

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

### Academic Year 2023/24 - Semester 2

*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
CRI4043	Policing and Investigation	4	20	10
CRI4047	The Criminal Justice System	4	20	10
CRI4048	Security, Conflict and Justice	4	20	10
CRI5092	Race and Crime	5	20	10
CRI5093	Making Sense of Homicide	5	20	10
CRI5094	Substance Use, Crime & Deviance	5	20	10
CRI5095	Research Proposal	5	20	10
CRI5098	War & Conflict in the Modern World	5	20	10
CRI5099	Policing Priorities	5	20	10
CRI5101	Prisons & Punishment	5	20	10
CRI6068	Gender and Crime	6	20	10
CRI6083	Homicide and Multiple Homicide: Criminological Understandings of Killings	6	20	10
CRI6086	Cybercrime	6	20	10
CRI6092	Hate Crime	6	20	10
CRI6093	Human Rights: Theory and Practice	6	20	10
CRI6095	Policing Priorities	6	20	10
CRI6099	Lie to Me: Essential Criminal Justice Interviewing Techniques	6	20	10
SOC4025	Sociological Imagination	4	20	10
SOC4029	State and Society	4	20	10
SOC4033	Identities, Self and Intersectionality	4	20	10
SOC5044	Contemporary Social Theory	5	20	10
SOC5053	Black Feminism	5	20	10
SOC5071	Citizenship, Race & Ethnicity	5	20	10
SOC5074	Applied Sociological Research	5	20	10
SOC6032	Music and Society	6	20	10
SOC6036	Self, Identity and Society	6	20	10
SOC6037	Activism, Social Movements and Social Change	6	20	10

## Module Specification

### Module Summary Information

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1	<b>Module Title</b>	Policing and Investigation
2	<b>Module Credits</b>	20
3	<b>Module Level</b>	4
4	<b>Module Code</b>	CRI4043
5	<b>Semester Taught</b>	2

6	<b>Module Overview</b>
<p>The aim of this module is to explore research, theories, and contexts that shape policing, investigation and society. You will examine the origins of policing and investigation, the role and function of policing, its structure, contemporary policing issues and debates, informed by academic literature and research. You will study the broader principles of policing, together with police responses to crime and examine the political context of policing linked to broader notions of social regulation and control. The module introduces you to the history, development, and application of policing as an academic discipline. Policing does not exist outside of society and as such, you will gain an understanding of the role of media (including social media), technology and ever-changing societal attitudes.</p> <p>This module is assessed by a group presentation. You will be assigned a group of your peers and select a topic from the provided list. The group presentation will provide an opportunity to research a specific topic from the module content and develop your communication, teamwork, and presenting skills. Through this module, you will also develop key employability skills such as gathering and analysing information from diverse sources, as well as argumentation. These skills will significantly contribute to your employability during and after your course.</p>	

7	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>Defining Policing and Police work</li> <li>Models of Policing</li> <li>Police Organisation and Structure</li> <li>Response Policing</li> <li>Policing and Communities</li> <li>Decision Making in Policing</li> <li>Gender and Policing in England and Wales</li> <li>Social Media and Policing</li> <li>Police Recruitment and Assessment</li> <li>Policing and Paperwork</li> <li>Police Interviewing Techniques</li> <li>Policing the Road Network</li> <li>Investigative Practice</li> </ul>	

8	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, you will be able to:</b>	
1	Analyse the role of the police in England and Wales.
2	Discuss theories and practical approaches to policing and investigation.
3	Compare and contrast different methods of policing.
4	Present information and concepts drawn from different areas of policing.

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
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10
<b>Directed Learning (DL)</b> includes placements, work-based learning, peer group 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.
<b>Private Study (PS)</b> 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.
<b>Total Study Hours:</b>	<b>200</b>	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> <li>Rowe, M. (2017) <i>Introduction to Policing</i>. 3<sup>rd</sup> edn. Los Angeles: Sage.</li> <li>Newburn, T. (2014) <i>Handbook of Policing</i>. 2<sup>nd</sup> edn. Cullompton: Willan Publications.</li> <li>Joyce, P. (2010) <i>Policing: Development and Contemporary Practice</i>. Thousand Oaks, London: Sage.</li> <li>Newburn, T. (2004) <i>Policing: Key Readings</i>. Cullompton: Willan Publications.</li> <li>Newburn, T., Williamson, T. and Wright, A. (2007) <i>Handbook of Criminal Investigation</i>. Cullompton: Routledge.</li> <li>Cape, E. and Young, R. (2008) <i>Regulating Policing: The Police and Criminal Evidence Act 1984 Past, Present and Future</i>. Oxford: Hart Publishing.</li> </ul>	

