

Unit Guide

ISSUES IN CRIME

PCR/1/1103

Year 1: Semester 2

2009/2010

Faculty of Humanities and Social Science

Unit Guide

1.1 Unit Title:

1.2 Unit Level:

1.3 Reference Number:

1.4 Number of Credits:

1.4 Student Study Hours: 150 hours

1.5 Class Study Hours: 40 hours

1.6 Private Study Hours: 110 hours

1.7 Pre-requisites: None

1.8 Excluded Combinations: None

1.9 Unit Coordinator: Patrick Slaughter. Email: [slaughp2@lsbu.ac.uk](mailto:slaughp2@lsbu.ac.uk)

1.10 Other Lecturers:

1.11 Parent Faculty: Faculty of Humanities and Social Science

1.12 Parent Course: Criminology

2.0 Short Description

This unit aims to introduce students to key issues in the changing social responses to crime in contemporary societies. It focuses on the ways in which fears and concerns about crime are related to key social issues such as social exclusion, racial inequality. It then explores how these concerns in turn help to shape contemporary

policies and initiatives in this field. An important concern of the unit will be to introduce students to alternative perspectives about crime as a social phenomenon. Another important feature of the unit is that by focusing on key issues it will enable students to explore the processes that lead to the construction of both popular and official understandings of crime within contemporary societies. Of particular importance in this context is the way in which alternative theories have sought to explain the social context of crime and suggested models of policy intervention.

### 3.0 Aims

- Familiarise students with key issues in the study of crime in a social context
- Provide an overview of research and policy trends in the areas covered
- Explore different theoretical perspectives on these issues
- Demonstrate the relevance of these debates for the analysis of contemporary social and political processes

### 4.0 Learning Outcomes

By the end of this Unit students will:

- Demonstrate knowledge of the range of social issues that impact on crime
- Show evidence of ability to understand different explanations of crime
- Be able to locate the issues covered in a wider social context
- Show evidence of ability to distinguish different patterns of crime

### 5.0 Transferable Skills

By the end of this. Unit students should have acquired the:

- Ability to research and consult a variety of learning resources
- Ability to analyse social and policy issues
- Ability to construct a sound argument and demonstrate good presentation skills

### 6.0 Teaching and Learning Pattern

The unit will be taught by a combination of lectures followed by seminars. Students will be expected to participate fully in seminars through presentations and group discussions. Students will also be expected to work on their own on set readings and to participate fully in the seminars in order to get the most out of the course.

### 7,0 Assessment Method

This Unit will be assessed by an Unseen 2 Hour Exam (100 per cent of the total mark) taken at the end of the Unit. The exam will be structured around the issues that are covered in the Unit as a whole.

## 8.0 Guidance Notes

### Using the Library

#### Books

Most, but not all, the books listed below are in the Library. Given the pressures on the Library it is likely that books will be in heavy demand. It is essential therefore that you start planning your work in advance and reserve the books that you need if necessary. It is also useful to look for books in the same class mark in the Library to see if they are related to the topics that we are covering. We have made some suggestions below about some books that you may think about purchasing in order to facilitate your work for the course.

**Please make sure that you use the Library and Learning Resource Centre as fully as you can, since it is essential that you read at least some of the Core Reading for each of the sessions. Organise your time so that you can read something for this course each week.**

#### Electronic Data Services

It would also be useful for you to use the various Electronic Databases and CD Roms in the Library that have some relevance to this course. Examples of relevant sources include the following:

BIDS-IBSS

Britannia Online

Hansard

ISI World of Science

Keesing's Record of World Events

PAIS

Social Trends

Sociological Abstracts

Internet

There is also more and more relevant information on the Internet on many of the topics that, we cover in this course. Search for topics that are covered in each of the

seminars and see what is available. You may find it particularly useful to look at the following sites for the purposes of this Unit:

Faculty of Humanities and Social science: <http://www.sbu.ac.uk/fhss>

Criminal Policy Research Unit: <http://www.sbu.ac.uk/cpru>

Policing for London: <http://www.policinqforlondon.org>

Home Office: <http://www.homeoffice.gov.uk>

Howard League for Penal Reform: <http://www.ukonline.co.uk/howard.league>

Social Exclusion Unit: <http://www.cabinet-office.gov.uk/seu>

Social Science information Gateway: <http://www.sosig.ac.uk>

Yahoo Social Science Resources: <http://www.yahoo.co.uk/Social Science>

Sociological Research Online: <http://www.socresonline.org.uk>

### Key Journals

It would be useful to look in the Library for relevant journals that cover the range of topics that we cover in the course. By looking at copies of particular journals over a period of a few years you can easily come across articles of direct relevance to particular topics.

