

Syllabus

for course at first level

Criminology II

Kriminologi II

30.0 Higher Education

Credits

30.0 ECTS credits

Course code:	AKG200
Valid from:	Autumn 2011
Date of approval:	2007-06-13
Changed:	2011-06-01
Department	Department of Criminology
Main field:	General Criminology/Criminology
Specialisation:	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Decision

This syllabus is determined by The Department of Criminology at Stockholm University.

Prerequisites and special admittance requirements

Criminology I or Basic Course in General Criminology, 20 credits

Course structure

Examination code	Name	Higher Education Credits
2100	Criminality; Micro and Macro Perspectives	7.5
2200	Method II	7.5
2300	Constructions of normality and deviance - gender perspective	7.5
2400	Victimology	7.5

Course content

The course is comprised of three course modules: Crime from an individual and structural perspective, Gendered perspectives on constructions of normality and deviance, Method II and Victimology.

Criminology II is intended to increase the breadth and depth of the students' knowledge. This is done by contrasting the structural with the individual. The different images that result from the fact that crime can be explained by reference to the individual or to her surroundings and circumstances are discussed and related to one another. Themes such as normality and deviance are examined on the basis of a gendered perspective. What role do constructions of female and male normality play for surveys and descriptions of crime, crime victims and punishment? What significance does violence have for gender, and what significance does gender have for violence? What significances do perpetrator and victim hold for one another, and for society's categorisation of these two roles? A crime victim is constructed in several stages and by several different actors, amongst others the individual him or herself, in the context of an individual and structural process of identification and definition. The path from event to crime is examined, as is the effect of the involved individuals' positions of power or marginalisation on the outcome. In the advanced method course, students learn to work theoretically and practically with a data set, and to focus on the formulation of a research problem, research design and data collection methods on the basis of a subject chosen by the students themselves.

Learning outcomes

Having taken the course Criminology II, students are expected to be able to describe models for prediction at the individual level and central indicators of crime, and to be able to apply prediction models to data on crime. Another goal is that students will be able to analyse different explanations at the individual and structural level, and to critically reflect on the significance of individual level factors for the explanation of the crime structure and crime trends. Students are also expected to be able to describe, explain and correctly apply and problematise central concepts from the fields of gender theory and victimology, and further to be able to make connections between, sex/gender, ethnicity, age and sexual identity, and problematise how these are linked to the extent and structure of crime and to exposure to and fear of crime. Students are also expected to be able to relate their new knowledge on gender and victimology to what they have previously learned of the more traditional perpetrator-focused criminology, and to analyse the effect of these more recent perspectives.

Students are also expected to produce a report in which they formulate relevant research questions, describe central concepts, relate their research questions and results to relevant theory, apply relevant statistical concepts and analytical methods, and problematise the results of their study, its theoretical points of departure and the methodological choices made. Finally, the students are expected to analyse their results, present them and critically reflect over the scientific work of others by presenting an oral critique of other students' work.

Education

Teaching takes the form of lectures, group exercises, case seminars, seminars, and computer exercises.

Forms of examination

a) The course is examined in the following way: Written exam, group essay, group-examination, individual paper writing, group-examination report.

b) Course grades are awarded in accordance with a criterion-based seven point grading scale:

A = Excellent

B = Very good

C = Good

D = Satisfactory

E = Adequate

Fx = Inadequate

F = Completely inadequate

c) The grading criteria will be distributed to students at the start of the course.

d) In order to receive a final grade for the whole course, students must be awarded at least grade E for all course modules.

e) Students who are awarded grades Fx and F in relation to the examination of part of the course have the right to re-examination on at least four occasions for as long as the course continues to be taught in order to achieve at least grade E. Students who have been awarded grade E or above cannot undergo re-examination in order to achieve a higher grade. Students who have been awarded the grades Fx and F twice in connection with an examination by the same examiner, have the right to request that another examiner be appointed to determine their grade for the examination. Such a request is to be addressed to the director of studies.

Interim

In cases where the course is no longer taught, or where the essentials of the course content have been altered, the student has the right for a period of three terms to be examined once per term in accordance with this course plan.

Misc

The course has previously been given under the course-code AK2110.

