

College of Law, Social and Criminal Justice – Criminology and Sociology Modules

Academic Year 2023/24 - Semester 1

Please note: although we will try our best to avoid it, there may be timetable clashes when choosing modules across different levels and different courses (so you might have to choose alternative modules).

Click on the module name to see the module specification.

Module Code	Name	Level Code	BCU Module Credits	ECTS
CRI4044	Crime and the Media	4	20	10
CRI4045	Key Debates in Criminological Theory	4	20	10
CRI4046	Crime, Punishment and Society	4	20	10
CRI5088	Understanding Crime & Criminal Behaviour	5	20	10
CRI5089	Experiencing Harm	5	20	10
CRI5090	Crime in the City	5	20	10
CRI5091	Issues in Criminal Investigation	5	20	10
CRI5096	Intelligence & Security Since 1945	5	20	10
CRI5097	Critical Perspectives on Terrorism	5	20	10
CRI5100	Contemporary Policing	5	20	10
CRI5102	Youth Crime & Justice	5	20	10
CRI6064	Transnational Organised and Corporate Crime	6	20	10
CRI6087	Dark Leisure	6	20	10
CRI6089	Britain and Terrorism	6	20	10
CRI6090	Everyday Surveillance	6	20	10
CRI6091	Rehabilitation Reintegration Re-entry and Therapeutic Communities	6	20	10
CRI6096	The Ethics of Investigation	6	20	10
CRI6098	Critical and Human Security in the Global South	6	20	10
SOC4026	City Community and Culture	4	20	10
SOC4030	Introduction to Black Studies	4	20	10
SOC4032	Equality, Diversity, Values and Social Justice	4	20	10
SOC4039	Sociological Perspectives	4	20	10
SOC5068	Current Issues in Sociology	5	20	10
SOC5069	Media & Popular Culture	5	20	10
SOC6034	Power and Inequalities	6	20	10
SOC6040	Globalisation, People and Society	6	20	10
SOC6042	Visual Sociology	6	20	10
SOC6044	Counselling and Wellbeing Support Skills for Youth and Community Work (a module for the 'Youth Work and Communities programme)	6	20	10

Module Specification

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1	Module Title	Crime and the Media
2	Module Credits	20
3	Module Level	4
4	Module Code	CRI4044
5	Semester Taught	1

6	Module Overview
<p>In this module you will explore the relationship between various media forms and crime, offending and victimisation. This module engages with both fictional, and non-fictional representations of crime and locates them within relevant theoretical perspectives. In exploring news representations of crime, we adopt a critical lens to examine the role of the media, paying particular attention to gendered and racialized portrayals of crime. As such, we draw on the concept of 'news values' to examine the different values that are prioritised when constructing news media.</p> <p>The second half of this module focuses on fictional representations of crime. We begin by exploring fictional representations of the criminal justice system including the police, courts and prisons, showing an appreciation for the changing representations of the criminal justice system. We close this module by looking at fictional representations of violence, sex and death, and explore notions of the 'uncanny' to understand the genre of 'home invasion'.</p> <p>Throughout this module we draw upon international case studies, and you will be provided with a 'viewing schedule' to help consolidate learning. A range of skills will be developed which will be useful in seeking future employment, including, critical analysis skills, media analysis skills and comprehensive writing skills. This module is assessed through a media review in which you will critically analyse the way that crime, victimisation and offending are presented within different media sources.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Crime and the News <ul style="list-style-type: none"> – Newsworthiness and Constructing Crime News – Popular Punitivism and Moral Panics – Gender and Crime – Race, Crime and Moral Panics – Social Media and the Rise of the Civilian Journalist – Social Media and Offending and Victimisation • Crime on Screen <ul style="list-style-type: none"> – Horror and the 'Domestic' – The 'Home Invasion' Genre – Prisons on Screen – The Offensive Image: Real and Simulated Depictions of Violence, Sex and Death – Policing – From 'Catching the Bad Guys' to 'Being the Bad Guys' – The Mediatization of the Courtroom 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:		
	1	Apply relevant theoretical perspectives to media representations of crime, offending and victimisation.	
	2	Discuss constructions of media accounts of crime and deviance.	
	3	Consider issues of crime, media and culture within a global context.	
	4	Present and communicate a reasoned analysis of relevant media representations of crime, offending and victimisation that conforms to the conventions of academic writing and Harvard referencing.	

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	Media Review – equivalent to 1500 words (100%)		

10	Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.	
Private Study (PS) includes preparation for exams	120	<i>Engagement with wider media and literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.</i>	
Total Study Hours:	200		

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none">• Jewkes, Y. (2015) <i>Media and Crime</i>. 3rd edn. London: Sage.• Clifford, K. and White, R. (2017) <i>Media and Crime: Content, Context and Consequences</i>. Oxford: Oxford University Press.• Hayes, R. and Luther, K. (2018) <i>#Crime: Social Media, Crime and the Criminal Legal System</i>. Switzerland: Palgrave.• Marsh, I. and Melville, G. (2014) <i>Crime, Justice and the Media</i>. 2nd edn. London: Routledge.• Greer, C. (2019) <i>Crime and the Media: A Reader</i>. London: Routledge.

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1	Module Title	Key Debates in Criminological Theory
2	Module Credits	20
3	Module Level	4
4	Module Code	CRI4045
5	Semester Taught	1

6	Module Overview
<p>This module explores and examines the origins of criminology, highlighting some of its key debates and concepts. It will outline what are often considered the core perspectives and theories related to crime and criminality. The module will provide you with an introduction to the history and development of criminology and will help you to appreciate the 'rendezvous' nature of the subject – or in other words, how subjects such as history, sociology and law have aided our understanding of crime. You will be encouraged to consider some of the most important criminological questions, namely, what is crime; why do people commit crime; and what can be done to prevent or reduce the level of crime in society?</p> <p>This module will also introduce you to the notion of 'applied criminology', helping to bridge the gap between the information in your core textbooks and lectures, and the application of that knowledge to the criminal justice system and society more generally. This module is theoretical and practical in nature, and you will develop your academic, teamwork, presentation, critical analysis, and employability skills through participation in lectures and seminars. There will also be an opportunity to hear from a guest speaker, with direct experience of the criminal justice system.</p> <p>The assessment takes the form of an interactive group activity which requires you to formulate and present a coherent, theory-informed argument.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • What is Criminology? • An Introduction to Crime & Deviance • Classical Criminology • Positivist Criminology • Psychological/Emotional Approaches to Crime • Sociological/Cultural Approaches to Crime • Criminology: The Big Debates 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
1	Explain the core schools of criminological thought and the central tenets of each paradigm.
2	Discuss key contributors within contemporary criminology, their works and arguments.
3	Apply criminological theory to explain the causes of crime in the UK.
4	Use knowledge, understanding and intellectual skills gained throughout the module to present a coherent, theory-informed argument.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4			Group Activity – 10 minutes (100%)

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> • Murphy, T. (2020) <i>Criminology: A Contemporary Introduction</i>. London: Sage. • Carrabine, E., Cox, P., Fussey, P., Hobbs, D., South, N., Thiel, D. and Turton, J. (2014) <i>Criminology: A Sociological Introduction</i>. London: Routledge. • Newburn, T. (2017) <i>Criminology</i>. London: Routledge. • Newburn T. (2009) <i>Key Readings in Criminology</i>. London: Willan Publishing. • Treadwell, J. (2012) <i>Criminology: The Essentials</i>. London: Sage. 	

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1	Module Title	Crime, Punishment and Society
2	Module Credits	20
3	Module Level	4
4	Module Code	CRI4046
5	Semester Taught	1

6	Module Overview
<p>This module will be focused on helping you to develop your criminological imagination. It will give you the tools to be able to recognise how major developments in criminology relate to the social and political context of historical moments. Topics include major historical eras such as the Enlightenment, the Industrial Revolution, and major shifts in the economy from the Post-War State to the rise of Neoliberalism, as well as changes in social attitudes and demographics through social movements like labour, feminism, anti-racism/imperialism, and LGBTQ+ activism, as well as immigration, the rise of surveillance, and environmental politics.</p> <p>This module will use a combination of lectures and student-led seminars to identify major social changes that matter in the UK. You will be required to engage with pre-seminar tasks such as readings and/or use documentaries and podcasts to engage in discussions on how politics, society and culture affects crime and punishment at key historical moments and in the present.</p> <p>The assessment is a written assignment, supplying you with the skills to undertake literature reviews and familiarity with the library resources available at the University. Essential employability skills gained include an awareness of current affairs and research, critical thinking, as well as report writing skills using of appropriate academic conventions.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • 19th/20th/21st Century History • History of Ideas • Crime and Punishment • Social Change and Social Movements • Surveillance Studies • The Criminological imagination • British and Global Politics • "Crimmigration" • Post-Colonialism 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
1	Link major criminological theories to the social and historical changes of their time.
2	Describe how current and past social transformations, nationally and globally, changed patterns of crime and punishment within the UK.
3	Recognise the interdisciplinary character of criminology including sociology, global history, geography, and politics.
4	Conduct a literature search using relevant and valid sources through the Library and Summon catalogue with proper Harvard referencing.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	Written Assignment – 1500 words (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> Barton, A., Corteen, K., Scott, D. and Whyte, D. (2007) <i>Expanding the Criminological imagination</i>. Devon: Willan Publishing. Davies, M. (2015) <i>Davies, Croall & Tyrer's Criminal Justice</i>. 5th edn. Harlow: Pearson. Joyce, P. (2016) <i>The Policing of Protest, Disorder and International Terrorism in the UK since 1945</i>. London: Palgrave MacMillan. Nurse, A. (2016) <i>An introduction to green criminology and environmental justice</i>. California: SAGE. Reiner, R. (2010) <i>The Politics of the Police</i>. 4th edn. Oxford: Oxford University Press. Sikka, T. (2021) What to Do About #MeToo? Consent, Autonomy, and Restorative Justice: A Case Study. <i>Sexuality, Gender & Policy</i>, 4.1: 24–37. Unnever, J. D., S. L. Gabbidon, and C. Chouhy. (2019) <i>Building a Black Criminology : Race, Theory, and Crime</i>. New York: Routledge. Heywood, A. (2012) <i>Political Ideologies</i>. Basingstoke: Palgrave Macmillan. 	