[British Journal of Criminology](#)

[Journal of Law and Society](#)

[Policing](#)

When preparing essays or looking at topics in some depth, you will find it useful to look through these journals for relevant articles.

### 9.0 Useful Key Textbooks

M. Maguire et al (eds)

The Oxford Handbook of Criminology 4th Edition (Clarendon Press, 2007) [384]

H. Croall, *Crime and Society in Britain* (Longman,1998)[364.941]

S. Hester and P. Eglin, *A Sociology of Crime* (Routledge, 1992) [384]

E. McLaughlin and J. Muncie (eds), *Controlling Crime* (Sage, 1996) [364.4]

J. Muncie and E. McLaughlin (eds), *The Problem of Crime* (Sage, 1996) [364]

J. Muncie, E. McLaughlin and M. Langan (eds), *Criminological Perspectives: A Reader* (Sage, 1996) [364.01]

PLEASE NOTE THAT SPECIFIC CORE BACKGROUND AND OPTIONAL READING FOR EACH LECTURE AND SEMINAR TOPIC IS LISTED UNDER THE RELEVANT LECTURE/SEMINAR TOPIC

## 10.0 Lecture and Seminar Outline

1

Introduction to the Unit and key themes to be considered

Patrick Slaughter

2

Comparing Criminal Justice

Patrick Slaughter

3

Historical Development of Modern Policing

Patrick Slaughter

4

Justifications for Punishment

Patrick Slaughter

5

Football Hooliganism

Patrick Slaughter

6

Race, Crime and Exclusion

Patrick Slaughter

7

Urban Unrest and Disorder

Patrick Slaughter

8

Selective Policing and Zero Tolerance

Patrick Slaughter

9

Penal Trends: The Birth of the Modern Penitentiary

Patrick Slaughter

10

"Future Criminology" Wildlife & Ecological Crime

Patrick Slaughter

11

Corporate Crime

Patrick Slaughter

12

Course Review and Exam Preparation

Patrick Slaughter

## 1

### **Introduction to the Unit and key themes to be considered**

Seminar Work

Group Quiz to test your knowledge of issues in crime

Core Reading

H. Croall, Crime and Society in Britain (Longman, 1998)[364J41]

S. Hester and P. Eglin, A Sociology of Crime (Routledge, 1992) [364]

M. Maguire et al (eds), The Oxford Handbook of Criminology 2nd Edition (Clarendon Press, 1997) [364]

E. McLaughlin and J. Muncie (eds) Controlling Crime (Sage, 1996) [364.4]

J. Muncie and E. McLaughlin (eds) The Problem of Crime (Sage, 1996) [364]

J. Muncie, E. McLaughlin and Criminological Perspectives: A Reader

M. Langan (eds) (Sage, 1996) [364.01]

## 2

### **Comparing Criminal Justice**

Seminar Questions

1. What difficulties confront those criminologists who attempt to compare criminal justice systems?
2. What is the purpose of comparing criminal justice systems?
- 3.

Core Reading

Nelken, D. (2007)' Comparing Criminal Justice', in M. Maguire et al (eds) The Oxford Handbook of Criminology (4th edition) Oxford: Clarendon Press 2007

Maguire, M. (2007) 'Crime Data and Statistics', in M. Maguire et al (eds) The Oxford Handbook of Criminology (4th edition) Oxford: Clarendon Press 2007

f\* = available free from Home Office, also on the Internet -

<http://www.homeoffice.gov.uk/rcls> or <http://www.sbu.ac.uk/cpru> for CPRU-authored papers)

Hough, M. and Roberts, J. (1998). Attitudes to Punishment: Findings from the British Crime Survey. Home Office Research Study No. 179. London: Home Office.\*

Mirrlees-Black, C. (2001) Confidence in the criminal justice system: findings from the 2000 British Crime Survey, RDS Research Findings No 137. London: Home Office.

