

# London South Bank University

## Module Guide

### Issues in Crime

#### DSS\_4\_IIC



School of Law and Social Sciences

2015-16

Level 4, Semester 1

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## Overview of lecture programme

Week 1	Introduction to the Module
Week 2	British Organised Crime
Week 3	Hate Crime
Week 4	Why Punish?
Week 5	Student Self-Directed Study Week
Week 6	Urban Disorder
Week 7	Football Hooliganism
Week 8	Comparative Criminal Justice
Week 9	Prisons
Week 10	Human Trafficking
Week 11	Youth, Crime and Responsibility
Week 12	Technology and Crime

## 1. MODULE DETAILS

<b>Module Title:</b>	Issues in Crime
<b>Module Level:</b>	4
<b>Module Reference Number:</b>	DSS_4_IIC
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BSc Criminology; BSc Criminology with Law; BSc Criminology with Psychology
<b>Year and Semester</b>	Year one, semester one
<b>Module Coordinator:</b>	Patrick Slaughter
<b>MC Contact Details (Tel, Email, Room)</b>	5747, <a href="mailto:slaughp2@lsbu.ac.uk">slaughp2@lsbu.ac.uk</a> , B267
<b>Teaching Team &amp; Contact Details (If applicable):</b>	Dr Kerry Baker, 5764, <a href="mailto:bakerk9@lsbu.ac.uk">bakerk9@lsbu.ac.uk</a> , B241
<b>Subject Area:</b>	Criminology
<b>Summary of Assessment Method:</b>	<ol style="list-style-type: none"><li>1. Article review (1,500 words) worth 50% of final mark, submitted by 26<sup>th</sup> November 2015.</li><li>2. Essay (1,500 words) worth 50% of final mark, submitted by 8th January 2016.</li></ol>

## 2. SHORT DESCRIPTION

This module presents students with a range of distinct contemporary criminological issues and debates. It focuses on the ways in which fears and concerns about crime and the criminal justice system are related to issues such as governance, social exclusion and racial inequality. The module engages with a range of theoretical perspectives. The relevance/applicability of one theory as opposed to another as it relates to a specific issue will be considered.

## 3. AIMS OF THE MODULE

This course is designed to introduce students to some of the key issues and concepts within criminology.

The aims of the course are to:

- 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. LEARNING OUTCOMES

On successful completion of the module students will have:

- 4.1 Knowledge and Understanding  
Knowledge of the key issues and debates within criminology.
- 4.2 Intellectual Skills  
Critical appreciation of the different explanations of crime
- 4.3 Practical Skills  
Content analysis skills
- 4.4 Transferable Skills  
Content analysis and critical thinking skills

## 5. ASSESSMENT OF THE MODULE

- 1. Article Review (1500 words). For the first assignment for this module students are required to write a 1,500 word review of an article which must be submitted by the 26<sup>th</sup> November 2015.
- 2. Short Essay (1,500 words). For the second assignment students will write a short essay on one of the topics covered in the second part of the module. This will be due on 8<sup>th</sup> January 2016.

Please note that to pass the module a mark of 40% is required.

Marks will be deducted for late submission or for exceeding/not meeting the word limit.

For a more general outline of assessment issues and marking criteria please see the 2015-16 DSS Course Guide

### **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 further discussion of plagiarism, and a link to LSBU regulations & procedures governing plagiarism, in your Course Guide. Please read these carefully.

It is vital when taking notes to:

- a) Note the FULL reference of the book/article at the top of the first page of notes.
- b) Keep a precise note of the page numbers of any quoted material (for example in the margins of your notes)
- c) 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 - 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.

The Library has a very detailed Help Sheet on the operation of the Harvard system which you should read carefully:

<https://my.lsbu.ac.uk/assets/documents/library/harvard-referencing-helpsheet.pdf> .

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].

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) "The Second World War and the Welfare State in Britain: sociological interpretations of historical development," in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

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

Tomlinson, J. (1992) "Planning: Debate and Policy in the 1940s," *Twentieth Century British History*, vol. 3, no. 2.

### The Notes System

This is an alternative to the increasingly popular Harvard system. With the notes 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.