Required reading

• **Brottslighet ur individuellt och strukturellt perspektiv** von Hofer, H.: Brott och straff i Sverige. Historisk kriminalstatistik 1750-2005. Diagram, tabeller och kommentarer. Tredje reviderade upplagan. Stockholm, 2008. Nilsson, A.: "Begränsade möjligheter eller bristande kontroll?", kapitel 6 i Estrada, F. & Flyghed, J. (red.) Den svenska ungdomsbrottsligheten. Lund: Studentlitteratur, 2007. Ring, J.: "Riskfaktorer och brott", kapitel 5 i Estrada, F. & Flyghed, J. (red.) Den svenska ungdomsbrottsligheten. Lund: Studentlitteratur, 2007. Sampson, R. & Laub, J.: Crime in the Making. Pathways and Turning Points through Life. Cambridge: Harvard University Press, 1995. Tham, H.: "Tidiga ingripanden som kriminalpolitisk strategi", kapitel 13 i Estrada, F. & Flyghed, J. (red.) Den svenska ungdomsbrottsligheten. Lund: Studentlitteratur, 2007. **Artikelsamling:** BRÅ-rapport 2001:18, Brottsligheten i olika länder: Stockholm: Brottsförebyggande rådet,

2001. Eisner, M.: Explaining Secular Trends in Homicide Rates, 2000. von Hofer, H.: "Brott och straff i Skandinavien. En överblick", Nordisk Tidsskrift for Kriminalvidenskab, Årg. 90, 2003. Kaspersson, M.: "Diskussion och slutsatser", kapitel 7 ur avhandlingen Dödligt våld i Stockholm på 1500-, 1700- och 1900-talen. Stockholm: Stockholms universitet, Kriminologiska institutionen, 2000. Stattin, H.: "Blir barn med yttre beteendeproblem kriminella som vuxna?", Apropå, nr 5-6, 1993. Stattin, H.: "Finns olika utvecklingsmönster för ungdomsbrottsligheten?", Apropå, nr 2-3, 1994. Tham, H.: "Narkotikakontroll som nationellt projekt", Nordisk Alkoholtidskrift, vol. 9, 1992. Wikström, P.-O. H. & Sampson, R. J.: "Social Mechanisms of Community Influences on Crime and Pathways in Criminality", i Benjamin B. Lahey, Terrie E. Moffitt & Avshalom Caspi, Causes of Conduct Disorder and Juvenile Delinquency, s. 118-148. New York: The Guilford Press, 2003. World report on violence and health. Summary. Geneva: World Health Organization, 2002. Furthermore, a maximum of 50 pages might be added to this list. • **Genusperspektiv på normalitets- och avvikelsekonstruktioner** Lander, I., Pettersson, T. & Tiby, E.: Femininiteter, maskuliniteter och kriminalitet. Genusperspektiv inom svensk kriminologi. Lund: Studentlitteratur, 2003. Lenz Taguchi, H.: In på bara benet. En introduktion till feministisk poststrukturalism, HSL Förlag, ISBN: 9176565742, 2004. Messerschmidt, J. W.: Flesh and Blood. Adolescent Gender Diversity and Violence, Boston: Rowman & Littlefield Publisher, 2004. **Artikelsamling:** Bredström, A.: "Maskulinitet och kamp om nationella arenor – reflektioner kring bilden av "invandrarkillar" i svensk media". I (red.) de los Reyes, Molina & Mulinari Maktens (o)lika förklädnader. Kön, klass & etnicitet i det postkoloniala Sverige Stockholm: Atlas, 2001. Edwards, M.: "Våld utan gränser: om krig och hotad manlighet". I (red.) Svanström, Y. & Östberg, K.: Än män då? Kön och feminism i Sverige under 150 år. Stockholm: Atlas, 2004. Ericson, K. and Jon, N.: "Gendered Social Control: 'a Virtuous Girl' and 'a Proper Boy'", i Journal of Scandinavian Studies in Criminology and Crime Prevention, Vol 7, pp 126-141, 2006. Gothlin, E.: Kön eller Genus? Göteborg: Nationella sekretariatet för genusforskning, 1999. Kimmel, M and M. Mahler: "Adolescent