Maguire, M. (1997) 'Crime Statistics, Patterns and Trends', in M. Maguire et al (eds) The Oxford Handbook of Criminology (2nd edition) Oxford: Clarendon Press 1997.

OR

Maguire, M. (2002) 'Crime Statistics: the data explosion and its implications', in M. Maguire et al (eds) The Oxford Handbook of Criminology (3rd edition) Oxford: Clarendon Press 2002.

Simmons, J and colleagues. (2002) Crime in England and Wales 2001/02. Home Office Statistical Bulletin 07/02. London: Home Office.\*

#### Background Reading

Coleman, C. and Moynihan, J. (1996). Understanding Crime Data; Haunted by the Dark Figure. Bristol: Open University Press.

Hough, M. (1995). Anxiety about crime; Findings from the 1994 British Crime Survey. Home Office Research Study No. 147. London: Home Office.\*

Reiner, R. (1997) 'Media made criminality' in M. Maguire et al (eds) The Oxford Handbook of Criminology (2nd edition) Oxford: Clarendon Press 1997 OR (3rd edition, 2002.

#### Optional Reading

Roberts, J.V., Stalans, L.S., Indermaur, D. and Hough, M. (2002) Penal Populism and Public Opinion. Findings from Five Countries. New York: Oxford University Press.

Roberts, J. and Hough, M. (eds) (2002) Changing Attitudes to Punishment: Public opinion, crime and justice, Willan Publishing, 2002, Cullompton, Willan Publishing.

### 3

#### Historical Development of Modern Policing

##### Seminar Questions

SEMINAR: Group discussion based on chapters 1-2, Reiner, R. (2000) *The Politics of the Police* (3rd Edj, Oxford: OUP

##### Core Reading

##### Readings for Historical Perspectives on Policing:

Brogden,M. (1987) 'The emergence of the police- the colonial dimension' *British Journal of Criminology*, 21/1:4-14.

Criticheiy.T.A. (1987) *A History of Police in England & Wales 1900-1966*, London : Constable.

Dandeker.C. (1990) *Surveillance, Power and Modernity, Bureaucracy and Discipline from 1700 to Present Day*, Oxford: Polity Press.

Emsley.C. (1996) *The English Police: A Political and Social History*

Johnston,L. (1993) *The Rebirth of Private Policing*, London: Routledge.

Mulcahy, A. (1999) "Policing History: The Official Discourse and Organizational Memory of the Royal Ulster Constabulary", *The British Journal of Criminology*, vol.40, no.1, 68-87.

Rawlings,P. (1999) *Crime and Power*. London: Longman, (Chaps 2,5,7,8 and 10)

Rawlings.P. (2001) *J Policing: a Short History*, Willan Press.

Styles,J. (1987) 'The emergence of the police' *British Journal of Criminology* 27/1:15-22.

Reiner.R. (1991) *Chief Constables*, Oxford: Oxford University Press.

Reiner,R. (1992) 'The police at the end of the century' *Political Quarterly* 63:37'-49.

Reiner.R. (2000) *The Politics of the Police*. Brighton Wheatsheaf, (Chaps 1 + 2)

#### 4: Justifications for Punishment

## Questions for Seminar

1. Critically consider the justifications for punishment.
2. "In a field as fashion-ridden as criminology has been, it is surprising that a single idea can preserve its influence for several decades. Yet desert theory has done so; its notion of proportionality of sentence is still with us today."

Andrew von Hirsch: Censure and Sanctions (1993) p.1

i) What is the rationale of proportionality? ii) What are the major criticisms which have been made of proportionality?

3. Do you subscribe to the view that the primary justification for punishment is always to be found in the fact that an offence has been committed which "deserves" the punishment, not in any future advantages to be gained by its infliction, whether for society or for the offender as an individual?

Core reading:

Cullen F. and Gilbert Reaffirming Rehabilitation. Cincinnati: Anderson.

J.Q. Wilson (1985) Thinking About Crime. Vintage.

Currie E (1986) Confronting Crime: The American Challenge. New York. Pantheon.

Goffman E. (1961) Asylums. Pelican.