### Guidelines for Website Referencing

There is no standard format for citing internet resources within academia and different publishers, academic journals and universities have their own styles. Please find below the recommended format for website referencing within the Department of Social and Policy Studies and all students submitting coursework within the department are required to follow the format as set out below.

The term **Online** in brackets indicates the medium consulted, and should be used for all internet sources.

The **Accessed date** is the date on which you viewed or downloaded the document. This allows for any subsequent changes to the document. Remember that pages are constantly erased from the web and there is no guarantee that you will ever find that page again.

#### **1. Individual Works**

For example:

Trangmar, K. (1999) "Y2K: the cost effective solution to tackling the Millennium Bug" (Online). Harlend Computer Services. <http://www.cix.co.uk/-harlend/y> (Accessed 26 June 2008).

#### **2. Electronic Journals**

For example

Cumper, P. and M.E. Rodgers (1997) "Equality for All? Higher Education and the Disability Discrimination Act 1995", *Web Journal of Current Legal Issues* 3 (Online). <http://www.ncl.ac.uk/-nlawwww/1997/issue3/cumper3.html> (Accessed 30 June 1997).

When using the Harvard Reference System it is acceptable to list the author and date of the work for a text reference. In your bibliography you are required to provide the full reference in line with the examples provided above.

For example

Harvard Reference in the body of the text: (Trangmar: 1999).

Bibliography Reference: Trangmar, K. (1999) "Y2K: the cost effective solution to tackling the Millennium Bug" (Online). Harlend Computer Services. <http://www.cix.co.uk/-harlend/y> (Accessed 26 June 2008).

### **Learner Support Material**

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library (see <http://lispac.lsbu.ac.uk/> or <https://my.lsbu.ac.uk/general/library.aspx>). From here you will be able 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 the LSBU Library website to renew your books.

## 6. FEEDBACK

Students will receive full written feedback on their assignments within 20 working days of submission.

## 7. STUDENT EVALUATION

This module generally proves to be very popular with students. Last year the course scored very highly in the student evaluation process. For this academic session we intend to make more effective use of the Moodle site in order to enable students to access a wider range of readings

## 8. INTRODUCTION TO STUDYING THE MODULE

### 8.1 Overview of the Main Content

Week 1	Introduction to the Module
Week 2	British Organised Crime
Week 3	Hate Crime
Week 4	Why Punish?
Week 5	Student Self-Directed Study Week
Week 6	Urban Disorder
Week 7	Football Hooliganism
Week 8	Comparative Criminal Justice
Week 9	Prisons
Week 10	Human Trafficking
Week 11	Youth, Crime and Responsibility
Week 12	Technology and Crime

### 8.2 Overview of Types of Classes

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.

### 8.3 Importance of Student Self-Managed Learning Time

Students must make effective use of their private study time if they are to succeed in their studies. Quite simply put, students who do not do the required reading and do not prepare sufficiently for seminars do not pass modules

### 8.4 Employability

As a first year, first semester course the skills and knowledge in this module are best seen as core building blocks for the rest of the students' academic development rather than as directly related to employability.



## 9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

### Week 1: Introduction to the module

In this session we will introduce the students to the basic syllabus of the module and discuss 'expectations' as they relate to what we expect from you and what you can expect from us. In the seminar we will be discussing the reading given out at Induction and will discuss Bourgois' study of crack dealers in Harlem.

### Week 2: British Organised Crime.

#### **Seminar Questions:**

1. In what ways does organised crime in the UK differ from organised crime in the USA?
2. Which social factors do you believe were most significant in stifling the growth of traditional forms of British organised crime?
3. 'The recent growth in recreational drug markets in this country has allowed gangsters in this country a similar opportunity that Italian Americans were afforded during the prohibition years'. Discuss.

#### **Reading:**

Levi, M. (2012) 'The organization of serious crimes for gain' in M. Maguire et al (eds) *The Oxford Handbook of Criminology (5<sup>th</sup> edition)* Oxford: Clarendon Press 2012

Jack Arnott (2000) *The Long Firm*. London: Hodder & Stoughton

Janet Foster (1990) *Villains: crime and community in the inner city*, London: Routledge

Dick Hobbs, (1988), *Doing The Business: Entrepreneurship, the Working Class and Detectives in the East End of London*, (Clarendon Press)

Dick Hobbs (1994) 'Professional and Organized Crime in Britain' in Mike Maguire, Robert Morgan & Robert Reiner, (eds) *The Oxford Handbook of Criminology* Oxford: Clarendon Press

Dick Hobbs, (1995) *Bad Business: Professional Crime in Modern Britain*. Oxford: Oxford University Press.