## Module Specification

### Module Summary Information

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1	<b>Module Title</b>	The Criminal Justice System
2	<b>Module Credits</b>	20
3	<b>Module Level</b>	4
4	<b>Module Code</b>	CRI4047
5	<b>Semester Taught</b>	2

6	<b>Module Overview</b>
<p>This module provides you with an overview of the Criminal Justice System from point of entry to rehabilitation, and the roles and responsibilities of different actors within the system. You will develop an understanding of the evolution and structure of the different components of the Criminal Justice System. You will critically engage with the political, social, and economic factors which influence the delivery of justice and the consequences of these for suspects, victims, and wider communities. We will explore how gender, race, class, and other socio-economic circumstances influence the encounters and experiences of those within the Criminal Justice System. The module will critically engage with contemporary debates and issues surrounding the purpose of our Judicial System. You will also learn how to access and interpret statistics on those who encounter the Criminal Justice System and the implications of these.</p> <p>You will learn about potential career opportunities within the Criminal Justice System and will be encouraged to become actively involved with volunteering opportunities. Practitioners from various agencies within the Criminal Justice System will deliver guest lectures on their experience of working within the field. You will also be given the opportunity to participate in field trips including to Birmingham Crown Court. You will develop various employability skills which are particularly useful for careers in the Criminal Justice System, including communication skills, analytical skills, and problem-solving skills. This module is assessed by a multiple-choice examination which you have two hours to complete.</p>	

7	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Historical Development of the Criminal Justice System</li> <li>• Structure of the Criminal Justice System</li> <li>• Key Stakeholders within the Criminal Justice System</li> <li>• The Judicial System</li> <li>• Statistics on the Criminal Justice System</li> <li>• Contemporary Issues and Debates in Criminal Justice</li> <li>• Prison and Punishment</li> <li>• Probation, Rehabilitation and Re-integration</li> </ul>	

8	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, you will be able to:</b>	
	1 Recall the history, structure, and purpose of the Criminal Justice System of England and Wales.
	2 Identify the role played by different stakeholders within the Criminal Justice System and how these work together to deliver a coherent form of justice.
	3 Recognise the political, social, and economic factors which influence the operation of the Criminal Justice System and the actors within it.
	4 Recite contemporary debates and specific issues of concern in the Criminal Justice System.

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

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> 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
<b>Directed Learning (DL)</b> 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, external visits, peer learning, and other online activities.
<b>Private Study (PS)</b> includes preparation for exams	120	<i>Engagement with wider literature (recommended readings, locating and reading texts external to module) and preparation for the formative and summative assessments.</i>
<b>Total Study Hours:</b>	<b>200</b>	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> <li>Gibson, B. and Cavadino, P. (2008) <i>The Criminal Justice System: An Introduction</i>. Hook: Waterside Press.</li> <li>Maguire, M. (2007) <i>The Oxford Handbook of Criminology</i>. 4<sup>th</sup> edn. Oxford: Oxford University Press.</li> <li>Newburn, T. (2017) <i>Criminology</i>. Florence: Taylor &amp; Francis Group.</li> <li>Blake, C. and Barrie, S. (2010) <i>Policing and Criminal Justice</i>. Exeter: Learning Matters.</li> <li>Reiner, R. (2010) <i>The Politics of the Police</i>. 4<sup>th</sup> edn. Oxford: Oxford University Press.</li> </ul>	