Bottoms.A. (1990) ' The aims of Imprisonment' in Garland,D. (ed) Justice, Guilt & Forgiveness in the Penal System Edinburgh, University of Edinburgh.

Duff,A & Garland,D. (1994) A Reader on Punishment, O.U.P

Garland,D. (1990) Punishment and Modern Society

Hudson,B (1987) Reform, Rehabilitation and Welfare ( chaps 1&2) Macmillan.

Faculty of Humanities and Social Science

Hudson,B. (1993) Penal Policy and Social Justice Macmillan.

Mathieson,T. (1974) The Politics of Abolition Martin Robertson.

Sparks, (2001)' Prisons, Punishment and Penalty' in McLaughlin,E & Muncie.J.

Controlling Crime,( 2nd edition) London: Sage & The Open University.

Background & optional reading:

Bentham, J. Introduction to the Principles of Morals and Legislation, Chap 13.  
Bottoms, A & Preston, R. (1980) The Coming Penal Crisis: Scottish Academic Press.  
Braithwaite J and Pettit P. (1991) Not Just Deserts. Oxford: Clarendon.

Garland, D & Young, P. (1983) Towards a Social Analysis of Penalty Heinemann.  
Rutherford, A. (1984) Prisons and the Process of Justice, Oxford University Press.  
Rotman E. (1990) Beyond Punishment: Greenwood Press.

## 5. Football Hooliganism

### Seminar Questions

1. Who is involved with football hooliganism and why?
2. To what extent do subcultural theories help to explain football hooliganism?
3. What efforts have been made to prevent football hooliganism and how effective have they been?

### Core Reading

Taylor, I. (1971) "Soccer Consciousness & Soccer Hooliganism" in

Images of Deviance, Cohen. S. (Penguin)

Dunning, E., Murphy, P. and Williams, J. (1988). The Roots of Football Hooliganism: An Historical and Sociological Study. London: Routledge.

### Background Reading

Armstrong, G. (1994) False Leeds: The construction of hooligan

confrontations. In R. Giulianotti and J. Williams

(eds) Game Without Frontiers: Football, Identity and Modernity. Aldershot: Arena

Armstrong, G. and Harris, R. (1991). Football hooligans: Theory and evidence.

Sociological Review, 39 (3): 427-458.

Armstrong, G. and Hobbs, D. (1994). Tackled from behind. In R. Giulianotti, N.

Bonney and M. Hepworth (eds), Football, Violence and Social Identity. London: Routledge.

Bailey, P. (1978). Leisure and Class in Victorian England. London:

KRP.

Buford, B. (1991). *Among the Thugs*. London: Seeker and Warburg.

Bull, D. (1992). *We'll Support you Evermore: Keeping Faith in Football*. London: Duckworth.

Cohen, P. and Robins, D. (1978). *Knuckle Sandwich: Growing up in the Working Class City*. Harmondsworth: Penguin.

Elias, N. and Dunning, E. (1986). *Quest for Excitement*. Oxford: Blackwell.

Friske, J. (1992). *The Cultural Economy of Fandom*. In L. Lewis (ed), *The Adoring Audience*. London: Routledge.

Giulianotti, R. (1994). *Keep it in the family: An outline of the social ontology of Hibs Casuals*. In R. Giulianotti and J. Williams (eds), *Football, Identity and Modernity: Fans and Players in the World Game*. Manchester: Manchester University Press.

Hail, S. and Jefferson, T. (eds) (1976). *Resistance Through Rituals*. London: Hutchinson.

Ingham, R. et al (1978). *Football Hooliganism: The Wider Context*. London: Inter-Action.

Marsh, P., Rosser E, and Harre, R. (1978). *The Rules of Disorder*. London: Routledge and Kegan

Williams, J. and Wagg, S. (eds) (1991). *British Football and Social Change*. Leicester: University

## **6. Race, Crime and Exclusion**

Questions for Seminar

1. What are the main historical phases in the construction of the relationship between race and crime?
2. To what extent have we seen a racialisation of particular types of crime in inner city localities?

