SOCA3250 - Crime and Society

Course Co-ordinator: Associate Professor Stephen Tomsen
Room: GP 321
Ph: 4921 5908
Fax: 4921 6933
Email: Stephen.Tomsen@newcastle.edu.au
Consultation hours: Mondays 11-12 (CCC); Wednesdays 10-12 (Callaghan)

Course Overview
Semester
Semester 2 - 2006
Unit Weighting
10
Teaching Methods
Lecture (online material) / Tutorial

Brief Course Description
Focuses critically on themes and issues in justice, criminology and the sociological understanding of crime. Examples are taken from history and contemporary debates regarding the origins of criminology as a subject matter, the regulation of the ‘dangerous classes’, public space and the rise of modern policing, the criminalisation of indigenous Australian, violence against women, masculinities and violence, hate crimes directed against racial and sexual minorities, juvenile offending, crime and drug use, imprisonment and changing forms of social surveillance in industrialised nations.

Contact Hours
Tutorial for 1 Hour per Week for the Full Term/ Lecture 1 Hour per Week (online) for the Full Term

Learning Materials/Texts
Blackboard

Course Objectives
On successful completion of this course students will be able to demonstrate:
1. An understanding of key themes in the sociology of crime/criminology
2. Critical skills in reading empirical and theoretical material
3. Skill in the intelligent discussion of course content
4. Skills in writing and researching issues through traditional and non-traditional sources (eg library searches for primary sources, critical internet use)
Course Content
1. The criminal actor and liberal jurisprudence
2. Origins of criminology - The 'human sciences' and Lombroso
3. Origins of policing - Debates about public order
4. Indigenous Australian, law and order, incarceration, and deaths in custody
5. Crime, Left Realism and social class
6. Victimisation, violence and non-violent crime
7. Violence against women - Family homicides
8. Hate crimes- Australian evidence and anti-vilification laws
9. Juvenile offending - Police-youth relations, Shaming and reparation
10. Masculinity and offending - Violence and honour
11. Drugs, alcohol and crime - Moral panics and heroin
12. Imprisonment and change - Decarceration and recarceration
13. Changing social surveillance - Informatism and community corrections

Assessment Items

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Assumed Knowledge
SOCA1010 Society and Culture: A Sociological Introduction and either SOCA1020 Introduction to Social and Cultural Anthropology or GEND1020 Introduction to Gender Studies or equivalent.

Ourimbah Timetable
SOCA3250
CRIME AND SOCIETY
Enquiries: School of Humanities and Social Science
Semester 2 – 2006
Lecture Monday 11:00 - 12:00 [O_CS2.06] Week 1 only, then On-Line Lectures.
and Tutorial Monday 12:00 - 13:00 [O_CS2.06]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:
• copying or paraphrasing material from any source without due acknowledgment;
• using another's ideas without due acknowledgment;
• working with others without permission and presenting the resulting work as though it was completed independently.
Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -
· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking);
· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items
Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at: http://www.newcastle.edu.au/policy/academic/adm_prog/adverse_circumstances.pdf

Students should be aware of the following important deadlines:
· Requests for Special Consideration must be lodged no later than 3 working days after the date of submission or examination.
· Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
· Requests for Rescheduling Exams must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment
The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are: For semester 2 courses: 31 August 2006
Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.
Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.
To change your enrolment online, please refer to http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details
Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314
Ourimbah Hubs
Room: AB1.01 (Administration Building)
Phone: 02 4348 4030

The Dean of Students
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
Web Address for Rules Governing Postgraduate Academic Awards
Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Essential Criteria in Assessment
This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS.

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Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
 Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
 Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
 Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
 Staple the pages of your assignment together (do not use pins or paper clips).
 University coversheet: All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html
 Assignments are to be deposited at any Student Hubs. Hubs are located at:
   o Level 3, Shortland Union, Callaghan
   o Level 2, Student Services Centre, Callaghan
   o Ground Floor, University House, City
   o Ground Floor, Administration Building, Ourimbah, Room H01.43

Any changes to this procedure will be announced during the semester.
 Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.
 Keep a copy of all assignments: All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

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Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Hubs.
http://www.newcastle.edu.au/study/forms/index.html

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Students can collect assignments from a nominated Student Hubs during office hours. Students will be informed during class which Hubs to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style
In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.
Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
• http://www.newcastle.edu.au/currentstudents/index.html