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1	Module Title	Understanding Crime and Criminal Behaviour
2	Module Credits	20
3	Module Level	5
4	Module Code	CRI5088
5	Semester Taught	1

6	Module Overview
<p>This module will explore, examine, and critique relevant criminological theories in the way we understand the trajectories associated with the cessation of criminal behaviour, paying specific attention to 'desistance' and 're-entry'. It will further locate desistance and re-entry within wider debates in relation to crime and punishment as a whole.</p> <p>Re-entry denotes an individual's transition from incarceration to the community. Desistance on the other hand are the processes associated with how people (with offending histories) abstain from crime. Desistance is a journey. It's influenced by someone's circumstances, the way they think, and what is important to them. Each individual's experience is different. Desistance occurs due to one or a number of factors. These factors include things such as: faith; a rite of passage; gender; psychosocial processes; personal and social circumstances which are space and place specific; ethnicity and faith; race and racialisation.</p> <p>The assessment is designed for you to conduct a written assignment involving an in-depth and detailed examination of a particular case study. In doing so you will be able to apply your acquired knowledge to a real-life example. As such, this module will help you to better assist people involved in criminal justice, forming the foundation for possible career pathways into areas such as: Youth Service; Probation Service; Prison Service; Police Service; and the community and voluntary sector.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Rehabilitation versus Retribution in the Criminal Justice System • Theories of Re-Entry and Desistance • Experiencing Rehabilitation • Indigenous Approaches to Rehabilitative Work • Case Study Research and Rehabilitative Practices • The Historical Role of the Probation Service • The Tensions of Being Probation and Desistance Practitioners 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
1	Discuss the key concepts and theories associated with re-entry and desistance.
2	Critically evaluate the relationship between re-entry, desistance, and wider probation practices.
3	Critically examine the historical context of re-entry and desistance, in relation to the histories of crime and punishment as a whole.
4	Apply relevant criminological theory to a real-life example.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	Written Assignment – equivalent to 2000 words (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> Bernard, A. (2019) <i>Transforming Justice, Transforming Lives: Pathways to Women's Desistance from Crime</i>. London: LEX. Chainey, S. (2021) <i>Understanding Crime: Analysing the Geography of Crime</i>. Aylesbury: ESRI Press. Flynn, N. (2010) <i>Criminal Behaviour in Context – Space, Place, and Desistance from Crime</i>. Cullompton: Willan Publishing. Glynn, M. (2014) <i>Black Men, Invisibility, and Desistance from Crime: Towards a Critical Race Theory from Crime</i>. London: Routledge. Healy, D. (2010) <i>The Dynamics of Desistance – Charting Pathways Through Change</i>. Cullompton: Willan Publishing. Kazemian, L. (2021) <i>Positive Growth and Redemption in Prison: Finding Life Behind Bars and Beyond</i>. London Routledge. Miller, R.J. (2021) <i>Halfway Home: Race, Punishment, and the Afterlife of Mass Incarceration</i>. New York: Little Brown and Company. Segev, D. (2020) <i>Desistance and Societies in Comparative Perspective</i>. London: Routledge. 	

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1	Module Title	Experiencing Harm
2	Module Credits	20
3	Module Level	5
4	Module Code	CRI5089
5	Semester Taught	1

6	Module Overview
<p>Traditionally criminology has focused on those who perpetrate harm and given far less attention to those who experience harm, and this module seeks to address this discrepancy. This module will give some consideration as to why some events which cause harm are formally labelled and treated as crimes when others are not, and in doing so we will consider the impact of this upon those who experience these harms. This module will support you to develop a critical understanding of victimology and equip you to question the label 'victim'. Furthermore, we will consider how many of those who experience harm will frequently be the least powerful and the most vulnerable in society, increasing the need for effective responses (both inside and outside of the Criminal Justice System) to repair the harm done.</p> <p>This module is taught by lectures and seminars and is assessed by an essay. The module is ideal for those of you who wish to work with victims of crime/experiencers of harm in your future carer, or if you want to gain a more holistic understanding of harm prior to working with those who perpetrate said harms. Furthermore, this module will also enable you to enhance your communication and critical thinking skills which are transferable to employment.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Defining Harm • Patterns of Local and Global Victimisation • Social Inequality • Concept of Victimology • Domestic Abuse and Sexual Violence • Hate Crime • War Crimes • Digital Crime • Corporate Crime • State Crime • Environmental Harm • Social Harm • Institutional Harm • Repairing Harm: What is Justice? 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
1	Explain the definition, nature, extent and impact of harm.
2	Critically discuss how social inequality impacts upon and influences experiences of harm.
3	Apply knowledge, understanding and a critical appreciation of the criminological sub-discipline of victimology, and its strengths and weaknesses.
4	Compose and communicate coherent arguments through the analysis of relevant literature and critical thinking, using an appropriate written format.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	Essay – 2000 words (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> Duggan, M. (2018) <i>Revisiting the “ideal victim”: developments in critical victimology</i>. Bristol: Policy Press. Karmen, A. (2019) <i>Crime Victims: An Introduction to Victimology</i>. 10th edn. Belmont, CA: Wadsworth. Spalek, B. (2016) <i>Crime Victims: Theory, Policy and Practice</i>. 2nd edn. Basingstoke: Palgrave Macmillan. Walklate, S. (2018) <i>Handbook of victims and victimology</i>. 2nd edn. London: Routledge. Wilson, D and Ross. S. (2015) <i>Crime, victims and policy: international contexts, local experiences</i>. Basingstoke: Palgrave Macmillan. 	

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1	Module Title	Crime in the City
2	Module Credits	20
3	Module Level	5
4	Module Code	CRI5090
5	Semester Taught	1

6	Module Overview
<p>In this module we will take a critical look at the shifting nature of crime, social contexts, and the impact of crime on space and place as linked to the urban city as a social milieu. We will also investigate the nature of contemporary city living and how this is experienced across intersections of identity, and what this means for vulnerabilities to being victims of crime or being led into criminal pathways. We will also look in detail at forms of criminological theory and consider newer emergent aspects of cultural and critical forms of criminology.</p> <p>Many of the examples used and drawn on in this module will consider the city of Birmingham as a national and international 'global city' and will encourage you to think about and engage with your immediate surroundings to consider contemporary issues of crime and its control both locally, nationally and globally. Topics covered will range from conventional forms of crime to more sophisticated phenomena often considered under the rubric of harm rather than crime.</p> <p>Key features of the module include the focus on social and spatial factors on crime, as well as how city spaces facilitate crime, and what this means for the policing of particular city spaces. Subsequent inequities across a range of intersectional dynamics of identity are integral to the module, and it is a specific requirement that you draw upon these wider contextual factors in their assessments. Other specific requirements include regular and consistent attendance, commitment to reading around topics covered in the module, and actively contributing to student-led discussions in seminars. The mode of assessment is a group presentation, with time for interactive questions with the assessment panel.</p> <p>Employability skills acquired throughout the module include time management, effective teamworking, decisive decision making, secondary research skills, and presentation skills around engagement and effective verbal communication. The module will encourage you to think about issues in your immediate locality and beyond, using both theoretical and empirical research material and personal reflection.</p>	

7	Indicative Content
<ul style="list-style-type: none"> Introducing the City and 'Urban' Crime Urban Crime in the 21st Century Introducing the Intersections Between 'Race', Space and Place in the City UK Organised Crime – A 'Glocal' Perspective Race and Crime 'Hate' Crime and Islamophobia – Global Impacts in Local Settings Policing 'Gangs' In City Spaces Moral Panic and Drugs Trafficking Through County Lines 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Describe the relationships between power, crime and social change.
	2	Critically examine the historical development of urban crime in England and Wales and how the Justice System has responded to this change.
	3	Critically appraise how the nature of contemporary city living can be influenced by socio-economic, political, cultural and technological factors.
	4	Utilise theory to critically discuss causes and responses to urban crime.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 - 4			Group Presentation – 10 minutes (100%)

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	44	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none"> Atkinson, R. and Helms, G. (2007) <i>Securing an urban renaissance: crime, community, and British urban policy</i>. Bristol: Policy Press. Hallsworth, S. (2013) <i>The gang and beyond: Interpreting violent street worlds</i>. Basingstoke: Palgrave MacMillan Ilan, J. (2015) <i>Understanding street culture: Poverty, crime, youth and cool</i>. London: Palgrave MacMillan. Carlen, P. (1988) <i>Women, crime and poverty</i>. Milton Keynes: Open University Press. Young, J. (2007) <i>The vertigo of late modernity</i>. London: Sage. Bourgois, P. (2003) <i>In search of respect: Selling crack in El Barrio</i>. Cambridge: Cambridge University Press. Hall, S., Critcher, C., Jefferson, T., Clarke, J. and Roberts, B. (2013) <i>Policing the crisis: Mugging, the state and law and order</i>. Basingstoke: Palgrave Macmillan.