3. In what ways have the police responded to the phenomenon of 'black crime'?

#### Seminar Reading

M. FitzGerald ' "Race" and the Criminal Justice System' in T. Blackstone and P. Sanders (eds) Race Relations in Britain Roytiedge 1998

#### Core Reading

S. Hall et al, Policing the Crisis (Macmillan, 1978) Chapters 9 and 10 364.155

L. Kushnik, "'Over Policed and Under Protected": Stephen Lawrence, Institutional and Police Practices' Sociological Research Online, 4, 1, 1999

E. McLaughlin and J. Muncie (eds) Controlling Crime (Sage, 1996) 364.4

J. Solomos Black Youth, Racism and the State (Cambridge University Press, 1988) Chapters 6 and 7 305.896041

#### Background Reading

P. Braham, A. Rattansi and P. Skeliington (eds), Racism and Antiracism: Inequalities Opportunities and Policies (Sage, 1992) 305.800941

J. Muncie and E. McLaughlin (eds), The Problem of Crime (Sage, 1996) 364

R. Skeliington, 'Race' in Britain Today 2nd edition (Open University Press, 1996) 305.800941

S. Small, Racialised Barriers: The Black Experience in the United States and England in the 1980s (Routledge, 1994) 305.896

J. Solomos, Race and Racism in Britain 2nd edition Macmillan 1993 305.800941

W.J.Wilson, The Truly Disadvantaged University of Chicago Press 1987 362.50973

R. Kinsey, J. Lea and J. Young, Losing the Fight Against Crime Basil Blackwell 1986 360.20941

## Optional Reading

R. Jenkins and J. Solomos (eds) *Racism and Equal Opportunity Policies in the 1980s* 2nd edition (Cambridge University Press, 1989) 331.6

I. Law, *Racism, Ethnicity and Social Policy* (Prentice Hall/Harvester Wheatsheaf, 1996) 361.61089

T. Modood et al, *Ethnic Minorities in Britain: Diversity and Disadvantage* (Policy Studies Institute, 1997) 305.800941

D. Robins, *Tarnished Visions: crime and conflict in the inner city* (Oxford University Press, 1992) 364.91732

## 7. Urban Unrest and Disorder

### Questions for Seminar

1. What were the main causes of urban unrest in the 1980s?
2. In what sense can the unrest be seen as a form of political protest?
3. What impact did the urban unrest have on public policies at local and national levels?

### Seminar Reading

J. Benyon and J. Solomos (eds) *The Roots of Urban Unrest* Pergamon 1987, Chapter 1 303.620941

### Core Reading

J. Benyon and J. Solomos (eds) *The Roots of Urban Unrest* (Pergamon, 1987)

Chapters 1, 3, 20 303.820941

M. Keith, *Race, Riots and Policing* (UCL Press, 1993) Chapters 3 and 4 383.320941

D. Waddington, *Contemporary Issues in Public Disorder* (Routledge, 1992) Chapters 3 and 4 303.623

### Background Reading

J. Benyon (ed.), *Scarman and After* (Pergamon, 1984) Chapters 1, 3 and 7 303.620942165

S. Hoidaway, *The Racialisation of British Policing* (Macmillan, 1996) Chapters 1 and 2 303.620942165

Lord Scarman, *The Scarman Report* (Penguin, 1982) parts 2,6 303.620942165

### Optional Reading

E. Cashmore and E. McLaughlin (eds), *Out of Order? Policing Black People* (Routledge, 1991) Chapters 5 and 10. 363.2

R. Graef *Talking Blues* (Collins, 1989) chapter 4

D Waddington, K. Jones and C. Critcher, *Flashpoints: Studies in Public Disorder* (Routledge, 1989) 303.623

### Seminar Questions

1. Outline the major features of zero tolerance policing in New York.
2. How effective was zero tolerance policing in reducing the homicide rate in the New York?
3. To what extent and in what context is zero tolerance policing practised in the UK?

### Core Reading

Bowling, B. (1999) "The Rise and Fall of New York Murder", *British Journal of Criminology*, vol.39, no.4: 531-554. available through LISA Fooks, G. and Pantazis, C. (1999) "The criminalisation of homelessness, begging and street living" in Marsh, A. and Kennett, P. (ed.'s) *Homelessness. Exploring the New Terrain*. Bristol: Policy Press. 363.5 key text

### Background Reading

Bratton, W.J. (1997) "Crime is Down in New York City: Blame the Police" in N.