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<th>Grading guide</th>
<th>Percentage Range</th>
<th>Description</th>
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<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<td>Week</td>
<td>Week beginning</td>
<td>Lecture Topic &amp; Assessment at a Glance</td>
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<tr>
<td>1</td>
<td>July 17</td>
<td>Introduction and Course Organisation (no tutorials)</td>
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<tr>
<td>2</td>
<td>July 24</td>
<td>The Criminal Actor and Classical Punishment</td>
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<td>3</td>
<td>July 31</td>
<td>Criminology: the Discovery of Criminal Types</td>
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<td>4</td>
<td>August 7</td>
<td>Origins and Aspects of Policing</td>
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<td>5</td>
<td>August 14</td>
<td>Race, Indigenous Australians and Law and Order</td>
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<td>6</td>
<td>August 21</td>
<td>Social Structure, Class and Crime</td>
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<td>7</td>
<td>August 28</td>
<td>Female Victimisation and the Private Sphere</td>
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<td>8</td>
<td>September 4</td>
<td>The Regulation of Hate Crime</td>
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<td>9</td>
<td>September 11</td>
<td>Juvenile Offending and Restorative Justice</td>
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<td>10</td>
<td>September 18</td>
<td>Masculinity and Crime</td>
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<td>11</td>
<td>September 25</td>
<td>Drugs and Crime</td>
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<td><strong>Mid-Semester Recess: Monday 2 October – Friday 14 October</strong></td>
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<td>12</td>
<td>October 16</td>
<td>Access to Law</td>
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<td>13</td>
<td>October 23</td>
<td>Prisons, Punishment and Surveillance</td>
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<td>14</td>
<td>October 30</td>
<td>Revision</td>
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<td><strong>Examination period: Monday 6 November – Friday 24 November</strong></td>
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**RECOMMENDED GENERAL READINGS**


**Useful journals, publications and websites:**

- *The Australian and New Zealand Journal of Criminology*
- *Current Issues in Criminal Justice*
- *The British Journal of Criminology*
- *Australian Institute of Criminology: Trends and Issues/ Research and Policy series*
- *New South Wales Bureau of Crime Statistics and Research /Crime and Justice Bulletins*
- *Indigenous Law Bulletin*
- *Alternative Law Journal*


One

Introduction and Course Organisation

Two

The Criminal Actor and Classical Punishment

Reading:


Discussion:
How did the Victorian prison system reflect the classical liberal view of punishment and the criminal actor? Which offenders were early exceptions to this model? From what period does Garland date the rise of the modern system of penality? What were the general characteristics of this system and what new goal of imprisonment emerged with this? What did the ‘individualisation’ of punishment involve?

Presentation Questions:
What were chief characteristics of the punishment of convicts in early NSW/Australian states? To what extent did these fit the classical liberal view of crime and punishment? When and why were transportation to Australian colonies and the convict system discarded?

Three

Criminology: the Discovery of Criminal Types

Reading:


Discussion:
What did Lombroso mean by atavistic human characteristics? He believed that there were three general categories of crime. What were they? What supposed links have been made between criminality and brain size, physical characteristics, and body type? The criminal type studied by positivists is not a rational actor. What does this mean for punishment?

Presentation Questions:
To what extent do notions of pathology or ‘dangerousness’ pervade current public, political and media debates about criminal offenders and their punishment? Give examples. Can these fit with the concept of free will or with determinism?
Four

Origins and Aspects of Policing

Reading:


Discussion:
What social changes resulted in the rise of modern centralized police in England and Australia? What were their main functions? What does O'Malley mean by ‘hegemonic policing'? Is ‘peripheral police work’ also really tied to social control? How does the issue of police discretion relate to rates of reporting, police typing of deviants, ‘efficient targets' and corporate crime? What are the causes and likely results of the trend to private policing? Is the contemporary trend to community links an example of ‘hegemonic policing’?

Presentation Questions:
How extensive is the contemporary trend to private policing, and what are the general features of this occupational grouping (eg. scale, recruitment pattern, training and work activities)? What are the social causes and the likely results of this expansion?

Five

Race, Indigenous Australians and Law and Order

Reading:


Discussion:
What powers did police have over Aborigines under the NSW Protection Act of 1909 and what sort of legal citizenship did this mean? Is the concept of ‘over-policing' useful in understanding police-Aboriginal relations? What are the major categories of offence used in prosecutions? What is meant by ‘under-policing’?

Presentation Questions:
What evidence exists regarding levels and types of crime within different Australian indigenous communities? What solutions are being currently suggested? Will these merely reinforce alienation from the criminal justice system?
Six

Social Structure, Class and Crime

Reading:


Discussion:
What are the similarities and key differences between the Realist view of crime and those of other leftists? What are the social characteristics of the victims of major forms of crime? How does this differ from dominant perceptions of victimisation? What has been the impact of efforts to incorporate the rights and views of victims into the criminal justice process?