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1	Module Title	Issues in Criminal Investigation
2	Module Credits	20
3	Module Level	5
4	Module Code	CRI5091
5	Semester Taught	1

6	Module Overview
<p>This module considers the role of forensic science in criminal investigations. You will examine a variety of methods and practices of forensic science, including crime scene analysis, DNA evidence and blood spatter analysis, and will discuss how these are interpreted to solve criminal cases. You will explore the theories and academic debates surrounding current practice.</p> <p>Teaching on this module is carried out by way of lectures and seminars, with individual guidance and assistance being available to you in the research and preparation of your work. The lectures will provide a basic framework and background to the subject and need to be supplemented by reading from the core texts and further reading. Seminar topics have been carefully chosen to promote discussion, through class debates, group exercises, and the use of selected media, therefore, you are strongly recommended to prepare for seminars by doing background reading and research where indicated. Emphasis is placed throughout on active and participatory learning in small groups. The module is assessed by an essay.</p> <p>Furthermore, the module will provide you with a critical understanding of the forensic sciences and their use within criminal investigation. As such, this module will should deliver an important background knowledge and comprehension to those seeking a career in policing or other spheres involving investigation, or in areas of employment that require the critical understanding of the conclusions that might be drawn from investigatory processes.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Crime Scene • Trace and Contact • Entomology • Archaeology, Anthropology and Ecology • Blood Pattern Analysis • DNA or Toxicology • Evidence in Court • Fire Investigations • Explosions and Firearms 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
	1 Evaluate the different forms of forensic evidence that might be available at the crime scene and the different forms of collection procedures and scientific analysis which might be required to make this evidence available.
	2 Critically analyse the strengths and weaknesses of alternative types of forensic evidence and science in criminal investigations.
	3 Apply a critical awareness of the issues and concerns that might be raised by the collection, storing, analysis, and use of forensic evidence.
	4 Engage with relevant information and present findings in a clear manner.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	Essay – 2000 words (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> • Beaufort-Moore, D. (2009) <i>Crime Scene Management</i>. Blackstone's Practical Policing Oxford: Oxford University Press. • Fraser, J. (2011) <i>Forensic Science: A Very Short Introduction</i>. Oxford: Oxford University Press. • Jackson, A. R. W. and Jackson, J. M. (2011) <i>Forensic Science</i>. 3rd edn. Harlow: Prentice Hall. • Monckton-Smith, J., Adams, T., Hart, A.G., and Webb, J. (2013) <i>Introducing Forensic and Criminal Investigation</i>. London: Sage. • McCartney, C. (2006) <i>Forensic Identification and the Criminal Justice System: Forensic Science, Justice and Risk</i>. Cullompton: Willan Publishing. • McCartney, C. (2006) The DNA Expansion Programme and Criminal Investigation, <i>British Journal of Criminology</i>, Vol 46, pp175–192. • White, P. (2010) <i>Crime Scene to Court: The Essentials of Forensic Science</i>. London: RSC Publishing. 	

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		Intelligence and Security since 1945
		20
		5
		CRI5096
		1

<p>This module aims to develop an understanding of the role of intelligence agencies in combating insecurity with particular reference to Britain. The module fulfils this through an examination of key aspects in the field of security studies. It aims to provide an understanding of the role of the British Security Service [MI5] since the end of the Second World War. The focus will be on the manner in which the Service has dealt with changing security threats from Soviet spies, through to internal subversives, the Irish Republican Army, and the more recent emergence of Islamic extremism within a more accountable and democratic political framework.</p> <p>The assessment for the module consists of a written exam. The examination tests knowledge, the ability to assess arguments and to demonstrate understanding of key concepts such as accountability, openness, counter espionage, counter subversion and counter terrorism.</p>	

7	Indicative Content
	<ul style="list-style-type: none"> • Threats, Security and Responses • 1900-1945 Changing Security Threats and Intelligence • The Cold War and the Communist Threat • 'Death of the Dragon but a Jungle of Snakes': 1990-2020 • Terrorism and Counter-Terrorism • MI5 and MI6: Intelligence, Ethics and Democracy • Global Health Challenges and Covid • The UN and Security • The War on Terror • Northern Ireland • Challenges to Contemporary Security

1	Recognise the history, structure, and roles of the British Security Service since 1945.
2	Analyse threats to the British State from the period of the Cold War and the threat of Soviet Communism to recent Islamic Extremism, and show a critical understanding of the way in which the British Security Service has managed the threats.
3	Critically consider the problem of managing covert threats within a democratic and open society.
4	Evaluate key concepts such as secrecy and surveillance, counter espionage, subversion, accountability and openness, and consider critically the effectiveness of the range of methods used by the Security Service.

9	Module Assessment
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Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4		Exam – 2 hours (100%)	

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources
<ul style="list-style-type: none"> Andrew, C. (2009) <i>The Defence of the Realm: the Authorized History of MI5</i>. London: Allen Lane. Andrew, C. (1985) <i>Secret Service: The Making of the British Intelligence Community</i>. London: Heinemann. Budge, I., McKay, D., Bartle, J. and Newton, K. (2007) Security and Secrecy. In: I. Budge, D. McKay, J. Bartle and K. Newton. <i>The New British Politics</i>. 4th ed. Abingdon: Routledge, pp. 504-526. Dover, R., Goodman, M. and Hillebrand, C., eds. (2015) <i>Routledge Companion to Intelligence Studies</i>. Abingdon: Routledge. Gill, P. and Phythian, M. (2012) <i>Intelligence in an Insecure World</i>. Cambridge: Polity. Hennessy, P. (2010) <i>The Secret State: Preparing for the Worst 1945-2010</i>. London: Penguin. Johnson, L. (2009) <i>Handbook of Intelligence Studies</i>. Abingdon: Routledge. Wilkinson, P. (2007) <i>Homeland Security in the UK: Future Preparedness for terrorist attack since 9/11</i>. Abingdon: Routledge.

Module Specification

Module Summary Information

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1	Module Title	Critical Perspectives on Terrorism
2	Module Credits	20
3	Module Level	5
4	Module Code	CRI5097
5	Semester Taught	1

6	Module Overview
<p>This module is designed to give you a detailed overview of the phenomenon of terrorism that charts historical developments and contemporary trends from a range of different theoretical perspectives. Discussion and debate surrounding issues such as the definition, history and causes of terrorism as well as the divergence that exists between “orthodox” and “critical” schools of thought will allow you to engage critically with this topic of tremendous contemporary significance. On this diverse module you will explore specific categories of terrorism such as that coming from the far-right, as well as considering critical questions such as whether the state can be a terrorist actor.</p> <p>This module is assessed via an essay. A series of essay questions will be made available to you at the beginning of the module that reflects the taught content and further reading/resources. You will have to pick one question from this list.</p> <p>Successful completion of the module, with proper engagement with additional resources and supplementary materials, will allow you to develop a strong foundation in one of the most significant issues within contemporary security studies, as well as helping to develop your communication skills, academic writing and critical thinking.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • What is Terrorism? • The History of Terrorism • Causes of Terrorism • Strategy of Terrorism • Islamic Extremism • Right Wing Terrorism • State Terrorism • Gender and Terrorism • Cyberterrorism and Terrorist Use of the Internet • Counter-Terrorism 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
	1 Critically discuss key issues within the study of terrorism.
	2 Construct logical and critical arguments that draw appropriately on relevant theoretical frameworks, case studies and empirical evidence.
	3 Research subject matter related to terrorism and evidence this by deploying academic sources critically as part of your arguments.
	4 Communicate complex ideas clearly in an appropriate format.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 - 4	Essay – 2000 words (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> Hoffman, B. (2017) <i>Inside Terrorism</i>. New York: Columbia University Press. Jackson, R. Jarvis, L., Gunning, J. and Breen-Smyth, M. (2011) <i>Terrorism: A Critical Introduction</i>. London: Palgrave. Silke, A. (2018) <i>Routledge Handbook of Terrorism and Counterterrorism</i>. London: Routledge. Whittaker, D. (2012) <i>The Terrorism Reader</i>. London: Routledge. Chaliand, G. and Blin, A. (2007) <i>The History of Terrorism: From Antiquity to Al Qaeda</i>. London: University of California Press. Jackson, R. and Pisiu, D. (2018) <i>Contemporary Debates on Terrorism</i>. London: Routledge. Kennedy-Pipe, C., Clubb, G. and Mabon, S. (2015) <i>Terrorism and Political Violence</i>. London: Sage Publications. 	

Module Specification

Module Summary Information

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1	Module Title	Contemporary Policing
2	Module Credits	20
3	Module Level	5
4	Module Code	CRI5100
5	Semester Taught	1

6	Module Overview
<p>This module will introduce you to some of the contemporary debates surrounding policing and the Police in England and Wales. Focusing on the 1990s onwards, you will discuss the changes which policing has undergone in recent years and evaluate different approaches to policing. You will explore some of the most current, critical, and controversial issues which our police forces are facing including stop and search, rising knife crime, responses to violent crime, and police use of force. We will also explore how the rapid introduction of digital and surveillance technology has changed the way crimes are committed and how they are investigated. You will be encouraged to develop an informed understanding of ethical considerations in policing and the ethics involved in policing diverse communities.</p> <p>You will critically analyse the impact of such changes on policing, officer morale, and on police-community relationships. You will also develop a critical understanding of social, cultural, economic, and political issues which affect both policing responses to crime and how these shape public perceptions of and confidence in the Police. You will learn how to access and interpret quantitative and qualitative research to understand key issues in contemporary policing. Police practitioners and expert academics will deliver guest lectures on their experience of working within policing. In addition, you will be encouraged to attend a stop and search scrutiny panel. The module will also showcase a range of potential career opportunities within the Police, both in officer and civilian roles and you will be actively encouraged to participate in volunteering. You will develop various employability skills which are particularly useful for careers in policing and the Criminal Justice System, including communication and presentation skills, debating skills, and analytical skills.</p> <p>This module is assessed by way of a 2-hour written exam. Support will be provided throughout the module to help you prepare for the exam. Ideally, you will also have a keen interest in policing and/or current crime issues.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Policing by Consent and Police Legitimacy • Police Demographics • Austerity • Targets in Policing • Stop and Search • Knife Crime • Police Use of Force, Firearms and Taser • Digital Technology • Surveillance and Anti-Surveillance Technology • Careers in Policing and the Criminal Justice System 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Analyse contemporary debates surrounding policing and the Police in England and Wales.
	2	Identify key policing priorities and analyse policing responses to these.
	3	Critically evaluate how different policing models, approaches, and tactics shape public perceptions and police-community relations.
	4	Critically appraise the social, political, and economic factors which influence crime and police responses to crime.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4		Exam – 2 hours (100%)	