Masculinity, Homophobia, and Violence: Random School Shootings, 1982-2001." I American Behavioral Scientist 46 (10): 1439-58, 2003. Laanemets, L och Kristiansen, A: Kön och behandling inom tvångsvård. En studie av hur vården organiseras med avseende på genus, Forskningsrapport 1 2008, Statens institutionsstyrelse, 2008. Lander, I.: "Att framföra sig som kvinna" Kapitel 5 i avhandlingen "Den flygande Maran", Stockholm: Stockholms universitet, Kriminologiska institutionen, 2003. Naffine, N.: Introduction: Feminism and Modern Criminology, i Naffine, N. (red.) Gender, Crime and Feminism, Aldershot: Dartmouth Publishing Company, 1995. Furthermore, a maximum of 100 pages might be added to this list. • **Metod II** Bergqvist, M., Estrada, F. och Nilsson, A.: Att skriva en examinationsrapport. Kompendium med anvisningar för hur man skriver en examinationsrapport, övningsuppgifter, SPSS-guide samt beskrivningar av datamaterial, Stockholm: Stockholms universitet, Kriminologiska institutionen, 2001. Djurfeldt, G, Larsson, R, Stjärnhagen och Raduta, S: Statistisk verktygslåda: Samhällsvetenskaplig orsaksanalys med kvantitativa metoder. Lund: Studentlitteratur, 2003. **Artikelsamling:** Holme, I. M. och Solvang, B. K.: Forskningsmetodik. Om kvalitativa och kvantitativa metoder. Lund: Studentlitteratur, 1991. Frankfort-Nachmias, C. and Nachmias, D. Research methods in the social sciences. London: Arnold, 1996 Hagen, F. E.: Research methods in Criminal justice and Criminology. New York: Allyn and Bacon, 2006. Lisper, H.-O. och Lisper, S.: Statistik för samhällsvetare. Malmö: Liber, 2005. Björkman, M.: Fyra metodologiska teman. Stockholm, 2000. Edling, C. och Hedström, P.: Kvantitativa metoder. Grundläggande analysmetoder för samhälls- och beteendevetare. Lund: Studentlitteratur, 2003. Walsh, A.: Statistics for the Social Sciences. New York: Harper and Row, 1990. • **Viktimologi** Brottsförebyggande rådet: Brottsoffer. Perspektiv på det brottsförebyggande arbetet. Idéskrift nr 15, 2007. www.bra.se Brottsförebyggande rådet: Nationella trygghetsundersökningen 2007. Om utsatthet, trygghet och förtroende, 2008. www.bra.se Brottsoffermyndigheten: Offer för hatbrott – vad har gjorts och vad kan förbättras? Umeå, 2007. www.brottsoffermyndigheten.se Brottsoffermyndigheten: Rättegångsskolan. Umeå, 2004. www.brottsoffermyndigheten.se Nilsson, B.: Brottsoffer. Offerskapets innebörder och villkor I (o)säkerhetens kultur. Borea, Umeå, 2003. Walklate, S.: Imagining the victim of crime. Open University Press, Berkshire, UK, 2007. **Brott i välfärden. Festskrift till Henrik Tham 2007:** Ericsson, K.: En ny offerdiskurs. Estrada, F, och Nilsson, A.: Den ojämlika utsattheten. Ett bidrag till forskningen om brottslighet och levnadsnivå. Höigård, C.: Realistiske inspirasjoner. Noen grønlandske erfaringer. Kyvsgaard, B. och Snare, A.: Vold mod kvinder. En- eller flerdimensionel? Leander, K.: The Decade for Rape. Nilsson, A. och Flyghed, J.: Samhällsutveckling och marginalisering. Exempler vräkt och fångar. Rytterbro, L.-L.: "Modern kriminalpolitik". Två åtgärdsmodeller mot brott tolkade ur ett modeperspektiv. Tiby, E.: En bra fråga. Definitioner och validitet vid studiet av hatbrott. Victor, D.: Narkotikabrottslighetens gärningsmän och offer. Åkerström, M.: Coola offer. Unga mäns balansering av brottsofferidentiteten.