Presentation Questions:
What general evidence can be found for the links between crime and social/locational disadvantage in official reports of offending and victimisation? What is the probable nature of these links?

Seven

Female Victimisation and the Private Sphere

Reading:


- Cunneen, C. and Stubbs, J. (1997) ‘Masculinity, fantasy and violence’ in Gender, ‘Race’ and International Relations: Violence against Filipino women in Australia Sydney, Institute of Criminology Monograph Series No. 9 (online)

Discussion:
What factors gave rise to the dominance of pathological explanations of family violence early in this century and what model of the criminal do these suggest? Which groups appear to have benefited from this development? How do Cunneen and Stubbs link structures of gender and race in their account?

Presentation Questions:
What solutions and official strategies have implemented to counter domestic violence? Is the diversion/mediation option appropriate for this form of crime?
Eight

The Regulation of Hate Crime

Reading:


Discussion:

How accurate and useful is the description of crime, abuse and assaults directed against different minorities as ‘hate crime’?

Presentation Questions:

Are laws against racial and sexual vilification an infringement of free speech? Discuss some recent controversial examples and the related arguments. Should enhanced penalty provisions for hate crimes be adopted in Australia?

Nine

Juvenile Offending and Restorative Justice

Reading:


Discussion:

What are the characteristics of most juvenile offenders and what crimes do they typically commit? What of class, racial and gender differences?

Presentation Questions:

Do juvenile offenders have free will to the same extent as adult offenders do? Should juveniles be tried and punished as adults in relation to serious criminal offences? Discuss the recent local changes in the operation of juvenile institutions.
Ten

Masculinity and Crime

Reading:


Discussion:
How did different traditional criminologists view the link between crime and masculinity? Does the account of ‘protest masculinity’ and criminality by Collins et. al. merely confirm a negative stereotype of youth from Middle Eastern family backgrounds?

Presentation Questions:
Check current data and discuss to what extent these types of crime are “male” and suggest why this is the case.
- Homicides
- Motor vehicle offences
- White collar crime

Eleven

Drugs and Crime

Reading:


Discussion:
What is the nature of the relationships between alcohol, illicit drugs and crime? Could drug-related crime be greatly minimised by decriminalisation measures? What groups have most influence over drugs policies in Australia?

Presentation Questions:
What local data suggests that drinking is closely linked with different types of crime? What are the situational and cultural factors that make public drinking dangerous? What interests are involved in the debate regarding the liberalisation of NSW drinking laws?
Twelve

Access to Law

Reading:


Discussion:

What sort of lawyers have supported public legal services and why? Can the debate about the unmet legal needs of the community ever be distinguished from legal professional interests?

Presentation Questions:

What is the nature of the current restructuring of Aboriginal/indigenous legal services in Australia? What has caused this and what are the likely results of these changes?

Thirteen

Prisons, Punishment and Surveillance

Reading:


Discussion:

Who are the typical inmates in New South Wales prisons? What happened to rates of imprisonment in the 1980s and developments in the structure and operation of the prison system? Cohen refers to two major transformations in the forms of the control of deviance in western societies in the last two centuries. What are the key changes he associates with the first transformation? Why can’t the prison be described in Foucault's terms as a ‘failure’? To what extent has the contemporary Western correctional system really been ‘destructured’?

Presentation Questions:

How extensive is the privatisation of prisons in Australia? What is causing this trend and will it mean a decline in public scrutiny?

Fourteen

Final Revision
Crime and Society
Major Essay: 3000 words maximum
Due: November 1st

Question One:

What evidence suggests offending and victimisation rates for different crimes are rising in Australia? How does this fit with views of law and order that prevail in media and political discourse? What sorts of crime feature most in this discourse? Give recent examples. To what extent should the fear of crime be distinguished from actual risk of victimisation or be counted as a genuine cost of criminal activity and why?

General references:

- Walker, J. 1991 *Understanding crime trends in Australia* AIC, Canberra
- Grabosky, P. & Wilson, P. 1989 *Journalism and justice: how crime is reported* Pluto Press, Sydney
Question Two:

How were crime, criminal motivation and punishment viewed in the classic liberal view? How did this impact on policing and the response to different sorts of offending and victimisation? What are the similarities with contemporary law and order views of crime? Discuss examples.

General references: