



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Criminology

CRIM 316

Criminological Theory

20 POINTS

TRIMESTER 2, 2014

Important dates

Trimester dates: 14 July to 16 November 2014

Teaching dates: 14 July to 17 October 2014

Mid-trimester break: 25 August to 7 September 2014

Study week: 20–24 October 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Lectures: Monday 16:10 - 18:00 Maclaurin MCLT102

Tutorials: Please sign up for a tutorial on S-Cubed.

Names and contact details

Course Coordinator: Professor John Pratt
Murphy building, MY 1116
Tel: 463 5327
Email: john.pratt@vuw.ac.nz

Office Hours: Mondays, 3:00 – 4:00 pm

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

Communication of additional information

Any additional course information will be posted on Blackboard. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to forward messages received from the Victoria email system to the email address you do use.

Prescription

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

Course content (*Teaching Programme*)

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

	Date	Monday 4-6pm	Tutorial Times (TBA)
1	14 July	Introduction	No tutorials
2	21 July	Durkheim	No tutorials
3	28 July	Chicago School	Tutorials
4	4 August	The American Dream	Tutorials
5	11 August	The Culture of Crime	Tutorials
6	18 August	Labelling Theory	Tutorials
MID-TRIMESTER BREAK 25 August – 7 September			
7	8 September	Control Theory	Tutorials
8	15 September	Marxism and Critical Criminology	Tutorials
9	22 September	Feminist Criminology	Tutorials
10	29 September	The New Right (Trevor Bradley)	Tutorials
11	6 October	In-class test	Tutorials
12	13 October	New Republicanism	Tutorials

Course learning objectives (CLOs)

Students who pass this course should be able to:

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

Hence the threefold method of assessment for this course to test these objectives: one 2,000 word book review; one 2,000 word essay and an in-class test.

Teaching format

The teaching format for this course will be as follows: Professor Pratt will give weekly, interactive seminars with the students, who are encouraged to participate in the intellectual exchanges. Starting in week 3, there will be weekly tutorials that students need to prepare for to discuss and further develop the seminar topics. A list of seminar questions for each topic is provided in the course outline.

Mandatory course requirements

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

1. attend 7 out of 9 tutorials from week three,
2. submit the Book Review by the due date and time,
3. submit the Essay by the due date and time and
4. sit the in-class test.

Workload

The expectations are that students will work 10 hours per point, therefore a 20-point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

Assessment

Assessment items and workload per item	%	CLO(s)	Due date
1 Book Review (2,000 words)	30%	1, 2, 3	4 pm Friday, 22 August
2 In-class test (1 hour and 45 minutes)	40%	1,3,4	Monday, 6 October
3 Essay (2,000 words)	30%	1,2,3,4	4 pm Friday, 17 October

These three methods of assessment are designed:

- To allow students to explore the way in which social theory can be applied to crime problems in the form of a book review; to select and analyse a theoretical examination of crime of interest to them in the essay; to discuss and analyse a range of theoretical explanation and their applications to crime problems in the in-class test.
- To test students' knowledge and writing abilities in the three different contexts.

Book Review

Weighting 30%

Maximum word length: 2,000 words

Due date: 22 August

Percentage of final grade: 30%

The book review must be submitted in the following format:

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

Your review should not exceed 2,000 words in length. The review is worth 30% of your final grade. The book you choose to review must be approved in advance by Professor Pratt or your tutor. Due date: 4 pm, **Friday 22 August 2014**.

It must be submitted in the following format:

On A4 paper. Please use one side of the paper only.

Text should be typed and double spaced.

If you have drawn on other literature in the course of your review, it must be included in a bibliography.

Book Review Guidelines

You should attempt to address many of the following issues in your review; although which ones exactly will depend on the book you choose. For example,

- What is the book about?
- What is the book attempting to achieve; does it achieve this?
- What is the theoretical/policy/political context of the book?
- What is new or significant about it?
- What research methods are its findings based on?
- To what extent have the book's objectives been met?
- What, if any, are the book's shortcomings?
- Were there any methodological problems that you became aware of?
- How could the book be improved?
- What is your overall impression of it?
- To what extent does it contribute to/expand criminological knowledge?

Choosing Your Book

Subject to library availability your book should be of both interest to you and of relevance to the general themes of CRIM 316. It should thus be a book which has a strong empirical content (i.e., its central concern is with particular aspects of crime problems) but at the same time should approach this from a particular theoretical perspective. For example, a good book in the tradition of the Chicago School is Bottoms, A. E. and Baldwin, J. (1976), *The Urban Criminal*. Stan Cohen's (1973) *Folk Devils and Moral Panics* is still one of the best books on labelling theory and the way in which the mass media helps to generate crime. John Braithwaite's (1989) *Crime, Shame and Reintegration* has become one of the most important theoretical contributions to the development of crime policy in recent years, particularly restorative justice. Students are also advised to look at the books in the supplementary readings for this course that provide details of other books that will be suitable to review.