10	Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.	
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.	
Total Study Hours:	200		

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none"> Joyce, P. & Laverick, W. (2021) <i>Policing: Development and Contemporary Practice</i>. 2nd edn. Sage Publishing. Newburn, T. (2008) <i>Handbook of Policing</i>. 2nd edn. Cullompton, Devon: Willan Publishers. Newburn, T. (2005) <i>Key Readings in Policing</i>. Cullompton, Devon: Willan Publishers. Reiner, R. (2010) <i>The Politics of the Police</i>. Oxford: Oxford University Press. Rowe, M. (2014) <i>Introduction to Policing</i>. Los Angeles: Sage. Grieve, J., Harfield, C. and MacVean, A. (2007) <i>Policing</i>. London: Sage. Maguire, M., Morgan, R. and Reiner, R. (2012) <i>The Oxford Handbook of Criminology</i> (5th Ed). Oxford: Clarendon Press. Villiers, P. (2009) <i>Police and Policing</i>. Hook: Waterside Press.

Module Specification

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1	Module Title	Youth Crime and Justice
2	Module Credits	20
3	Module Level	5
4	Module Code	CRI5102
5	Semester Taught	1

6	Module Overview
<p>Youth Crime and Justice aims to equip you with a sound theoretical knowledge of juvenile offending and justice. In essence, the understanding of the complex relationship between young people and criminality fits within the wider aims of the course and associated pathways as it draws on sociological, psychological, and criminological understandings, furthering your ability to understand and problematise crime and its causes.</p> <p>The module also recognises that the separate and distinct administration of criminal justice to young people is a topic worthy of consideration in its own right, and considers important debates around justice, welfare, education, and the construction of youth and childhood. It takes both a contemporary and historical focus, considering how the nexus of crime, control, and youth have variously been considered during different historical periods.</p> <p>This module will equip you with the knowledge and understanding of current policy issues and responses to youth justice, essential for a career in the Criminal Justice System working with young people. The module is delivered in a lecture/seminar format and is assessed by an individual presentation. Furthermore, this module will enable you to enhance your oral communication and presentation skills which are transferable to employment.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Introduction to Youth Crime • A History of Youth Crime • Criminological Theories • Welfare & Justice • Punishment and Welfare • Youth Victimology • Media Myths • Comparative Justice: England and Wales • Comparative Justice: USA • Pop Culture, Criminality and Young People • Trayvon Martin and BLM 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
	1 Analyse the political, historical, social, economic, and cultural context of youth crime and justice.
	2 Critically reflect on the mediated representation of youth crime and justice, considering the social responses to it.
	3 Identify contemporary policy responses to youth crime, including rehabilitation and punishment, and critically consider their function.
	4 Present important developments, theories, concepts and ideas in relation to youth crime and justice.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4			Individual Presentation – 5 minutes (100%)

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	46	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
Private Study (PS) includes preparation for exams	120	Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> Hopkins Burke, R. (2016) <i>Young People, Crime and Justice</i>. 2nd edn. Oxon: Routledge. Muncie, J. (2000) 'Youth Victimisation', <i>Criminal Justice Matters</i>, 41(1), pp 20-21. Jewkes, Y., (2015) "Media Constructions of Children: 'Evil Monsters' and 'Tragic Victims'", <i>Media & Crime</i>. London: Sage. Sukru, M., (2014) 'The Effect of Media as a Tool of Popular Culture on Crime'. <i>Journal of Studies in Social Science</i>, 9(1), pp 1-21. Surette, R. (2015) 'Performance Crime and Justice'. <i>Current Issues in Criminal Justice</i>, 27(2), pp 195- 216. 	

Module Specification

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Module Summary Information

1	Module Title	Transnational Organised and Corporate Crime
2	Module Credits	20
3	Module Level	6
4	Module Code	CRI6064

5	Module Overview
<p>This module is designed to develop learners' ability to explore the extent to which a so-called 'globalised' response to transnational corporate and organised crime can be understood as an example of the radical extension of the powers of the powerful internationally. The module will engage with a wide range of issues such as drug trade, arms trade, smuggling and trafficking in humans and body parts. It will also examine the problems of corporate fraud, tax evasion, corruption, health and safety violations on a global scale. Fundamentally, students will be faced with critical approaches to crime and criminal behaviour, challenging conventional power dynamics and global structures in order to gain a richer understanding of how particular forms crime operates at a global scale.</p>	

6	Indicative Content
<p>Organise crime UK based organised crime: conceptual ambiguities and the national crime agency Corporate crime Individuals and organized crime groups The organization of crime Corrupt and regulating states Legal drugs and sports Illegal drugs and organised crime International crime control Organisations' environmental and health & safety crimes</p>	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Analyse the links between globalization and transnational criminality.
2	Examine the context of transnational criminality.
3	Appraise and critique research papers and articles on transnational criminality.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1-3	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	35	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	45	
Private Study (PS) includes preparation for exams	120	
Total Study Hours:	200	

Module Specification

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Module Summary Information

1	Module Title	Dark Leisure
2	Module Credits	20
3	Module Level	6
4	Module Code	CRI6087

5	Module Overview
<p>'Dark Leisure' is tied to an emergent criminological research field that unites a multi-disciplinary network of academics, researchers and postgraduate students who explore the boundaries of crime, consumption, leisure and deviance. The topic is informed through critical engagement with a range of perspectives intersecting with the sociological interpretations of crime and deviance, drawing on criminology, law, sociology, urban studies, geography, and leisure and tourism. The overarching theme of dark (or deviant) leisure therefore unites a wide range of research areas, including: leisure and consumption practices, intoxication, media, parkour/free running, urban exploration, sport and violence, dark tourism, sex work, pornography and bondage, domination, sadism and masochism (BDSM) subcultures and the internet/social media and their impact and correlation with issues of criminological and sociological theory.</p> <p>In taking this module students will be exposed to a challenging module that not only considers the ethics and practices of consumption and leisure, but will encounter challenging and provocative research that critically examines the ways in which criminality and its control are intertwined with cultural meanings, representation and contestation relating to complex broader issues of morality, legality and privilege, and be involved in learning that encourages them to consider and reflect on their own values, morals, ideas and practices. It is therefore appropriate for stage 6 undergraduate study in so far as it encourages critical self-reflection that is useful to any future role in professional practice or postgraduate study, developing these core transferable skills and attributes while considering a range of exciting, contemporary criminological examples.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • The criminology of 'consumerism' • Cultural criminology, ultra - realism and zemiology and edgework • Deviant leisure: a criminological perspective • 'Youth', alcohol, intoxication, violence and the NTE: resistance, liberation or conformity • Gentrification, the urban city, gated communities and disconnected lives – considering the urban milieu as a site of crime and conformity • Boxing, MMA, combat sports: the consumption of 'legitimate violence' • Ice hockey: the harms of legitimate sports violence • From BDSM to urban exploration: does subcultural study still hold value and what is harmful about subcultures? • Serial murder, dark tourism and extreme dark leisure • Human enhancement drugs, illegal drugs, NPS and 'drugs as deviant leisure' • Riots, violent shopping and deviant leisure • Pornography, sex and the internet • Football hooliganism • New social media and dark leisure 	

7 Module Learning Outcomes	
On successful completion of the module, students will be able to:	
1	Critically consider the concept of 'Dark (or deviant) Leisure' and 'Consumerism' and how these are manifest in contemporary criminological discourse, demonstrating detailed knowledge and understanding of core theoretical and empirical academic contributions to this emergent multi-disciplinary subject area.
2	Show the ability to undertake independent research that examines the ways in which criminality and its control are intertwined with cultural meanings, representation and contestation relating to complex broader issues of morality, legality and privilege.
3	Synthesise and evaluate items of theoretical and empirical knowledge from different schools and disciplines of enquiry related to criminology victimisation and responses to crime and deviance.
4	Critically reflect on their own and alternative views and values in well-reasoned, well written, reflective work that demonstrates ability to use good written English and Harvard Style referencing.