Dick Hobbs (1998) 'Going down the Glocal: The Local Context of Organised Crime'. *Howard Journal of Criminal Justice* 37:4 pp 407-422.

Lorraine Gamman (1996). *Gone Shopping: the story of Shirley Pitts, Queen of Thieves*. (Signet Books)

Robson, Garry (1997) 'Class, criminality and embodied consciousness: Charlie Richardson and a South East London HABITUS' *Critical Urban Studies: Occasional Papers*. London: University of London, Goldsmiths College, Centre for Urban and Community Research.



### **Week 3: Hate Crime**

There will be a guest speaker this week – check Moodle for further details.

### **Week 4: Why Punish?**

#### ***Seminar Questions:***

1. Critically consider the different justifications for punishment. What are their strengths and weaknesses?
2. 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?

#### ***Reading:***

Ashworth, A. & Roberts, J. (2012) ‘Sentencing, theory, principle and practice’ in M. Maguire, R. Morgan, and R. Reiner, *The Oxford Handbook of Criminology*, Oxford, OUP.

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

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

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

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

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

Sparks, (2001) ‘Prisons, Punishment and Penalty’ in McLaughlin, E & Muncie, J. *Controlling Crime* (2<sup>nd</sup> edition), London: Sage & The Open University.

### **WEEK 5: Student Self-Directed Study Week**

We recommend that you read and work on your assignment!

### **Week 6: Urban Disorder**

#### **Seminar Questions:**

1. What were the main causes of urban unrest in 2011?
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?

### **Reading**

J. Benyon and J. Solomos (eds) *The Roots of Urban Unrest* (Pergamon, 1987) Chapters 1, 3, 20. Library ref: 303.620941

M. Keith *Race, Riots and Policing* (UCL Press, 1993). Chapters 3 and 4 363.320941

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

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

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

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

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

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

D Waddington, and K. Jones *Flashpoints: Studies in Public Disorder*

### **Week 7: 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?

### **Reading**

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.

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

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

Frosdick, S. & Marsh, P. (2005) *Football Hooliganism*. Willan Publishing

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

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

Pearson, G. (2005) 'Qualifying for Europe? The legitimacy of football banning orders "on complaint" under the principles of proportionality', *ESLJ*, Vol. 3, No. 2 Williams, J., Dunning E. & Murphy, P. (1984) *Hooligans Abroad*, RKP: London  
<http://www2.warwick.ac.uk/fac/soc/law/elj/eslj/issues/volume3/number1/person/>

Slaughter, Patrick (2004) 'A Day Out with the "Old Boys"', in Stephen Wagg (ed) *British Football and Social Exclusion*. London: Routledge

Stott, C. and Pearson, G. (2007) *Football 'Hooliganism': Policing and the War on the 'English Disease'*. London: Pennant.

Taylor, I. (1971) "Soccer Consciousness & Soccer Hooliganism" in *Images of Deviance, Cohen. S. (Penguin)*

Williams, J., Dunning E. & Murphy, P. (1984) *Hooligans Abroad*, RKP: London

## **WEEK 8: Comparing Criminal Justice**

### ***Seminar Questions***

What difficulties confront those criminologists who attempt to compare criminal justice systems?

What is the purpose of comparing criminal justice systems?

### ***Reading***

Beirne, P.(1983), 'Cultural Relativism and Comparative Criminology', *Contemporary Crises*, 7: 371-91

Miyazawa, S. (1997), 'The Enigma of Japan as a Testing Ground for CrossCultural Criminological Studies' in D. Nelken (ed.), *Comparing Legal Cultures*, 195-215, Aldershot: Dartmouth.

Nelken, D. (2012) 'Comparing Criminal Justice', in M. Maguire et al (eds) *The Oxford Hanbook of Criminology (4<sup>th</sup> edition)* Oxford: Clarendon Press 2012.