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Security, Conflict and Justice
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	4
<b>4</b>	<b>Module Code</b>	CRI4048
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module introduces you to the discipline of Security Studies. The module provides an overview of different theoretical approaches to the study of security, the historical development of the discipline, and a range of relevant and contemporary topics such as terrorism, global security, environmental security, and cybersecurity. Security is an area of tremendous contemporary and international significance, this module aims to provide you with the requisite knowledge and understanding to appreciate the international and contested nature of the concept, key areas of debate in the field and the manner in which security physically and symbolically manifests itself in the world.</p> <p>The module begins by problematizing the concept of security and introducing the various different, and sometimes contradictory, meanings and theories that it invokes. The module deals with the evolution of the security agenda in the international relations and sociology literature and contrasts this with the development of the concept within criminology. Having outlined core concepts and theories the module then deals with practices and objects of security highlighting key threats to security created by violence, civil war and terrorism; paying specific attention to the changing nature of conflict. The module explores a number of case studies including how security, conflict and justice are manifest in the contexts of violent states of impunity and also at mega-events such as the Olympics and the World Cup.</p> <p>The module is assessed by an essay, which will assist you with your academic writing style and help you to get some research experience. Employability skills acquired through this module include use of initiative, accuracy and depth of theoretical interpretation, and academic writing skills.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Historical Context of Security</li> <li>• Traditional Theories of Security</li> <li>• Critical Theories of Security</li> <li>• Human Security</li> <li>• Environmental Security</li> <li>• Global Security</li> <li>• Security at Mega Events and the Airport</li> <li>• Migration and Security</li> <li>• Privatization of Security</li> <li>• Security Technologies</li> </ul>	

8	<b>Module Learning Outcomes</b> <b>On successful completion of the module, you will be able to:</b>	
	1	Analyse key contemporary security issues.
	2	Discuss key theories, debates, and concepts in the field of security studies.
	3	Provide an informed opinion of historical contexts surrounding security issues.
	4	Exhibit the ability to construct a coherent argument.

9	<b>Module Assessment</b>		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	Essay – 1500 words (100%)		

10	<b>Breakdown Learning and Teaching Activities</b>		
Learning Activities	Hours	Details of Duration, Frequency and other comments	
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops as specified in timetable	34	2 hour lecture x 12 1 hour seminar x 10	
<b>Directed Learning (DL)</b> includes placements, work-based learning, peer group 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.	
<b>Private Study (PS)</b> 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.	
<b>Total Study Hours:</b>	<b>200</b>		

11	<b>Key Texts and Online Learning Resources</b>
	<ul style="list-style-type: none"> <li>Williams, P. and McDonald, M. (2018) <i>Security Studies: An Introduction</i>. 3<sup>rd</sup> edn. London: Taylor &amp; Francis Group.</li> <li>Jarvis, L. and Holland, J. (2014) <i>Security: A Critical Introduction</i>. London: Macmillan Education.</li> <li>Baldwin, D. A. (1997) 'The concept of security'. <i>Review of international studies</i>, 23(1), pp. 5-26.</li> <li>Heywood, A. (2011) <i>What is global politics</i>. London: Palgrave.</li> <li>Diriye, M., Nur, A. and Khalif, A. (2013) 'Food Aid and the Challenge of Food Security in Africa'. <i>Development</i>, 56(3), pp. 396-403.</li> </ul>



## Module Specification

### Module Summary Information

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<b>1</b>	<b>Module Title</b>	Race and Crime
<b>2</b>	<b>Module Credits</b>	20 Credits
<b>3</b>	<b>Module Level</b>	Level 5
<b>4</b>	<b>Module Code</b>	CRI5092
<b>5</b>	<b>Semester Taught</b>	Semester Two

<b>6</b>	<b>Module Overview</b>
<p>Black theoretical perspectives and debates on crime, criminal justice, and criminology are seldom heard, seen, or referred to, within so called 'mainstream criminology'. A possible explanation pertaining to this 'invisibility' could be as a consequence of 'implicit biases' within the discipline itself. It is argued that these implicit biases further reproduce and reinforces privilege of some perspectives, whilst at the same time subordinating others. Russell (2002) calls for the development of a 'black criminology', Phillips and Bowling (2003) further call for the need to develop 'minority perspectives' in criminology, whilst Glynn (2018) sees the need for a Critical Race Criminology to transcend the current subordinate status of non-white criminological perspectives.</p> <p>Key features of the module include a focus on racialisation and 'race' and what these mean for inequities in criminal justice, and for the wider social marginalisation of racialised groups in white majority societies. The 'call to context' is another key feature of the module, and the module will explore how processes of racialised marginalisation can lead to elevated vulnerabilities around exposure to, and exploitation within, criminalised spaces. The module also critically interrogates master-narratives around 'race' and crime, and offers critical counter-narratives as another key feature of the module.</p> <p>Specific requirements for the module 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 10 minute group presentation, with 5 minutes for interactive questions with the assessment panel. Employability skills acquired throughout the module include critical thinking, the ability to deconstruct 'race neutral' narratives in institutional and organisational settings, time management, effective teamworking, decisive decision making, secondary research skills, and presentation skills around engagement and effective verbal communication.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Race and the Racialization of Crime</li> <li>• Invisible Voices: The Black Presence in Crime and Punishment (1750-1900)</li> <li>• Race and Criminological Theory</li> <li>• Researching Race and the Racialization of Crime</li> <li>• Racial Disparities and the Criminal Justice System</li> <li>• The New Jim Crow: Race and Mass Incarceration</li> <li>• Race, Crime and Victimology</li> <li>• Race, Re-entry &amp; Desistance</li> <li>• Race, Crime, and Mediatized worlds</li> <li>• Race and Crime in a Global Context</li> <li>• The Role of the 'Race and Crime' Criminologist</li> <li>• Future Directions: Towards a Critical Race Criminology</li> </ul>	