8 Module Assessment			
Learning Outcome			
	Coursework	Exam	In-Person
1-4			X

9 Breakdown Learning and Teaching Activities	
Learning Activities	Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	36
Private Study (PS) includes preparation for exams	128
Total Study Hours:	200

Module Specification

Module Summary Information

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1	Module Title	Britain and Terrorism
2	Module Credits	20
3	Module Level	6
4	Module Code	CRI6089

5	Module Overview
<p>The module examines a range of terrorist threats from some anti-colonial groups the British encountered in the final days of the Empire, through to the conflict in Northern Ireland and finally those driven by Islamic extremism. The module pays particular attention to the different methods employed in the battle against terrorism from negotiation through to overt and covert military operation.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • Britain's experience of terrorism in historical context • The British military doctrines of dealing with terrorism; the colonial model. The role of doctrine – Templer and Kitson • A case study – The Malayan Emergency • The Birth of Special Branch • The Northern Ireland conflict • The role of the IRA and the British tactical and strategic response. The role of the Army; Police Primacy and other bodies • Endgame; the move towards political accommodation in Northern Ireland; speaking to the IRA; the Good Friday Agreement • Beyond the Good Friday Agreement; dissident groups and continuing terrorism • The contemporary Islamist terrorist threat – the question of the Covenant of Security • 7/7 and 21/7 and 22/7 – the problem of home grown terrorism and the response • Case Study – the Jean-Charles de Menezes case • After 7/7 – the question of prevention of terrorism • After 7/7 – the question of ISIS and recruitment to Syria – home grown terrorism with an apprenticeship abroad 	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Acquire and evidence depth of knowledge of the range of terrorist threats to the British state.
	2 Show a critical understanding of the way in which the British state has responded to these threats.
	3 Evaluate key concepts and ideas within the module and apply theory to a security issue.
	4 Critically understand how threats emerge from and reflect their historical and political contexts

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1-4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	36	
Private Study (PS) includes preparation for exams	128	
Total Study Hours:	200	

Module Specification

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Module Summary Information

1	Module Title	Everyday Surveillance
2	Module Credits	20
3	Module Level	6
4	Module Code	CRI6090

5	Module Overview
<p>The module will examine surveillance and the extent to which everyday life is now subject to an extensive array of monitoring and data collection. The module questions how and why state surveillance practices operate and also explores the extent to which civil liberties and personal freedoms have been affected by recent surveillance developments. We will consider the revelations of Edward Snowden, Julian Assange, as well as theorists such as Foucault and Bentham. The module will expand on how governments, big business and new technologies are aiding and easing the collection of personal and targeted data.</p> <p>This module provides knowledge and critical understanding of the everyday surveillance and will deliver important background knowledge and comprehension to students seeking a career in policing or other spheres. It will be of benefit to students seeking employment in areas that require critical applications and clarity of expression and presentation.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • The surveillance society • Foucault and Panoptic surveillance • Big Brother, Brave New World and other fictional representations • Workplace surveillance • Surveillance and privacy • Data protection • Civil liberties and a Digital Human Rights act • CCTV • Social media • 9/11 and it legacy - government surveillance and tools of surveillance • Digital enclosure, data capture and other forms on insight • Digital Retention and Investigatory Powers Act • Resisting surveillance • Deputization of organizations 	

7		Module Learning Outcomes
		On successful completion of the module, students will be able to:
	1	Exhibit knowledge and awareness of the ways in which everyday life is now subject to an extensive array of surveillance methods.
	2	Demonstrate a critical understanding of the social, criminological, business and socio-political development of surveillance.
	3	Articulate an awareness of contemporary tensions arising from surveillance in relation to civil liberties and personal freedoms.
	4	Display transferable skills, such as to critical engage with core information and an ability to present findings in a clear and involved manner.

8		Module Assessment		
Learning Outcome				
		Coursework	Exam	In-Person
1-4		X		

9		Breakdown Learning and Teaching Activities	
Learning Activities		Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		36	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		36	
Private Study (PS) includes preparation for exams		128	
Total Study Hours:		200	

Module Specification

Module Summary Information

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1	Module Title	Rehabilitation, Reintegration, Re-Entry, and Therapeutic Communities
2	Module Credits	20
3	Module Level	6
4	Module Code	CRI6091

5	Module Overview
<p>With rising prison populations and high rates of reoffending, the problem of how to support people back into the community and thus, help them cease offending has long been ignored in mainstream Criminology. This module therefore, examines what theories might support this process. The module adopts a Positive Criminological approach considering a range of strength-based theories such as rehabilitation, desistance, therapeutic communities, restorative justice etc. and their relationship with criminal justice policy and application to practice. Aspects within the criminal justice system and wider communities that support the rehabilitation, reintegration and re-entry of people convicted of committing crime will be explored and critically examined.</p> <p>Perspectives will be drawn from academics, policy makers, practitioners, community members and of course people subjected to criminal sanctions. The Positive Criminological agenda and perspectives of those involved will be considered in light of the more orthodox response to crime and punishment. Students on this module will develop knowledge and skills required to work with people attempting to reintegrate back into the community who have committed serious sexual and/or violent offenses. Practice experience will be shared by professionals in the field of probation, forensic hospitals, therapeutic communities and restorative justice. One particular element of this module is that students may be able to visit HMP Grendon, a therapeutic prison and experience Positive Criminology in action.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • Positive criminology and strengths based approaches • Rehabilitation Theory • Desistance Theory • Restorative Justice • Therapeutic communities • Strengths based assessment • Strengths based interventions • Risk management planning • Barriers to reintegration 	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
	1 Provide an appraisal of positive criminology theory, e.g.: rehabilitation theory, desistance theories, restorative justice and therapeutic community models.
	2 Examine a range of positive criminological approaches and critically evaluate their worth in a climate of punishment.
	3 Critically compare the utility of strengths based to risk-based approaches.
	4 Utilise independent research skills and synthesise relevant academic material showing knowledge and understanding and critical thinking skills"

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1-4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	35	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	45	
Private Study (PS) includes preparation for exams	120	
Total Study Hours:	200	

Module Specification

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Module Summary Information

1	Module Title	The Ethics of Investigation
2	Module Credits	20
3	Module Level	6
4	Module Code	CRI6096

5	Module Overview
<p>This module examines some of the contemporary debates that surround the concept and practice of police ethics, with a particular focus on real life case studies drawn from practitioner experience. These case studies will reveal the morally dangerous nature of police work to students and will equip them with an understanding of how decisions are made by police officers in what are often difficult and stressful situations.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • The police code of ethics • Policing, ethics & human rights • Police discretion • Police corruption • The National Decision Making Model • RIPA • Intelligence gathering • Covert policing • Managing protest • Censorship, free speech & policing • Policing terrorism • Firearms policing 	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Acquire a systematic knowledge of the key concepts and core debates surrounding the idea of principled policing.
2	Possess a critical understanding of how the theory and practice of police work interact.
3	Contextualise the idea that police work is 'morally dangerous'.
4	Demonstrate the capacity to integrate information and concepts from a number of relevant disciplinary areas.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1-4	X		

9 Breakdown Learning and Teaching Activities	
Learning Activities	Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	35
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	45
Private Study (PS) includes preparation for exams	120
Total Study Hours:	200

Module Specification

Module Summary Information

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1	Module Title	Critical and Human Security in the Global South
2	Module Credits	20
3	Module Level	6
4	Module Code	CRI6098

5	Module Overview
<p>Traditional security theories focus on the security of states, inter-state conflict, power politics, and global alliances. Critical and human security has more recently attempted to shift the security discourse to issues and geographical areas, where the central position of state security and power politics have been contested both theoretically and through the spread of internal resistance from the disempowered or marginalised part of the population. Using case studies from Africa, Southeast Asia, and Latin America this module will introduce the students to the debates in critical and human security through exploring post-colonial politics and state-building, intrastate conflict, human displacement, and development issues.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • Epistemologies of the South. • Human Security and Mobility. • Migration and Crimmigration. • Crime & Security in the Global South Borderlands. • Transnational Organised Crime in the Global South. • The Global South and the Transnational Illicit Drug Trade. • Climate Change, Environment and Security in the Global South. • Armed Conflict and DDR in the Global South. • Crimes of (Im)mobility in the Global South. • The Emergence of Critical Security Studies • The Role of Human Security from a Global South Perspective. 	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Apply critical and human security concepts and theories to case studies
2	Contextualise the links between historical processes and contemporary human insecurity in the Global South
3	Analyse the connection between human insecurity in the Global South and human insecurity in the rest of the world.
4	Utilise independent research skills and synthesise relevant academic material showing knowledge and understanding and critical thinking skills.

8	Module Assessment			
Learning Outcome		Coursework	Exam	In-Person
1-4		Essay 100%		

9	Breakdown Learning and Teaching Activities	
Learning Activities		Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		34
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		46
Private Study (PS) includes preparation for exams		120
Total Study Hours:		200

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1	Module Title	City, Community, Culture
2	Module Credits	20
3	Module Level	4
4	Module Code	SOC4026
5	Semester Taught	1

6	Module Overview
<p>City, Community and Culture is an introduction to urban sociology via the city on our doorstep. Using Birmingham as our 'urban laboratory', we will explore some of the urgent questions facing contemporary cities and how urban sociologists have sought to address them.</p> <p>The module is applied in nature. Research-based learning (where you learn as researchers) will see you going out into Birmingham and exploring how a sociological lens can help us understand the city. You will engage with the skills and imagination to comprehend and study Birmingham, engaging with local organisations where appropriate (including Fierce public art collective, Birmingham city archives, and local charities).</p> <p>Linking with other modules across the programme, this is the first step on a new 'urban sociology' pathway (connecting to 'Space & Place' and 'Crime in the City' at level 5 as well as 'Global Cities' at level 6). Together, these will furnish students with the ability to critically understand the challenges facing cities, setting you up with the knowledge needed for future careers as urban researchers, taking leading positions in community campaigns and third sector organisations (e.g., charities focusing on urban issues such as homelessness), or as urban policymakers (e.g., think tanks, local authorities).</p> <p>Focusing on Birmingham will allow you to better engage with urban sociological theories by applying them to concrete examples. However, these are also ideas which are translatable and comparable with other cities around the world. By considering the ways in which the international and local intersect in Birmingham, the module also prepares you for 'thinking globally about local issues', including the spatialisation of race, class, gender, sexuality, and disability.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • An introduction to urban sociology and understanding the city. • How to conduct urban ethnography (different styles and methods) • The history of urban ethnography (marginalised researchers) • City centres, control and the (black) public sphere • Politics of design and planning, including social model of disability (Birmingham Big City plan) • Housing, Homes, and Homelessness (engaging with Birmingham homeless charity) • Segregated cities, the spatialisation of inequality, ghettoization, gated communities • Gentrification, displacement, neighbourhoods, class • Post-industrial 'creative cities' (street art vs. graffiti), consumer culture, neoliberal cities • Urban movements and riots, material histories (engaging with Birmingham archives) • Migration, refugees, and cities of sanctuary (engaging with Birmingham city of sanctuary) • Gendered cities and queer spaces (engaging with Fierce public art collective, Birmingham) • Thinking critically about a right to the city 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:	
	1	Understand urban sociological theory, including a recognition and appreciation of the contributions of marginalised urban sociologists.
	2	Apply a wider sociological imagination by engaging with urban sociological theories and research.
	3	Apply urban theory via ethnographic methods, including participant observation, visual methods, and autoethnography.
	4	Build a research portfolio by carrying out a high quality and ethical urban ethnography and engaging creatively with both data and an ethnographic writing style.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	<i>Ethnographic Portfolio, 3000 words (6x500 words) 100%</i>		