A final point. You are expected to provide a **critical review**. That is, you must try to **summarise the book's strengths and weaknesses**. It is not sufficient to simply tell the reader what the book is about – and nothing more than this.

Essay

Weighting 30%

Maximum word length: 2,000 words.

Due date: Friday, 17 October 2014

You must select an essay from the list of questions that is provided in a separate document available on Blackboard. It must be submitted in the following format:

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

In-class test
Due date: Monday 6 October 2014

Weighting 40%

More details about the test will be made available during the course

Background Advice for the Book Review and the Essay

The points below apply to both of your essays:

(1) It is most important that you do not exceed the word limit. Students are advised that failure to keep to the word limits set for each assignment can result in examiners refusing to read that part of the essay which is in excess of the word limit.

(2) Students are advised that tutors and other Criminology staff members are not allowed to comment or provide feedback on draft essays. It is possible, however, for students to discuss assignments in general terms.

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

- (1) coherent in argument;
- (2) well-articulated;
- (3) well-presented; adequately referenced with a bibliography as appropriate; and which demonstrates your ability where relevant to:

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

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

Submission and return of work

Submit a paper copy to the Assignment Box at the SACS Administration Office, Level 9, Murphy Building (to the side of the lifts), by 4pm on the due date. Your essay **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. The Assignment Box is cleared at 4pm every day. All work is date-stamped, recorded and then handed to the appropriate markers.

Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9th floor reception desk, between **2.00 and 4.00 pm only from Monday to Friday**. The usual turnaround time for assignments for this course is 10 days.

Extensions and penalties

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".

Penalties

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.

Students are advised that failure to keep to the word limit can result in examiners refusing to read that part of the assignment in excess of the word limit. You must provide a word total on the cover sheet for the assignment.

Set texts

Essential readings for this course are the textbook *Theories of Delinquency* (6th ed.) by D. Shoemaker, retail price approx. \$55.00 and Student Notes.

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz.

Recommended reading

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

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

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

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

INTRODUCTION – Seminar 1

Essential Reading

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

Supplementary Reading

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

DURKHEIM – Seminar 2

Essential Reading

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

Supplementary Reading

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

CHICAGO SCHOOL – Seminar 3

Essential Reading

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

Supplementary Reading

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

THE AMERICAN DREAM – Seminar 4

Essential Reading

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

Supplementary Reading

S. Box (1984). Deviance, Reality and Society, Chapter 4.

I. Taylor, P. Walton and J. Young (1973). The New Criminology, pp. 91–110, 133–138.

THE CULTURE OF CRIME – Seminar 5

Essential Reading

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

Supplementary Reading

P. Willis (1977). Learning to Labour, How Working Class Kids Get Working Class Jobs

J. Muncie (1984). The Trouble with Kids Today, pp. 135–140.

D. Downes and P. Rock (1988). Understanding Deviance, pp. 137–165.

LABELLING THEORY – Seminar 6

Essential Reading

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

Supplementary Reading

J. Young (1971). *The role of the police as amplifiers of deviance*. In S. Cohen ed., Images of Deviance.

L. Wilkins (1964). Social Deviance: Social Policy, Action and Research.

S. Cohen (1970). *Muds, rockers and the rest: Community reaction to juvenile delinquency*. In W. Carson and P. Wiles, Crime and Delinquency in Britain, Vol. 1.

R. Lilly et al (1989). Criminological Theory: Context and Consequences, pp. 115–136.

R. Wright and T. Bennett (1990). *Exploring the offenders' perspective: Observing and interviewing criminals*". In K. Kempf, Measurement Issues in Criminology, pp. 138–151.

S. Hall et al (1978). Policing the Crisis, pp. 53–80.

L. Humphreys (1973). *A typology of tearoom participants*". In E. Rubington and M. Weinberg (eds), Op cit, pp. 326–338.

CONTROL THEORY – Seminar 7

Essential Reading

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

Supplementary Reading

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

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

MARXISM AND NEW DEVIANCY THEORY – Seminar 8

Essential Reading

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

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

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

Supplementary Reading

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

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

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

M. Cowling (2008). '*British Critical Criminology*' in *Marxism and Criminological Theory*, pp105-145.

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

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

FEMINIST CRIMINOLOGY – Seminar 9

Essential Reading

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

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

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

Supplementary Reading

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

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

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

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

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

THE NEW RIGHT – Seminar 10

Essential Reading

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

Supplementary Reading

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

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

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

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

Restorative Justice – Seminar 11

Essential Reading

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

Supplementary Reading

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

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

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

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

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

Class representative

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

Class Rep name and contact details:

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

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

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

School Contact Information

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School of Social and Cultural Studies:	www.victoria.ac.nz/sacs