place."

Student Notes Reading 21: White, R. and Perrone, S. (1997). "Police Discretion and Differential Policing" In R. White and S. Perrone, Crime and Social Control: An Introduction Melbourne: Oxford University Press, pp. 34-63.

Supplementary Reading

Mawby, R. I. (1999). "Police Services for Crime Victims" In R. I. Mawby (ed.), Policing Across the World: issues for the Twenty-first Century London: UCL Press. Chapter 11, pp. 187-203.

Reiner, Robert (1997). "Policing and the Police". In M. Maguire et al. The Oxford Handbook of Criminology, 2nd ed., pp 1008-1024.

James, Steve and Polk, Ken (1996). "Police and Young Australians" In Duncan Chappell and Paul Wilson, (eds.) Australian Policing: Contemporary Issues (2nd edition) Sydney: Butterworths, Chapter 12.

WEEK 8: POLICE DEVIANCE

What is "deviance" in the context of policing? How and why does it occur; and how might it be minimized/controlled?

Essential Reading

Student Notes Reading 22: Shearing C.D. (ed.) (1981). Organizational Police Deviance. Toronto: Butterworths. "Introduction," pp. 1-8.

Student Notes Reading 23: Newburn, T. (1999). Understanding and preventing police corruption: Lessons from the literature. London: Home Office, Police Research Series Paper 110, pp. 1-49.

Student Notes Reading 24: Rowe, M. (2009) 'Notes on a Scandal: the Official Enquiry into Police Deviance and Corruption in New Zealand', Australian and New Zealand Journal of Criminology, 42(1): 123-38.

Supplementary Reading

Anechiarico, F. & J. Jacobs (1996). The Pursuit of Absolute Integrity Chicago: University of Chicago Press. Chapter 12, pp. 189-208.

Kappeler, V., Sluder, R. & Alpert, G. (1994). Forces of Deviance: Understanding the Dark Side of Policing. Prospect Heights, ILL.: Waveland Press, Inc. Chapters 9, 10 & 11, pp. 213-291.

WEEK 9: POLICING AND GENDER ISSUES

Policewomen or policewomen - adapting to or challenging the police occupational culture? History and changing role of women within the police.

Essential Reading

Student Notes Reading 25: Heidensohn, F. (2003) 'Gender and Policing', in Newburn, T. (Ed) Handbook of Policing, Cullompton: Willan Publishing, pp556-577

Student Notes Reading 26: Hyman, Prue (2000). Women in the CIB: opportunities for and barriers against recruitment, progress, and retention of women in the Criminal Investigation Branch (CIB). Report commissioned by the National Crime Manager, New Zealand Police and Strategic Advisor, Human Resources: EEO. pp. 69–88.

Student Notes Reading 27: French, Margot and Waugh, Linda (1998). "The Weaker Sex? Women and Police work." International Journal of Police Science and Management, Vol. 1, No. 3, pp. 260-275.

Supplementary Reading

Walklate, Sandra (2001). "Gender in policework and the criminal justice process". In Gender, Crime and Criminal Justice, pp. 127–151.

Heidensohn, Frances (1994). "We Can Handle It Out Here', Women Officers in Britain and the USA and the Policing of Public Order". Policing and Society, Vol. 4, pp. 293–303.

Waugh, Alec (1994). "A Case Study of Policewomen's Experience in New Zealand". Public Policy Research Paper, Victoria University, pp 40-63.

Hale, Donna C. and Bennett, C. Lee (1995). "Realities of Women in Policing". In A. Merlo and J. Pollock, Women, Law, and Social Control, pp 41-54.

WEEK 10: POLICING AND ETHNICITY

Police discretion or police discrimination? The impact of police practices on ethnic minorities with particular reference to New Zealand and the USA.

Essential Reading

Student Notes Reading 28: Carter, David L. and Radelet, Louis A. (1999). The Police and the Community. Ohio: Prentice Hall. Chapter 11, pp. 283-293.

Student Notes Reading 29: Te Whaiti, Pania and Roguski, Michael (1998). Maori Perceptions of the Police. A Report to the New Zealand Police and the Ministry of Maori Development: Te Puni Kokiri. pp. 50–53, 65–66.

Student Notes Reading 30: Anderson, Elijah. (1990). "The Police and The Black Male." In Streetwise Chicago: University of Chicago Press: Chapter 7, pp. 190-206.

Student Notes Reading 31: Chambliss, W. (1995). Crime Control and Ethnic Minorities: Legitimizing Racial Oppression by Creating Moral Panics. In Hawkins, D.

(ed.) *Ethnicity, Race and Crime*. Albany, N.Y.: State University of New York Press, pp. 235-258.

Supplementary Reading

Mosher, Clayton (2001). "Predicting Drug Arrest Rates: Conflict and social disorganization perspectives" *Crime and Delinquency* 47: 84-104.

Chambliss, William (1994). "Policing the Ghetto Underclass: The politics of law and law enforcement" *Social Problems* 41: 177-94.