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	<i>1hr lecture x 12hrs 2hr workshop x 12hrs</i>
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60	<i>Weekly ethnographic activity x 12</i>
Private Study (PS) includes preparation for exams	104	<i>Reading and engaging with urban theory/ethnographic research.</i>
Total Study Hours:	200	

11	Key Texts and Online Learning Resources
<ul style="list-style-type: none">• Du Bois (1899). The Philadelphia Negro: A Social Study.• Andrews (2013). The Possibilities and Dangers in Urban Ethnography• Short (2014) Urban Theory.• Parker (2004) Urban Theory and the Urban Experience.• Dudrah (2010) Birmingham (UK): Constructing City Spaces through Black popular cultures and the Black public sphere• Habermas (1991) The Structural transformation of the public sphere• Bhattacharyya, Cowles, Garner, & Hussain (2012). Communities, Centres, Connections, Disconnections: Some reflections on the riots in Birmingham• Harvey (2008) The Right to the City.	

Module Summary

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1	Module Title	Introduction to Black Studies
2	Module Credit	20
3	Module Level	4
4	Module Code	SOC4030
5	Semester Taught	1

6	Module Overview
	<p>This module introduces you to key themes and areas in the discipline of Black Studies.</p> <p>You will begin with questioning why and what is Black Studies? therefore laying the foundation for the study of the degree and connects into the modules that follow. Within the module we will discuss the principles of Black Studies; offer counter historical narratives to Black experiences and explore contemporary forms of Blackness in Britain and beyond such as Black Resistance and struggle. An important focus for the module, will be to examine the role of Black Studies in a Neoliberal University.</p> <p>Within in the module you will be taught in a workshop format, blending input from lectures and discussion and activities engaging students. It connects into the learning and teaching strategy in that it provides the grounding of knowledge necessary for students to succeed across the degree. It is also based on the research excellence of the staff in the department. The module is an interdisciplinary examination of Blackness, covering Black Studies, history, sociology, politics, and economics. The module is international in focus, and you will be covering perspectives from the African diaspora.</p>

7	Indicative Content
	<ul style="list-style-type: none"> • Why Blackness? • Why Black Studies? • Crisis of the Negro Intellectual • Psychosis of Whiteness • Blackness at the Intersection • Black Education for Liberation • Reclaiming African History • Black is a Country. • Black resistance and struggle • Black Studies in the Neoliberal University

8	Module Learning Outcomes
	<p>On successful completion of this module, you will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the key principles of Black Studies 2. Explore the implications of Black Studies for understanding society 3. Explain different Black Studies perspectives. 4. Present a coherent argument in relation to Black Studies and its importance

9	Module Assessment		
		2000-word essay (100%)	
Learning Outcome Number	Coursework	Exam	In-Person
1	25%		
2	25%		
3	25%		
4	25%		

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	12 x 2-hour lecture session 12 x 1 hour support
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	44	<i>Guided VLE activities x 12, Grad+ engagement and activities, and other online learning</i>
Private Study (PS) includes preparation for exams	120	<i>Insert the PS activity, duration x frequency and any other comments as appropriate</i>
Total Study Hours:	200	

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none"> • Andrews, K. (2013) <i>Resisting Racism: Race, Inequality and the Black Supplementary School Movement</i>. London: Institute of Education Press, Chapter 2 • Crenshaw, K. (1991) "Mapping the Margins: Intersectionality, Violence and Violence Against Women of Color" <i>Stanford Law Review</i>, 43(6): 1241-79. • Cruse, H. (1967) <i>The Crisis of the Negro Intellectual</i>. New York: New York Review of Books. • Hare, N. (1972) "The Battle for Black Studies" <i>The Black Scholar</i>, 3(9): 32-47. • Staples, R. (1998) "What is Black Sociology? Toward a Sociology of Black Liberation" In: <i>The Death of White Sociology: Essay on Race and Culture</i>. Edited by J Ladner, 161-172. Baltimore: Black Classic Press. • Taylor, D. (2016) "Young Black British Women: Defining a sense of self in relation to Hip Hop and Dancehall Musical Genres" Andrews, K. and L. Palmer (eds.) In: <i>Blackness in Britain</i>, Chapter 13 • X, M. (1965) <i>Not just an American Problem, but a World Problem</i>. Speech at the Corn Hill Methodist Church, New York, 16 February. • Walker, R. (2013) <i>When We Ruled</i>. London: Every Generation Reader. Chapter 1.

Module Specification

Module Summary Information

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1	Module Title	<i>Equality, Diversity, Values and Social Justice</i>
2	Module Credits	20 credits
3	Module Level	Level 4
4	Module Code	SOC4032
5	Semester Taught	Semester One

6	Module Overview
<p>Understanding equality, diversity, the values that underpin such concepts and promoting social justice are at the core of Youth and Community Work. This module will offer a theoretical foundation and a global context to current challenges and debates within the broad field of equality and diversity. The module supports your journey of self-awareness and building self-esteem by exploring your own and others' world views in a supportive environment. You will become aware of your own leadership role and responsibilities in promoting equality and diversity through understanding the values and behaviours expected of you, from a moral, business and legal perspective, and the frameworks that organisations use to promote and apply these values and principles. This module will also offer you an opportunity to work on their own learning through logs, self-reflection and to apply the learning to contemporary social justice issues with other learners. In promoting and supporting the development of employability skills, the module will enhance your communication, teamwork and leadership skills by focusing on practice and reflective based activities.</p>	

7	Indicative Content
<p><i>This section covers indicative subject matter only. This is not intended as a schedule of learning but as a list of indicative topics that will be taught / covered in the module. This module will provide students with coverage of the following topics:</i></p> <ul style="list-style-type: none"> • Theoretical Foundations • Understanding Equality, Diversity and Inclusion (EDI) within a global context • Values, beliefs and behaviours • Current UK legislation and the protected characteristics • Power, prejudice, discrimination, oppression and empowerment • Social justice, post-colonialism and change • Social movements and foregrounding 'isms' • Strategies and frameworks to promote equality and change 	

8	Module Learning Outcomes
On successful completion of the module, you will be able to:	
1	Engage with current debates/self-reflection on equality, diversity, values and social justice
2	Design and deliver an equality and diversity training activity
3	Describe the legal duties and protected characteristics underpinning the Equality Act, 2010 (and amendments)
4	Apply evidence from theory and practice to reflect on your learning

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1, 3 and 4	X (70%)		
2			X (30%)

10	Breakdown Learning and Teaching Activities		
Learning Activities		Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable		36	1-hour lecture x 12 2-hour seminars/workshops x12
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE		12	1-hour VLE activity x 12 weeks
Private Study (PS) includes preparation for exams		152	Guided Independent study
Total Study Hours:		200	

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none"> Bates, L. (2014). <i>Everyday Sexism</i>, Simon & Schuster, Coburn, A., & Gormally, S. (2017). <i>Communities for Social Change: Practicing Equality and Social Justice in Youth and Community Contexts</i>. (Counterpoints: Studies in Criticality; Vol. 483). Peter Lang. https://doi.org/10.3726/b11265 Eddo-Lodge, R. (2014) <i>Why I am no longer talking to white people about race</i>, Bloomsbury, London Morciano, D., & Scardigno, F. (2014). The identity of youth work as an agent of social equality. <i>Italian Journal of Sociology of Education</i>, 6(1), 25-52. Retrieved from http://www.ijse.eu/wp-content/uploads/2014/02/2014_1_2.pdf Patel, J. & Yafai, G. (2016). <i>Demystifying Diversity: A handbook to navigate equality, diversity and inclusion</i>, Gilgamesh Publishing Ltd, Thompson, N. (2016). <i>Anti-Discriminatory Practice: Equality, Diversity and Social Justice</i>, Palgrave, London <p>Selected Online resources</p> <ul style="list-style-type: none"> https://pearnkandola.com/resources https://www.stonewall.org.uk/ https://www.cyda.org.au/ https://www.equalityhumanrights.com/en https://www.communitycare.co.uk/2020/06/19/intersectionality-race-gender-aspects-identity-social-work-young-people/ https://mermaidsuk.org.uk/ https://neilthompson.info/index.php/dvds-and-video-based-learning/ https://everydaysexism.com/

Module Specification

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1	Module Title	Sociological Perspectives
2	Module Credits	20 Credits
3	Module Level	Level 4
4	Module Code	SOC4039
5	Semester Taught	Semester 1