Newburn, T., and Sparks, R. (eds) (2004) *Criminal Justice and Political Cultures: National and International Dimensions of Crime Control*, Collumpton, Devon: Willan.

## **Week 9: Prisons**

### ***Seminar questions***

What are prisons for?

Are prison conditions in the UK too soft or too harsh?

'I have always believed when you are sent to prison you lose certain rights and one of those rights is the right to vote.' (David Cameron, 2012).

- Do you agree or disagree?
- What are the arguments for/against giving prisoners the right to vote?
- What other rights should prisoners have?

### ***Reading***

Cavadino, M. and Dignan, J. (2007) *The Penal System: An Introduction*. 4<sup>th</sup> ed. London: Sage.

Easton, S. and Piper, C. (2008) *Sentencing and Punishment* (2<sup>nd</sup> ed), Oxford: Oxford University Press. Chapter 9: 'Justice in the Modern Prison'.

Hulley, S., Liebling, A. and Crewe, B. (2012) 'Respect in prisons: Prisoners' experiences of respect in public and private sector prisons', *Criminology and Criminal Justice*, 12(1), 3-23.

Jewkes, Y. (ed.) (2007) *Handbook on Prisons*. Cullompton: Willan.

Liebling, A. and Maruna, S. (2005) *The Effects of Imprisonment*. Cullompton: Willan.

Morgan, R. and Liebling, A. (2007) 'Imprisonment: an expanding scene', in Maguire, M., Morgan, R. and Reiner, R. (eds.) *The Oxford Handbook of Criminology* (4<sup>th</sup> ed), Oxford: Oxford University Press, p 1100-1138.

Newburn, T. (2007) *Criminology*, London: Sage, Chapter 28 ('Prisons and Imprisonment') p 682-713.

Owers, A. (2007) 'Imprisonment in the twenty-first century: a view from the inspectorate', in Y. Jewkes (ed.) *Handbook on Prisons*, Cullompton: Willan, pp 1-22.

Prison Reform Trust (2011) *Barred from Voting*, London: Prison Reform Trust.  
[http://www.prisonreformtrust.org.uk/Portals/0/Documents/Votesbriefingfeb2011\\_Lay%201.pdf](http://www.prisonreformtrust.org.uk/Portals/0/Documents/Votesbriefingfeb2011_Lay%201.pdf)

Sparks, R. (2009) 'Prisons and the Contested Nature of Punishment' in Newburn, T. (ed.) *Key Readings in Criminology*, Cullompton: Willan, pp 657-663

van Zyl Smit, D. (2009) 'Prisoners' rights' in Y. Jewkes (ed.) *Handbook on Prisons*, Cullompton: Willan, pp 566-584.

## **Week 10: Human Trafficking**

Please see Moodle for suggested reading material.

## **Week 11: Youth, Crime and Responsibility**

### ***Seminar questions:***

What should be the age of criminal responsibility?

Care or control – which is the best approach to dealing with young people who offend?

How should society respond to children and young people who commit very serious crimes?

### ***Reading***

Bandalli, S. (2000) 'Children, responsibility and the new youth justice', in B. Goldson (ed.) *The New Youth Justice*, Lyme Regis: Russell House.

Goldson, B. (2009) 'COUNTERBLAST: 'Difficult to Understand or Defend': A Reasoned Case for Raising the Age of Criminal Responsibility', *The Howard Journal*, 48 (5), 514-521.

Green, D. A. (2008) 'Suitable vehicles: Framing blame and justice when children kill a child', *Crime, Media, Culture*, 4 (2): 197-220.

Cavadino, M. and Dignan, J. (2009) 'Comparative Youth Justice' in T. Newburn (ed.) *Key Readings in Criminology*, Cullompton: Willan, pp 699-707.

Hammarberg, T. (2008) 'A juvenile justice approach built on human rights principles', *Youth Justice*, 8(3), 193-196.

Howard League for Penal Reform (2009) *Punishing Children: A survey of criminal responsibility and approaches across Europe*.

Muncie, J. (2009) *Youth and Crime*, London: Sage, Chapter 8 'Youth Justice Strategies 1: Welfare and Justice'.