Dennis (ed.) *Zero Tolerance: Policing a Free Society*. London: Institute of Economic Affairs. 364.4

Crowther, C. (1998) "Policing the Excluded Society", in R. Hopkins Burke (ed.) *Zero Tolerance Policing*. Leicester: Perpetuity Press. 364.4

Crowther, C. (1999) *Policing the Underclass*. London: Macmillan.

Dean, H. (ed.) *Begging questions: Street-level economic activity and social policy*

failure. Bristol: Policy Press. 361.570941

Dennis, N. (1997) (ed.) Zero Tolerance: Policing a Free Society. London: Institute of Economic Affairs. 364.4

Hopkins Burke, R. (1998) "Begging Vagrancy and Disorder" in R. Hopkins Burke (ed.) Zero Tolerance Policing. Leicester: Perpetuity Press. 364.4

Stenson, K. (2000) "Some Day Our Prince Will Come: zero tolerance policing in Britain", in Hope, T. and Sparks, R. (eds) Crime, Risk and insecurity. London: Routledge. 364.4

#### Optional Reading

Dennis, N. and Mallon, R. (1997) "Confident Policing in Hartlepool" in N. Dennis (ed.) Zero Tolerance: Policing a Free Society. London: Institute of Economic Affairs. 364.3

Kelling, G.L. and Coles, C.M. (1996) Fixing Broken Windows: Restoring Order and Reducing Crime in Our Communities. New York: The Free Press. 364.40973

Labour Party (1997) New Labour Because Britain Deserves Better: Labour Party Manifesto 97. London: The Labour Party.

Morgan, R. and Newburn, T. (1997) The Future of Policing. Oxford: Clarendon Press. 364.40973

Orr, J. (1997) "Strathclyde's Spotlight Initiative" in N. Dennis (ed.) Zero Tolerance: Policing a Free Society. London: Institute of Economic Affairs. 364.4

Pollard, C. (1997) "Zero Tolerance: Short-Term Fix, Long-Term Liability" in N. Dennis, (ed.) Zero Tolerance: Policing a Free Society. London: Institute of Economic Affairs. 364.4

Silverman, (1998) "" in Hopkins Burke (ed.) Zero Tolerance Policing. Leicester: Perpetuity Press. 364.4

Wilson, J.Q. and Kelling, G.L. (1982) "Broken Windows. Atlantic Monthly, March 1982:29-38.

## **9: Penal Trends: The Birth of the Modern Penitentiary**

### SEMINAR QUESTIONS

1. "The change in penal styles, which, according to Foucault, took place throughout Europe and the USA between about 1750 and 1820, is to be understood as a qualitative shift rather than a mere decrease in the quantity or intensity of punishment."

Garland, D. Punishment and Modern Society (1990) p. 136

i) Critically explain this "qualitative shift".

### Core Reading

Foucault, M. (1977) Discipline and Punish: the Birth of the Prison, Penguin.

Rusche G and Kirchheimer O. (2003) Punishment and Social Structure. Transaction.

Rothman D. (1971) The Discovery of the Asylum: Little Brown and Co.

Morris, N & Rothman, D.J (1998) The Oxford History of the Prison, Oxford: Oxford University Press.

Muncie, J. (2001) 'Prison Histories: Reform, Repression and Rehabilitation' in

McLaughlin, E & Muncie, J. Controlling Crime, (2nd edition) London: Sage & The Open University..

Cohen, S. (1985) Visions of Social Control: Crime, Punishment and Classification, Cambridge: Polity Press ( chap 1)

Zedner L (1994) Women, Crime and Custody in Victorian England. Oxford: Clarendon.

### Background & optional reading:

Garland, D. (1990) Punishment and Modern Society

Ignatieff, M. (1978) A Just Measure of Pain, Macmillan.

Morgan,R. (1997) 'imprisonment: current trends and a brief history since 1945' in Maguire,M.Morgan,R & Reiner.R. The Oxford Handbook of Criminology, Oxford: Clarendon Press.