6	Module Overview
<p>This core module will introduce you to a range of classical sociological theories and perspectives whilst situating them in their social and historical contexts. Not only does it outline the origins of social theory, and explore some of the key classical thinkers and theories, but it also critically examines the legacies of colonialism and gender exclusion at the heart of European modernity.</p> <p>By the end of the module you should not only have acquired an in-depth understanding of these theories and perspectives, but also the ability to apply these theories to the social world around you, as well as to the topics and issues raised in your other Level 4 modules and beyond. In addition to this, the module encourages you to critically reflect on your own 'common sense' knowledge and implicit theoretical assumptions.</p> <p>You will be assessed on your comprehension, evaluation and application of these theories and perspectives through a written assessment in the form of an essay. The essay will not only assess the depth of your learning, but it will also assess important skills such as good written communication, critical thinking, and the effective use of relevant and reliable sources of knowledge.</p> <p>The module will be taught using a lecture and seminar format alongside online activities accessible via Moodle. The interactive lectures provide a structured overview of the given theories, and summarise the key arguments and debates, whilst providing a series of points for further debate and discussion. You will expand on this knowledge through seminar discussions and activities, pre-/post-session reading and research, and engagement with relevant online activities. You will be provided with opportunities in the seminars to engage in formative learning activities which will develop your understanding and confidence, whilst providing you with valuable feedback on your progress and continuous development.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Thinking Sociologically • The Enlightenment & Western Modernity • Colonialism, Slavery, and Emancipation • Classical Liberalism • Karl Marx • Emile Durkheim • Max Weber • W. E. B. Du Bois • G. H. Mead • Early Feminist Perspectives 	

8	Module Learning Outcomes On successful completion of the module, students will be able to:		
	1	Analyse the key concepts and arguments from a range of classical social theories and theorists.	
	2	Discuss classical social theory in relation to its historical and social context.	
	3	Apply aspects of classical social theory to important social problems and issues	
	4	Compose a clear and structured argument based on your understanding, and application, of a wide range of relevant sources	

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 to 4	2500 word essay (100%)		

10	Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	2hr lecture x12 1hr seminar x12	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48	Online activity, peer learning and VLE - 4hr x 12	
Private Study (PS) includes preparation for exams	116	Independent reading – 5hr x 12 Assessment preparation – 56hrs	
Total Study Hours:	200		

11	Key Texts and Online Learning Resources		
	<ul style="list-style-type: none"> Bhabra, Gurminder K (2009) <i>Rethinking modernity: postcolonialism and the sociological imagination</i>, Basingstoke: Palgrave Macmillan Calhoun, C et al (2007) <i>Classical Sociological Theory</i>, Oxford, Blackwell. Callinicos, A. (2007) <i>Social theory: a historical introduction</i>, Cambridge: Polity Press. Harrington, A. (2005) <i>Modern Social Theory: An Introduction</i>, Oxford: Oxford University Press Lane, Ann J., (ed) (1981) <i>The Charlotte Perkins Gilman reader: The Yellow wallpaper and other fiction</i>, London: Woman's Press Lemert, C. (2010) <i>Social Theory: The Multicultural and Classical Readings</i>, Westview: Boulder CO and Oxford UK. Williams, Eric (1994) <i>Capitalism and Slavery</i>, University North Carolina Press Zuckerman, P (ed.). (2004) <i>Social theory of W.E.B. Du Bois</i>, Thousand Oaks, CA: Pine Forge Press 		

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1	Module Title	Current Issues in Sociology
2	Module Credits	20 Credits
3	Module Level	Level 5
4	Module Code	SOC5068
5	Semester Taught	Semester 1

6	Module Overview
<p>Sociology is an exciting and illuminating field of study that attempts to analyse and explain the most important social, cultural and political questions of our time. This module provides you with the opportunity to develop your knowledge and understanding of a range of sociological issues that currently dominate both the social and political climate. Throughout this module you will be encouraged to develop your skills as an independent learner and be given the opportunity to demonstrate your knowledge within an assessment that gets you producing a public or third sector video campaign that uses sociological insights to address a current social and/or political issue.</p> <p>This module introduces you to the sociological understanding of current social and political events of the past 12 months. It aims to provide insight into how these events can be read socially, politically and culturally; and how they can be theorised and analysed using a sociological lens. Because of the topicality of the module its content will be routinely updated contingent on specific current events and issues occurring, globally. Therefore, you will be introduced to cutting-edge understanding of the events and issues that are contemporarily present and around you in your everyday lives. You will firstly be introduced to the particular events and issues, before locating it in the existing literature and debates. Relevant sociological theory will be introduced as to provide you a conceptual base that can be applied to establish new understandings to the events and issues being examined.</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Social and spatial changes • Globalisation • Politics and current political systems; national and global governance • Crises of and in Europe; the European question • Migration • Covid-19 • Black Lives Matter • Brexit • Sociologies of health and illness • Race and ethnicity • Inequalities and disparities • Social and political policies • Formal and informal responses to and resistances against current social and political issues. 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:
1	Apply a critical understanding of recent global events and issues.
2	Evaluate recent events and issues in relation to its current cultural and social context.
3	Critically apply sociological theory to understand recent global events and issues.
4	Present your work in a clear, articulate and thoughtful way.

9	Module Assessment		
Learning Outcome Number <i>(from table 8)</i>	Coursework	Exam	In-Person
1 - 4	Digitally produced campaign video (100%)		

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	1hr lecture x12 2hr seminar x12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48	Online activity, peer learning and VLE - 4hr x 12
Private Study (PS) includes preparation for exams	116	Independent reading – 5hr x 12 Assessment preparation – 56hrs
Total Study Hours:	200	

11	Key Texts and Online Learning Resources
<ul style="list-style-type: none"> Bauman, Z. (2013). <i>Globalisation: the human consequences</i>. London: Polity. Dinan, D., Nugent, N., and Patterson, W. (2018). <i>The European Union in Crisis</i>. London: Palgrave. Matthewman, S., and Huppatz, K. (2020). 'A Sociology of Covid-19'. In. <i>Journal of Sociology</i>, 56(4), 675-683. Outhwaite, W. (2017). <i>Brexit: Sociological Responses</i>. London: Anthem Press Sobo, E.J. (2020). 'More than a teachable moment: Black lives matter'. In. <i>Athropology and Medicine</i>, 3, 243-248. 	

Module Specification

Module Summary Information

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1	Module Title	Media & Popular Culture
2	Module Credits	20
3	Module Level	5
4	Module Code	SOC5069
5	Semester Taught	1

6	Module Overview
<p>Popular culture refers to the cultural form of ordinary people and is shaped by the interactions between people in their everyday activities: styles of dress, the use of slang, greeting rituals and the foods that people eat. Popular culture is also informed by the mass media and in this module, we will consider how the media and popular culture can act to confirm or resist dominant ideologies produced in society. We will explore and analyse a wide range of mass mediated and everyday culture. You will learn and apply a range of methods of cultural analysis to the study of contemporary media, culture, and the cultural sociology of everyday life.</p> <p>This module aims to develop your ability to critically analyse contemporary media and popular culture. We will examine social and cultural studies theories relevant to the study of cultural sociology, with a specific focus on topics including class, race, ethnicity, gender, sexuality, music, 'the body', media, consumption, and Black popular culture. Moreover, you will consider sociological theories and concepts to understand the media in relation to the production and consumption of culture, looking at key theories of the role of media and understanding media texts (e.g., movies, TV programmes, YouTube videos, blogs, books, magazines, social media, etc.).</p>	

7	Indicative Content
<ul style="list-style-type: none"> • Popular Culture • Power and popular culture • Gender and Sexuality • Black popular music • City walk • Assignment guidance • New media • 'Reality' and 'Celebrity' cultures • The body • Sporting bodies • Sport and national identity • Tutorials • Presentation's music, television, movies, social media, books, magazines, and video games. 	

Module Learning Outcomes On successful completion of the module, you will be able to:	
1	Apply knowledge and a critical understanding of cultural and social theories and debates relevant to studying the media and popular culture.
2	Critically analyse the relationship between the media, popular culture, power and difference in contemporary society.
3	Implement an applied understanding of relevant media, and cultural and sociological methodologies in your analysis of contemporary cultural processes, institutions, and practices, as appropriate to the topic under discussion.
4	Articulate a theoretically informed understanding, appreciation and use of a wide range of relevant readings, drawing conclusions based on an analytical and critical approach, and presenting oral and/or written work in a clear and well-structured manner.

9 Module Assessment			
Learning Outcome Number <i>(from table 8)</i>	Coursework	Exam	In-Person
1 - 4	Audio-recorded PowerPoint presentation (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	3hr workshops x 12
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60	Online activity, peer learning and VLE - 4hr x 12
Private Study (PS) includes preparation for exams	104	Reading and engaging with urban research
Total Study Hours:	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> Hall, S. (1997). <i>Representations: Cultural Representations and Signifying Practices</i>. London: Sage Hjarvard, S. (2013). <i>The Mediatization of Culture and Society</i>. London: Routledge Hodkinson, P. (2001). <i>Media, Culture and Society</i>. London: Sage Jenkins, H. (ed.) (2006). <i>Convergence Culture: where old and new media collide</i>. New York: New York University Press Long, P., Wall, T. (2012). <i>Media Studies: Texts, Production and Context</i>. London & New York: Pearson 	

Module Specification

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Module Summary Information

1	Module Title	Power and Inequalities
2	Module Credits	20
3	Module Level	6
4	Module Code	SOC6034

5	Module Overview
<p>This module will critically examine how we can make epistemic links between past histories of colonialism and the complex ways these histories continue to impact contemporary forms of inequalities in the present. We will examine how we can understand and address the role of race, gender, sexuality and coloniality in shaping the modern world. Critical discussions and debates to decolonise the curriculum directly draw attention to the relationship between the production of power (coloniality), the politics of knowledge and the reproduction of social inequalities. Students will be expected to engage issues of power and inequality from a variety of critical perspectives in order to develop and extend their understanding of these social, cultural and political issues through a decolonial lens.</p>	

6	Indicative Content
<ul style="list-style-type: none"> • Understanding coloniality and inequalities • Coloniality, Austerity and the 1% • Fanon's zone of being and non-being • '#Rhodesmustfall and 'the coloniality of power' • What is decoloniality? • What is 'Epistemic violence'? • Black feminism and decoloniality • Sylvia Wynter • Assignment guidance • Guest speaker – Activism, social media and '#Why is my curriculum white?' • Decolonising knowledge • 'From University to Pluriversity' 	