The Royal Society (2011) *Brain Waves Module 4: Neuroscience and the law*, available online at:

[http://royalsociety.org/uploadedFiles/Royal\\_Society\\_Content/policy/projects/brain-waves/Brain-Waves-4.pdf](http://royalsociety.org/uploadedFiles/Royal_Society_Content/policy/projects/brain-waves/Brain-Waves-4.pdf)

## **Week 12: Technology and Crime**

### ***Seminar questions***

How has new technology influenced patterns of crime?

Is cybercrime just a new way of committing old crimes or is it a new type of crime?

Technology has created new ways to detect crime and to monitor offenders - how effective are these new approaches?

What limits should there be on the use of surveillance?

### **Reading**

Brenner, S. (2007) 'Cybercrime: re-thinking crime control strategies', in Y. Jewkes (ed.) *Crime Online: Committing, Policing and Regulating Cybercrime*, Cullompton: Willan.

Gill, M. and Spriggs, A. (2005) *Assessing the Impact of CCTV*, London: Home Office.

Jewkes, Y. (2011) *Media and Crime* (2<sup>nd</sup> ed), London; Sage, Chapter 8 'Crime and the Surveillance Culture'.

Jewkes, Y. and Yar, M. (2010) *Handbook of Internet Crime*, Cullompton: Willan.

Leman-Langlois, S. (2008) *Technocrime: Technology, Crime and Social Control*, Cullompton: Willan.

Nellis, M. (2009) '24/7/365: Mobility, locatability and the satellite tracking of offenders', in K-F. Aas, H-O. Gundhus and H-M. Lomell (eds.) *Technologies of Insecurity: The Surveillance of Everyday Life*, Abingdon: Routledge-Cavendish, p105-124.

Office of Surveillance Commissioners (2012) *Annual Report*, London: House of Commons.

Wall, D. (2007) *Cybercrime: The Transformation of Crime in the Information Age*, Cambridge: Polity Press, Chapter 3 'Cyberspace and the transformation of criminal activity' and Chapter 7 'Cybercrime futures: The automation of offender-victim engagement'.

Williams, M. (2010) 'Cybercrime' in F. Brookman et al (eds.) *Handbook on Crime*, Cullompton: Willan, p191-213.

Yar, M. (2006) *Cybercrime and Society*, Thousand Oaks: Sage (available as an ebook)

## 10. LEARNING RESOURCES

### 10.1 Core Materials

Newburn, T. (2012) *Criminology*, Cullompton: Willan Publishing.

### 10.2 Optional Materials

Newburn, T. ed (2009) *Key Readings in Criminology*, Cullompton: Willan Publishing.

Maguire, M., Morgan, R., Reiner, R. (2012) *The Oxford Handbook of Criminology*. Oxford, OUP.

McLaughlin, E., Muncie, J., & Hughes, G. (eds) (2013) *Criminological Perspectives: Essential Readings*. London, Sage.

Caffrey, S. & Mundy, G. (1995) *The Sociology of Crime and Deviance: Selected Issues*, Greenwich: University of Greenwich Press.

Caffrey, S. & Mundy, G (1996) *Crime, Deviance & Society: Selected Debates*, Greenwich, University of Greenwich Press.

Marsh, I. (2006) *Theories of Crime*, Abingdon: Routledge. At £19.99 gives a very basic overview of most (but not all) of the topics we cover and might be helpful if you were struggling.

Young, J. (2009) *The Criminological Imagination*, Cambridge.

Hale, C., Hayward, K., Wahidin, A. & Wincup, E. (2005) *Criminology*, Oxford: OUP.

Muncie, J. & Wilson, D. (2004) *The Student Handbook of Criminal Justice and Criminology*, London: Cavendish.

Sumner, C. (2003) *The Blackwell Companion to Criminology*, London: Blackwell.

McLaughlin, E. & Newburn, T. (2010) *The Sage Handbook of Criminological Theory*, London: Sage.

Hayward, K., Maruna, S. et al. (2010) *Fifty Key Thinkers in Criminology*, Abingdon, Routledge.

O'Brien, M. & Yar, M. (2008). *Criminology: The Key Concepts*, Abingdon: Routledge.

Harrison, M., Simpson, M., Harrison, O. & Martin, E. (2005) *Study Skills for Criminology*, London: Sage.

Crow, I. & Semmens, N. (2007) *Researching Criminology*, Maidenhead: Open University Press.