<b>8</b>	<b>Module Learning Outcomes</b> <b>On successful completion of the module, students will be able to:</b>	
	<b>1</b>	Analyse the key concepts and theories associated with race and the racialization of crime.
	<b>2</b>	Assess the relationship between race and criminal justice systems within a global context.
	<b>3</b>	Critically examine the historical context of race and criminal justice systems globally.
	<b>4</b>	Critique the discipline of criminology in relation to race and the racialization of crime.

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

<b>10</b>	<b>Breakdown Learning and Teaching Activities</b>		
<b>Learning Activities</b>		<b>Hours</b>	<b>Details of Duration, Frequency and other comments</b>
<b>Scheduled Learning (SL)</b> 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
<b>Directed Learning (DL)</b> 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.
<b>Private Study (PS)</b> 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.
<b>Total Study Hours:</b>		<b>200</b>	

11	Key Texts and Online Learning Resources
<ul style="list-style-type: none"><li>• Alexander, M. (2010) <i>The New Jim Crow: Mass Incarceration in the Age of Colour-blindness</i>. New York: The New Press.</li><li>• Bowling, B. and Phillips, C. (2002) <i>Racism, Crime, and Justice</i>. London: Longman.</li><li>• Glynn, M. (2014) <i>Black Men, Invisibility, and Crime: Towards a Critical Race Theory of Desistance</i>. London: Routledge.</li><li>• Patel, T. &amp; Tyrer, D. (2011) <i>Race, Crime, and Resistance</i>. London: Sage.</li><li>• Phillips, C. &amp; Webster, C. (2014) <i>New Directions in Race, Ethnicity and Crime</i>. London: Routledge.</li><li>• Rowe, M. (2012) <i>Race and crime</i>. London: Sage.</li><li>• Spalek, B. (2008) <i>Ethnicity and crime – A Reader</i>. Berkshire: Open University Press.</li><li>• Webster, C. (2007) <i>Understanding Race and Crime</i>. Berkshire: Open University Press.</li></ul>	

## Module Specification

### Module Summary Information

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<b>1</b>	<b>Module Title</b>	Making Sense of Homicide
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	CRI5093
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module provides you with an opportunity to critically engage with key aims of your course by examining contemporary debates that surround the phenomenon of homicide. You will be introduced to various theoretical perspectives and case studies, focusing on both historical and contemporary examples of homicide, in order to achieve an informed understanding of this unique form of offending. By presenting both a theoretical discussion and real-life cases, you will be able to develop knowledge and a critical understanding of criminology and related disciplines both in theory and practice.</p> <p>You will be assessed by an individual video presentation in which you will be expected to engage with criminological theory in order to explain your chosen case study. You should be able to demonstrate solid knowledge and understanding of theory and key concepts, the ability to apply theory to individual case studies and critically evaluate your conclusions. You should also be able to critically discuss the media representations of homicide cases and the extent to which they offer valuable insights in relation to this type of crime.</p> <p>This module will help equip you with key employability skills such as problem-solving, teamwork, communication and presentation skills.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Single Homicide</li> <li>• Serial Homicide</li> <li>• Spree Homicide</li> <li>• Mass Homicide</li> <li>• Explanations of Homicide</li> <li>• Genocide</li> <li>• Death Penalty</li> <li>• Corporate Homicide</li> <li>• Murderabilia</li> <li>• Investigation of Homicide</li> </ul>	

<b>8</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, you will be able to:</b>	
	<b>1</b> Explain and describe 'homicide' and other terms used by criminologists in relation to this type of crime.
	<b>2</b> Locate individual homicide cases within the conceptual and theoretical frameworks of homicide studies.
	<b>3</b> Critically evaluate criminological concepts and theories in offering explanations for homicide.
	<b>4</b> Debate the role of the media in helping or hindering understandings of homicide.