7	Module Learning Outcomes
On successful completion of the module, students will be able to:	
1	Demonstrate a critical understanding of theories relevant to studying questions of coloniality and power.
2	Apply decolonial theories to examine historical legacies of colonialism and contemporary inequalities.
3	Critically analyse the politics of knowledge by reflecting on questions modernity and epistemology
4	Construct clear, coherent, cogent and effective written arguments around topics covered by this module

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1-4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48	
Private Study (PS) includes preparation for exams	128	
Total Study Hours:	200	

Module Specification

Module Summary Information

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1	Module Title	Globalisation, People and Society
2	Module Credits	20
3	Module Level	6
4	Module Code	SOC6040

5	Module Overview
<p>The module provides students with an opportunity to explore concepts, research and debates in relation to globalisation, people and society. The module encourages students to develop a critical approach to thinking about globalisation as a set of social and historical processes which shape (and may be shaped by) the economic, political, cultural and ecological dimensions of social life. From the conceptual to the grounded, the module then explores the social consequences of globalisation with reference to selected themes and topics in and with relevance to sociology to include: the exercise of economic and political power; forms of political organisation and governance; the dynamics and effects of economic development; the creation of social divisions and inequality; cultural transformations; identity and belonging; population movements; urban and rural life; ecological change. The module closes with a consideration of conjectures on social futures in a globalising world.</p> <p>The module is delivered through the use of lectures and seminars. These sessions emphasise student directed learning. The quality of these sessions depends on the level of student engagement and participation. Accordingly students are encouraged to read the recommended materials and/or to watch/listen to recommended media programmes relevant to each session. Details of the teaching schedule, the recommended reading and viewings are provided in the module handbook and through Moodle. Students are expected to attend seminar sessions prepared to discuss their ideas.</p> <p>The module encourages and supports the development and application of skills relevant to both effective study and vocational employment comprising skills in analysis, evaluation and written and verbal commentary. The module aims to reinforce an awareness of social 'possibility and constraint' in present day (globalised and globalising) society.</p>	

6	Indicative Content
<p>This section covers indicative subject matter only.</p> <p>Globalization and Inequality: a 500 Year Love Story The Great Divergence Late Victorian Holocausts and The Making of the Third World Embedded Liberalism or Dependency Theory – The Great Contraction From Palo Alto to Rana Plaza: Neo-liberalism's Disarticulated Fordism Hollow BRICS? Inequality in the Global South A Migration or Inequality Crisis? Citizenship Rent Unequal Climate: Sacrifice Zones Trumpism and other Ethno-Nationalisms The End of American Empire? Opportunity or Outcome: the future of Global Inequality</p>	

7	Module Learning Outcomes	
	On successful completion of the module, students will be able to:	
	1	Show a critical understanding of the concepts and core debates surrounding the idea of globalisation.
	2	Examine the effects of globalisation on people and society.
	3	Apply information and concepts from a number of disciplinary areas.
	4	Critically examine the politics of globalisation.

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1,2,3,4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities		Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		36
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		60
Private Study (PS) includes preparation for exams		104
Total Study Hours:		200

Module Specification

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Module Summary Information

1	Module Title	Visual Sociology
2	Module Credits	20
3	Module Level	6
4	Module Code	SOC6042

5	Module Overview
<p>This is an option module which aligns with the aims of the Sociology programme by assisting students to gain a deep understanding of the complex visual world around them. This is an interdisciplinary module which examines sociological inquiry that is theoretically informed, knowledge-applied, with the specific focus on visual research methods. The module will encourage students to utilize their knowledge and understanding of different sociological perspectives and social research methods acquired at Levels 4 and 5. The module will be delivered with interactive workshops to facilitate group discussions.</p> <p>In alignment with the wider Programme Philosophy and Aims, this module will:</p> <ul style="list-style-type: none"> • Provide students with a solid understanding of the key themes and debates in visual sociology, and introduce them to the central ways of thinking in this field • Enable students to develop their sociological skills in the context of critical and analytical assessment of visual phenomena • Enable students to build on existing sociological skills and knowledge, making connections with broader sociological questions • Facilitate students in developing an understanding of the social contexts and social processes which produce and shape visual forms • Enable students to acquire a broad range of transferable and employability-related skills, knowledge, and professional behaviours and attitudes relevant to a wide range of graduate employers. <p>The module will be taught in a workshop format utilising a range of teaching and learning methods, including: inter-active lecturing, group work, class discussion and on-line learning activities (via Moodle).</p> <p>In alignment with the wider Programme Learning and Teaching Strategy, this module will:</p> <ul style="list-style-type: none"> • encourage engaged and deep - rather than passive and surface-level –learning • facilitate students becoming independent learners engaged in a range of pre-, and post-, sessional tasks outside the classroom, such as reading, research, collaborative work, and practical experience, provide formative learning activities to aid understanding, confidence building and provide valuable feedback opportunities to support continuous development 	

6	Indicative Content
	<ul style="list-style-type: none"> Philosophical Principles Ways of Seeing and 'the Gaze' Analysis of Visual Phenomena Visual Tourism The Sociology of Art Visual Colonial Discourse and the Culture of Taste Visualising Identity and Black Visual Culture Case Studies and Techniques of using visual methods

7	Module Learning Outcomes
	On successful completion of the module, students will be able to:
	1 Critically evaluate visual culture, using diverse sociological approaches
	2 Understand the significance of the social, economic, and cultural contexts in which visual forms are produced
	3 Demonstrate critical insight into the importance of studying visual texts, representations and discourses in relation to institutional structures, social practices and individual agency
	4 Undertake independent research, and select appropriate academic sources for oral discussions, presentations and written work

8	Module Assessment
Learning Outcome	
	Coursework Exam In-Person
1-4	X

9	Breakdown Learning and Teaching Activities
Learning Activities	Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	48
Private Study (PS) includes preparation for exams	116
Total Study Hours:	200

Module Specification

Module Summary Information

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1	Module Title	Counselling and Wellbeing Support Skills for Youth and Community Work
2	Module Credits	20 credits
3	Module Level	6
4	Module Code	SOC6044
5	Semester Taught	Semester 1

6	Module Overview
<p>This module follows on from the level 5 Counselling Module, to build a stronger counselling skills base for practice and applied contexts. The key focus is counselling and wellbeing as a toolbox of skills and competencies, used widely in youth and community contexts and providing insight and experiences of use in a safe environment. Diverse 'helping' techniques are introduced, to provide a springboard for further study of counselling, wellbeing and case work support in the workplace or in further study. The development of newer techniques and approaches, such as mindfulness and mental health first aid, will be introduced, along with coverage of digital and online techniques of counselling, which have become particularly important since the emergence of Covid-19.</p>	

7	Indicative Content
<p>This module will provide students with coverage of the following topics:</p> <ul style="list-style-type: none"> • Psycho-social perspectives on mental health and distress • Cultural diversity, context, exclusion, oppression and mental wellbeing issues • Personal development in helping and counselling skills • Understanding the boundaries, ethics, values and risks in counselling and supporting others • The counselling and helping toolbox • Listening, hearing, talking and responding to support wellbeing in different contexts • Signposting onto other help and support • Working with trauma and distress • Mental health first aid • Mindfulness, hypnosis and meditation for self-help • Digital provision of counselling support. 	

8	Module Learning Outcomes On successful completion of the module, you will be able to:
1	Understand and critically analyse, the potential for change offered by main counselling approaches, including being able to deploy evidence around this analysis.
2	Present specific critical examination and investigation around one contemporary area of counselling practice, discussed within the module.
3	Outline and critically discuss, some of the helping techniques that have recently emerged around mental health and wellbeing.
4	Provide an in-depth and critical comparison of two emerging helping techniques, commonly used in youth and community contexts.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 & 2	Coursework 1 (40%) AP1		
3 & 4	Coursework 2 (60%) AP1		

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
Scheduled Learning (SL) includes lectures, practical classes and workshops as specified in timetable	36	<i>1hr lecture x12, 2hr seminar x10 2 hour workshop x 2</i>
Directed Learning (DL) includes placements, work-based learning, peer group learning external visits, on-line activity, Graduate+, peer learning, as directed on VLE	12	<i>DL each week will be framed and led by materials provided on Moodle. These will support, anchor and scaffold the lecture and also provide students with the requisite knowledge for engagement in the workshops.</i>
Private Study (PS) includes preparation for exams	152	Guided Independent study
Total Study Hours:	200	

11	Key Texts and Online Learning Resources
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Dykes B., Kopp, F., Postings, B. and Crouch, A. (2017) *Counselling Skills and Studies*. Los Angeles: Sage.

Feltham, C., Hanley, T. and Winter, L.A (2017) *The SAGE handbook of Counselling and Psychotherapy*. London: Sage.

Hough, M. (2014) *Counselling Skills and Theory*. London: Hodder Education.

Kirkbride, R. (2018) *Counselling Young People: a practitioner manual*. London: Sage.

Reeves, A. (2018) *An Introduction to Counselling and Psychotherapy: from theory to Practice*. London: Sage.

BACP website. <https://www.bacp.co.uk/> The BACP is the one of the main organisations relating to Counselling and Psychotherapy practice in the UK and is defined as a voluntary accrediting body. The website contains information on careers and working as a counsellor, ethics and values and pertinent current counselling issues.

National Counselling Society <https://nationalcounsellingsociety.org/> The NCS is a not-for-profit body for counselling in the UK and offers membership and training opportunities. The website contains details about types of counselling, training providers and relevant counselling matters across the countries of the UK.

The British Psychological Society (BPS) <https://www.bps.org.uk/> is the representative body for psychology and psychologists in the UK. Counsellors working with this accreditation will have undergone Psychological training and will usually call themselves 'Counselling Psychologists'. The website of the BPS does provide more information on this career path and on counselling as a general area of study.