## **10. Future Criminology – Wildlife and Modern Society**

### SEMINAR QUESTION

1. How far would you agree with the following statement:

The environmentalist agenda is, together with feminism and the human rights movements "at the forefront in shaping the international social protection programme. Criminology should be engaging with these movements..." South, N., "Greening Criminology" in Criminal Justice Matters, No. 34 Winter: 7<sup>^</sup>8

#### Core Reading

South, N., (1998/1999), "Greening Criminology" in Criminal Justice Matters, No. 34 Winter: 7-8

Cohen, S. (1996/1993), "Human rights and crimes of the state: the culture of denial." In Muncie , McLaughlin and Langan, (Eds.) Criminological Perspectives: a Reader. (1st Ed.) Sage, London. (Originally in: Australian and New Zealand Journal of Criminology, 1993).

Bottoms, A E and Wiles, P. (2002) "Environmental Criminology." Chapter 18 in Maguire et al. (Eds.) The Oxford Handbook of Criminology.

#### Background Reading

Anlaby, M. (1986), Ecology Facts: Hope for the Future: A candid look at the state of the Earth. Hamlyn, Twickenham.

Jewkes, Y. and Letherby, G. (2002, Eds.) "Crime Control and the Future." In Criminology: a Reader. Part V. Sage, London.

MacNally, Lea (1998,3rd Ed.) The Highland Year. Berlin, Edinburgh, (and 1968, Dent, London)

McLaughlin. E., Muncie, J. and Hughes, G (2002) "Future Tense: Criminological

Transformations." in *Criminological Perspectives - a Reader*. Chapter 6. Sage, London.

Mills, J.A. and Jackson, P. (1994) *Killed for a Cum: A review of the worldwide trade in Tiger*

Bone. Traffic International "Species in Danger" series (joint body of World Wide Fund for Nature and JJ JCN: the World Conservation Union), WWF4JK.

Slapper, Gary and Tombs, Steve (1999) *Corporate Manslaughter*. Longmans Criminology Series, London.

South, N. and Beime, P. (1998, Eds.) "For a Green Criminology." In a special issue of *Theoretical Criminology*, vol. 2, no. 2. Sage, London, NewYork.

South, Nigel (1998/99) "Greening Criminology" in *Criminal Justice matters*, no. 34, Winter: 7-8.

Weightman, G. (1973) "Deviant Hunters." In *New Society*, April 5th: 4-5, London

## **11. Corporate Crime**

1. What is corporate crime?

2. How serious is corporate crime?

3. Why and how is corporate crime kept off criminological and criminal justice agendas?

### Core Reading

Slapper, Gary and Tombs, Steve (1999) *Corporate Crime*. London: Longman.

Glasbeek, H. (2003) *Corporate Crime, Corporate Law and the Perversion of Democracy*. Toronto: Between the Lines.

Snider, L. (2000) "The Sociology of Corporate Crime: An Obituary", *Theoretical Criminology*, vol.4, no.2: 169-205.

### Background Reading

Croall, H. (2001) *Understanding White Collar Crime*. Berks: Open University Press.

## 12. Course Review and Exam Preparation

### Seminar Work

Workshop based on past exam papers

### Assessment Objectives

All coursework essays and examination scripts are assessed in relation to the individual learning outcomes for the unit. Requirements in relation to the level of conceptual analysis and acquired skills will be in accordance with general expectations for level Two and Level Three work.

#### At Level Two:

The conceptual analysis and skills developed at level one will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate:

ability to distinguish between differing viewpoints;

ability to identify key elements of a problem and choose the theories/methods for its resolution;

ability to analyse political systems using comparative methodology;

ability to research a topic of their choice as part of a group, and to present this research in oral and written form (Group Project).

#### At Level Three:

Students will be expected to demonstrate:

ability to identify and define problems in the area of inter-state relations;

ability to apply appropriate knowledge and skills to the solution of problems;

clear understanding of the relation between economic, social and political factors in international political processes;

a clear understanding of the influence of global political forces on international relations;

ability to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of methodological principles in the selection and use of themes for a more specialised piece of work (10,000 word Contemporary Issues Project).