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

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> 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
<b>Directed Learning (DL)</b> 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.
<b>Private Study (PS)</b> 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.
<b>Total Study Hours:</b>	<b>200</b>	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> <li>• Brookman, F. (2005) <i>Understanding Homicide</i>. London: SAGE.</li> <li>• Hickey, E. (2010) <i>Serial Murderers and their Victims</i>. Belmont, CA: Thompson Wadsworth.</li> <li>• Lynes, A., Yardley, E. and Danos, L. (2021) <i>Making Sense of Homicide – A student textbook</i>. Hook: Waterside Press.</li> <li>• Brookman, F., Maguire, M. (2017) <i>The Handbook of Homicide</i>. New Jersey: Wiley &amp; Sons.</li> <li>• Polk, K. (1994) <i>When Men Kill: Scenarios of Masculine Violence</i>. Cambridge: Cambridge University Press.</li> </ul>	

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Substance Use, Crime and Deviance
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	CRI5094
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module seeks to enable you to examine the nature of both illegal and legal drugs. Within this remit the evolving and ever changing nature of both how substances are supplied and consumed will be discussed. How such substance use/misuse is linked to various forms of deviancy and crime will be considered. To enable a rounded perspective of the subject to be garnered, the content will be global in scale, with the development of the 'war on drugs' and related criminal justice policies included. Finally, contemporary issues in both supply, demand, official policy and practice will be at the fore, raising questions around the nature of illicit substance usage.</p> <p>In taking this module you will be exposed to a challenging module that not only considers the ethics and practices of drug consumption 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. As such, you will be involved in learning that encourages you to consider and reflect on your own values, morals, ideas and practices. This module is also unique in that 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> <p>The module is assessed by a group presentation, which will aid the development of research and presentation skills that will be useful for you at this stage considering transition to postgraduate study or seeking graduate opportunities in employment. Harm reduction within substance using settings will also be covered to ensure you have transferable knowledge for later employability with vulnerable populations.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• The War on Drugs</li> <li>• County Lines</li> <li>• International Drug Trafficking</li> <li>• Recovery and Harm Reduction</li> <li>• Policing Drugs</li> <li>• Drugs and the Law</li> <li>• Drug Distribution in the United Kingdom</li> <li>• Drugs in Prison</li> <li>• Presentation Skills</li> <li>• Academic Reading Skills</li> </ul>	

<b>8 Module Learning Outcomes</b>	
<b>On successful completion of the module, you will be able to:</b>	
<b>1</b>	Analyse one or more illicit substance and their potential individual and social consequences.
<b>2</b>	Question the nature of the relationship between certain behaviours such as substance use, misuse and abuse, problematic, recreational and crime.
<b>3</b>	Compare and critically evaluate different responses to potential drug using behaviour as given expression in public policy and agency practice.
<b>4</b>	Utilise academic literature and communicate information in an appropriate style and format.

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

<b>10 Breakdown Learning and Teaching Activities</b>		
<b>Learning Activities</b>	<b>Hours</b>	<b>Details of Duration, Frequency and other comments</b>
<b>Scheduled Learning (SL)</b> 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
<b>Directed Learning (DL)</b> 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.
<b>Private Study (PS)</b> 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.
<b>Total Study Hours:</b>	<b>200</b>	

<b>11 Key Texts and Online Learning Resources</b>	
<ul style="list-style-type: none"> <li>• Bean, P. (2014) <i>Drugs and crime</i>. 4<sup>th</sup> edn. Oxon: Routledge.</li> <li>• Coomber, R. (2013) <i>Key concepts in drugs and society</i>. London: Sage.</li> <li>• Ayres, T., and Ancrum, C. (2021 forthcoming) <i>Understanding Drug Dealing and Illicit Drug Markets: National and International Perspectives</i>. London: Palgrave.</li> <li>• Harding, S (2020) <i>County Lines</i>. Bristol: Bristol University Press.</li> <li>• Mclean, R., Robinson, G., and Densley, R. (2020) <i>County Lines, Criminal Networks and Evolving Drug Markets in Britain</i>. London: Springer.</li> <li>• Gooch, K and Treadwell, J (2020) 'Prisoner Society in an Era of Psychoactive Substances, Organized Crime, New Drug Markets and Austerity'. <i>British Journal of Criminology</i>, 60(5), pp. 1260-1281.</li> <li>• Gooch, K and Treadwell, J (2019) 'The Illicit Economy and Recovery, What we need to understand'. <i>Prison Service Journal</i>, 242, pp. 56-63.</li> <li>• Treadwell, J, Ancrum, C and Kelly, C (2018) 'Taxing Times: Inter-Criminal Victimisation And Drug Robbery Amongst The English Professional Criminal Milieu'. <i>Deviant Behaviour</i>, 41(1), pp. 57-69.</li> </ul>	