Lea, J. (2000) "The Macpherson Report and the Question of Institutional Racism" *Howard Journal of Criminal Justice*, Vol. 39, No. 3, pp. 219-233.

Bowling, B. (1998) *Violent Racism: Victimization, Policing and Social Context*. Oxford: Clarendon Press, pp. 244-257.

Chan, Janet (1995). "Police Accountability in a Multicultural Society" *Criminology Australia*, Vol. 6, no. 4, pp. 2-6.

WEEK 11: CONTROL AND ACCOUNTABILITY

Policing the police – who controls the controllers? Issues of political, legal, and public accountability & the Police complaints mechanisms.

Essential Reading

Student Notes Reading 32: Dunstall, G. (1999). *A Policeman's Paradise? Policing a Stable Society, 1918-1945* (Vol. 4 of *The History of Policing in New Zealand*). Wellington: Dunmore Press), pp. 11-20

Student Notes Reading 33: Stenning, P. (2000). "Evaluating Police Complaints Legislation: A Suggested Framework" In Goldsmith, A. & C. Lewis (eds.) *Civilian Oversight of Policing: Governance, Democracy and Human Rights*. Oxford: Hart Publishing, pp. 147-163.

Student Notes Reading 34: Rowe, M. (2008) 'Who Guards the Guards?' in *Introduction to Policing*, London: Sage, pp.121-149

Supplementary Reading

Cull, H. (1975-77). "The Enigma of a Police Constable's Status" *Victoria University of Wellington Law Review* 8: 148-169.

Orr, G. (1986). "Police Accountability to the Executive and Parliament" In Cameron, N. & W. Young (eds.) *Policing at the Crossroads*. London/Wellington: Allen & Unwin/Port Nicholson Press, pp. 46-66.

Arnold, T. (1986) "Legal Accountability and the Police: The Role of the Courts." In Cameron, N. & W. Young (eds.) *Policing at the Crossroads*. London/Wellington: Allen & Unwin/Port Nicholson Press, pp. 67-85.

In Cameron, N. & W. Young (eds.) Policing at the Crossroads. London/Wellington: Allen & Unwin/Port Nicholson Press, pp. 107-133.

WEEK 12: POLICING IN THE FUTURE

Recent developments and future prospects in policing: Challenges for the 21st century.

Essential Reading

Student Notes Reading 35: Edwards, C. (2005) 'Policing the 21st Century', in Edwards, C. Changing Police Theories for 21st Century Society, NSW: Federation Press, pp.320-341,

Student Notes Reading 36: Grabosky, P. (2001). "Crime Control in the 21st Century." Australian and New Zealand Journal of Criminology, 34(3): 221-234.

Supplementary Reading

Bayley, D. (1994). Police For The Future. New York/Oxford: Oxford University Press. Chapter 8: "A Blueprint for the future," pp. 143-161.

South, N. (1997). "Control, Crime and 'End of Century Criminology'" In Francis, P., P. Davies & V. Jupp (eds.) Policing Futures: The Police, Law Enforcement and the Twenty-First Century. London: Macmillan Press, pp. 104-123.

Referencing Guidelines

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

1. Periodicals

(a) One author publication

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

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

(b) Two author publication

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

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

(c) Three or more author publication

Lang, A.R., Goeckner, D.J., Adesso, V.J., & Marlatt, G.A. (1975). Effects of alcohol on aggression in male social drinkers. *Journal of Abnormal Psychology*, 84 (5), 508-518.

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

(d) Journal article in press

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

- In text, use the following each time the work is cited: (Corcoran & Williamson, in press).

(e) Magazine article

Reid, B. (1993, September 20) . Looking into a child's future. *Time*, pp. 34-40.

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

(f) Newspaper article, no author

Jail terms vary for bank robbers. (1992, November 7) . *Dominion*, p. 3.

- In text, use a short title following each time the work is cited: For example ("Jail Terms," 1992) or (Dominion, 7.11.92).

2. Books

(a) Reference to a one author book

Pratt, J. (1992). *Punishment in a Perfect Society*. Wellington: Victoria University Press.

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

(b) Reference to a two author book, second edition

Downes, D. & Rock, P. (1982). *Understanding Deviance* (2nd ed.). Oxford: Clarendon Press.

- In text, use the following each time the work is cited: (Downes & Rock, 1982).

(c) Reference to a chapter in an edited book

Ford, D.A. & Regoli, M.J. (1993). The criminal prosecution of wife assaulters: Process, problems, and effects. In N.Z. Hilton (Ed.), *Legal Responses to Wife Assault: Current Trends and Evaluation* (pp. 127-164). California: Sage.

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

3. Research Reports

(a) Government reports

Ministerial Committee of Inquiry into Pornography. (1989). *Pornography*. Wellington: Government Print.

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

(b) Government Report, corporate author

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

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

(c) Report available from Government Department, private author

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

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

(d) University research report

Deane, H. (1988). *The social effects of imprisonment on male prisoners and their families* (Study Series No. 2). Wellington: Victoria University of Wellington, Institute of Criminology.

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

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.

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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)

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