At level three, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

### Marking Criteria

At all levels, five areas of assessment objective can be recognized:

1. Knowledge of the topic - ideas, concepts and institutions
2. Analysis of issues and an awareness of different viewpoints
3. Evaluation of competing explanations or theories applied to a problem
4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Fail

0-30%

Badly misunderstands the question; contains factual errors; none of basic objectives are achieved

30-35%

Some knowledge of topic and examples, but objectives 2-5 not met

35-39%

Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met

Third

40-49%

Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5

2:ii

50-59%

Exhibits good knowledge of the topic; can distinguish different

approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5

2:i

60-69%

Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3

First

70-79%

Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered

80% +

Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

1.

## ESSAY WRITING GUIDELINES

### Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a summary of the University regulations & procedures governing plagiarism in your Student Handbook. You must read this carefully.

It is vital when taking notes to:

(1) Note the FULL reference of the book/article at the top of the first page of notes.

(2) Keep a precise note of the page numbers of any quoted material (for example in the margins of your notes)

(3) Use precise double quote marks at the beginning & end of any quotes in your notes and check that any quotes/material used in your essay is accurately and carefully attributed.

### Referencing & Bibliography

All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. There are two well known systems of referencing which can be used for academic work. They are the Harvard System and the Notes system.

#### THE HARVARD SYSTEM:

This takes the form of giving details of the author and date of publication in square brackets after the relevant place in the text, for example [Pugh:1994]. The full reference to this text is then given in the Bibliography. When citing specific arguments or using quotations the page number must also be given in the bracket e.g. [Thompson: 1963, p.66]

NOTE: When using sources which themselves quote or paraphrase other pieces of work always cite the source that you have consulted, e.g. Bentham believed... [Garland:1985, p.77] The source in the bracket should be listed in the Bibliography.

Perry Library has a very detailed Help Sheet on the operation of the Harvard system. You should obtain a copy from the Library and read it carefully.

When constructing the Bibliography works should be listed by authors' surnames in alphabetical order. When you have used two more works by the same author these should be listed by chronological order of publication. Where there are two or more works by one author in the same year they should be distinguished in the text and the bibliography by a letter [a,b,c...] thus [Tilly: 1977a], [Tilly: 1977b]. •

Titles of books and journals should always be underlined and the date of publication given. For your purposes it is not necessary to give place of publication OR publisher.

Books should be cited in the following manner: K.LAYBOURN, Britain on the Breadline, (1990)

J.STEVENSON & C.COOK, The Slump, (1977)

Articles in readers [i.e. edited collections] are cited as follows:-

G.FENNEL, "The Second World War and the Welfare State in Britain: Sociological Interpretations of Historical Development," in L.JAMIESON & H.CORR, State, Private Life. and Political Change, (1990)

Articles in journals should be cited giving volume and issue number as well as date, for example:

J.TOMLINSON, "Planning: Debate and Policy in the 1940s," Twentieth Century British

History, V.3(2), 1992

## THE NOTES SYSTEM

With this system references are cited in the text by means of consecutive numerals and the sources given either at the bottom of the relevant page [Footnotes] OR gathered together in numerical order at the end of the text [Endnotes]. The footnote/end note usually gives full text citation the first time a particular source is used. Subsequent citations of the same source can be abbreviated. The text references are gathered together at the end of the essay for the Bibliography, set out in the manner described above. Many word processing programmes now have easily operated systems for creating and editing footnotes/endnotes.

You may use either of these referencing systems. BUT the important point is to be consistent and not to mix them.

## Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references later in this guide, you should use the Web site LISA <http://www.lisa.sbu.ac.uk>

Our Learning and Information Services have created this site as your starting point for information searching. Use it to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use it to renew your books.

LISA can be used by anyone anywhere, but access to its premium databases and full text article services is restricted to SBU campuses and members of the University at home who apply for off-campus access. Details for off-campus access are on Help Sheet 3 Off-Campus (Remote) Access on LISA at <http://www.lisa.sbu.ac.uk/helpsheets/index.html> For help with using books, journals and electronic materials use the Information Support Centre (ISC) on Level 3 East in the Perry Library (ext.6627) or Help Desks in the other Libraries. The ISC contains reference and statistics collections and over 15 PCs dedicated to information searching. Staff will guide you to the most appropriate sources. You can also use our

Information Quest package <http://www.lisa.sbu.ac.uk/quest> to learn how to search for materials for assignments.