## Module Specification

### Module Summary Information

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<b>1</b>	<b>Module Title</b>	Research Proposal
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	CRI5095
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module is designed specifically to make you a confident social researcher, prepare you for writing an undergraduate dissertation, and enhance your employability, particularly project management skills. You will have a chance to engage with major and emerging methods of researching criminological, policing and security issues. The module will encourage you to think critically about choosing appropriate research approaches, ensuring ethical conduct, designing and using data collection tools, analysing data, communicating and disseminating your research, and managing projects. All these skills are what employers expect from criminology graduates.</p> <p>The module is assessed based on coursework, which involves preparation of a research proposal. The teaching is designed around preparing you to meet the learning outcomes and helping you design your own project. Methods will include lectures and interactive resources. You will also be able to apply your knowledge in practice by participating in seminar activities and designing your own research proposal for the assessment. We will provide examples of completed small and large research projects, discussing their design and methodology. Readings will include chapters from methodology textbooks, as well as articles reporting findings from completed studies.</p> <p>The module will help you strengthen the following competences: developing a research project; project management; conducting data analysis; addressing ethical issues; reviewing literature; academic writing; and referencing.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Project Management</li> <li>• From Research Idea to Research Design</li> <li>• Using Existing Literature</li> <li>• Ensuring Ethics in Qualitative Research</li> <li>• Data Collection Methods</li> <li>• Research Skills and Employers</li> <li>• Data Analysis Methods</li> <li>• Communicating and Disseminating Research</li> <li>• Politics of Criminological Research</li> </ul>	

<b>8</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, you will be able to:</b>	
<b>1</b>	Analyse the theoretical, ethical, and political debates surrounding social research.
<b>2</b>	Critically evaluate the strengths and limitations of different modes of research.
<b>3</b>	Design a viable research proposal grounded in a thorough review of the literature and using appropriate research methods.
<b>4</b>	Clearly communicate ideas and arguments in a written form, using appropriate academic formats and style.



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

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> 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
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	36	Guided VLE activities, essential readings, Graduate+ engagement, peer learning, and other online activities.
<b>Private Study (PS)</b> 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.
<b>Total Study Hours:</b>	<b>200</b>	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> <li>Bryman, A. (2015) <i>Social Research Method</i>. 5<sup>th</sup> edn. Oxford: Oxford University Press</li> <li>Chamberlain, J. M. (2013) <i>Understanding Criminological Research: A Guide To Data Analysis</i>. London: Sage.</li> <li>Copes, H. and Miller, J. M. (2015) <i>The Routledge Handbook of Qualitative Criminology</i>. London: Taylor &amp; Francis Group.</li> <li>Cowburn, M., Gelsthorpe, L. and Wahidin, A. (2016) <i>Research Ethics in Criminology: Dilemmas, Issues and Solutions</i>. London: Taylor &amp; Francis Group.</li> <li>Denicolo, P. and Reeves, J. (2013) <i>Developing Transferable Skills: Enhancing Your Research and Employment Potential</i>. Los Angeles: Sage.</li> <li>Flick, U. (2018) <i>An introduction to qualitative research</i>. 6<sup>th</sup> edn. Los Angeles: Sage.</li> <li>Tight, M. (2019) <i>Documentary Research in the Social Sciences</i>. Thousand Oaks, CA: Sage.</li> <li>Wentz, E. A. (2013) <i>How to Design, Write, and Present a Successful Dissertation Proposal</i>. London: Sage.</li> </ul>	



## Module Specification

### Module Summary Information

[Return to Module List](#)

<b>1</b>	<b>Module Title</b>	War and Conflict in the Modern World
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	CRI5098
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module will provide you with an in-depth and critical look at a range of topics relating to security and strategy in the contemporary era. The module deals with the theoretical, ethical and practical elements of topics such as inter-state violence, asymmetric conflict, and the role that high technology has had on different forms of political violence. The module adopts a global perspective on these important issues and will give you an insight into how they manifest in countries and regions across both the global north and south.</p> <p>This module is assessed by 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 a range of topics that are central to understanding security studies as well as helping to develop your communication skills, academic writing, and critical thinking.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• What is Security?</li> <li>• What is Strategy?</li> <li>• War</li> <li>• Political Violence</li> <li>• The Ethics of Armed Conflict</li> <li>• Nuclear Weapons</li> <li>• Cybersecurity</li> <li>• Drone Warfare</li> <li>• The Militarisation of Space</li> </ul>	

<b>8</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, you will be able to:</b>	
<b>1</b>	Critically discuss contemporary issues in global security.
<b>2</b>	Construct logical and critical arguments that draw appropriately on relevant theoretical frameworks, case studies and empirical evidence.
<b>3</b>	Research subject matter related to security and evidence this by deploying academic sources critically as part of your arguments.
<b>4</b>	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
<b>Scheduled Learning (SL)</b> 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
<b>Directed Learning (DL)</b> 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.
<b>Private Study (PS)</b> 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.
<b>Total Study Hours:</b>	<b>200</b>	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> <li>Baylis, J., Wirtz, J. J. and Gray, C. S. (2016) <i>Strategy in the Contemporary World</i>. Oxford: Oxford University Press.</li> <li>Jarvis, L. and Holland, J. (2015) <i>Security: A Critical Introduction</i>. London: Palgrave.</li> <li>Snyder, C. A. (2012) <i>Contemporary Security Studies and Strategy</i>. Basingstoke: Palgrave Macmillan.</li> <li>Williams, P. D. and McDonald, M. (2018) <i>Security Studies: An Introduction</i>. Abingdon: Routledge.</li> <li>Bergen, P. L. and Rothenberg, D. (2015) <i>Drone Wars</i>. Cambridge: Cambridge University Press.</li> <li>Dolman, E. C. (2005) <i>Astropolitik: Classical Geopolitics in the Space Age</i>. London: Routledge.</li> <li>Frowe, H. (2012) <i>The Ethics of War and Peace</i>. London: Routledge.</li> <li>Shepherd, L. (2012) <i>Critical Approaches to Security: An Introduction to Theories and Methods</i>. London: Routledge.</li> </ul>	

## Module Specification

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Policing Priorities
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	CRI5099
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module will provide you with a practical and theoretical understanding of the skills required to successfully pass both the assessment centre exercises and written application that all English and Welsh police forces ask applicants to undertake. This module is specifically designed to improve your employability chances if you wish join the Police after your degree and is focused on the development of core skills, qualities and personal attributes; encouraging you to draw from your own personal experiences.</p> <p>Although the focus of the module is to support you with potential applications into the Police, it is also intended to provide a comprehensive overview of a wide range of career opportunities from policing, law enforcement and intelligence sectors, giving additional depth to potential career paths. Practical assessments such as skills workshops, mock-assessment centre tasks and personal skills audits are utilised to not only replicate current recruiting methods used by the Police, but to also develop the more generalist skills that all employers seek from their candidates.</p> <p>The assessment for the module consists of a portfolio of evidence (CV, cover letter, skills audit, reflexive diary, plus a mock-assessment centre written exercise) with a core focus on developing employability skills and enhancing career chances post-study.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Pathways into Policing</li> <li>• Essential and Desirable Requirements</li> <li>• Personal Skills Audit</li> <li>• The Assessment Centre</li> <li>• The Fitness Test</li> <li>• CVs and Covering Letters</li> <li>• The Wider Policing Family</li> <li>• Models of Reflection</li> <li>• Police Now</li> <li>• Career opportunities</li> </ul>	

<b>8</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, you will be able to:</b>	
	<b>1</b> Assess various pathways into a policing career and the training curriculum.
	<b>2</b> Perform skills which are of relevance to police assessment centre activities.
	<b>3</b> Recognise the requirements of standard police application forms, procedures and vetting.
	<b>4</b> Reflect on a variety of police/career related tests undertaken throughout the course of the module.

9 Module Assessment			
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	Portfolio – equivalent to 3000 words (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	1 hour lecture x 12 2 hour workshop x 10 2 hour practical class x 1
<b>Directed Learning (DL)</b> 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.
<b>Private Study (PS)</b> 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.
<b>Total Study Hours:</b>	<b>200</b>	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> <li>Bryant, R. and Bryant, S. (2019) <i>Blackstone's Handbook for Policing Students 2020</i>. Oxford: Oxford University Press</li> <li>Driscoll, J. (2007) <i>Practicing Clinical Supervision: A Reflective Approach for Healthcare Professionals</i>. Edinburgh: Elsevier</li> <li>Gibbs, G. (1998) <i>Learning by Doing: A Guide to Teaching and Learning Methods</i>. Oxford: Further Education Unit, Oxford Polytechnic</li> <li>Jasper, M. (2013) <i>Beginning Reflective Practice</i>. Andover: Cengage Learning</li> <li>Kolb, D. (1984) <i>Experiential Learning: Experience as the Source of Learning and Development</i>. Upper Saddle River: Prentice Hall</li> <li>McMunn, R. (2018) <i>How to become a police officer: the ULTIMATE insider's guide to passing the NEW police officer selection process</i>. Kent: How2become Ltd</li> </ul>	

## Module Specification

### Module Summary Information

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<b>1</b>	<b>Module Title</b>	Prisons and Punishment
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	CRI5101
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module is designed to develop your understanding of the emergence and development of key theories of punishment through an exploration of the history of penal theory and its contemporary challenges and controversies. Furthermore, this module seeks to refine and expand upon traditional theoretical perspectives of punishment and the current reliance upon imprisonment as a dominant form of punishment in England and Wales. In doing so, it will require you to critically engage with some of the strengths and limitations of such an approach and consider possible alternatives.</p> <p>This module will help you to acquire numerous employability skills, such as critical thinking and reflective practice. Vocationally it is linked to a range of potential criminal justice professions in the statutory, voluntary and non-governmental sectors, building your knowledge and understanding of core functions and debates in the prison and punishment realms. This module will be assessed via a written exam.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• History of Prisons</li> <li>• Theories of Punishment</li> <li>• Prison Crisis</li> <li>• Race in Prison</li> <li>• Age in Prison</li> <li>• Gender in Prison</li> <li>• Mental Health in Prison</li> <li>• Drugs in Prison</li> <li>• Alternatives to Custody</li> <li>• Future of Prisons</li> </ul>	

<b>8</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, you will be able to:</b>	
<b>1</b>	Summarise and examine key debates about prison and punishment in England and Wales.
<b>2</b>	Critically discuss the theoretical paradigms within the study of penal theory and their relevance to modern ideological penal perspectives.
<b>3</b>	Independently apply research and study skills, using a range of library and web-based resources appropriate to the topic.
<b>4</b>	Articulate well-reasoned and research informed arguments, that demonstrate a critical understanding of the content of the module.

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
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	34	1 hour lecture x 12 2 hour workshop x 11
<b>Directed Learning (DL)</b> 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.
<b>Private Study (PS)</b> 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.
<b>Total Study Hours:</b>	<b>200</b>	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> <li>• Bean, P. (2020) <i>Criminal Justice and Privatisation: Key Issues and Debates</i>. Abingdon: Routledge</li> <li>• Canton, R. and Dominey, J. (2018) <i>Probation</i>. 2nd edn. London: Routledge.</li> <li>• Cavadino, M., Dignan, J., Mair, G. and Bennett, J. (2019) <i>The Penal System</i>. 6<sup>th</sup> edn. London: Sage Publications Ltd.</li> <li>• Coyle, A. (2005) <i>Understanding Prisons: Key Issues in Policy and Practice</i>. Berkshire: Open University Press.</li> <li>• Jewkes, Y. (2007) <i>Handbook on Prisons</i>. Cullompton: Willan Publishing.</li> <li>• Jewkes, Y. and Johnston, H. (2006) <i>Prison Readings: A Critical Introduction to Prisons and Imprisonment</i>. Cullompton: Willian Publishing.</li> <li>• Reiman, J. (2004) <i>The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice</i>. 7th edn. London: Pearson.</li> <li>• Scott, D. and Flynn, N. (2014) <i>Prisons and Punishment</i>. 2<sup>nd</sup> edn. London: Sage.</li> </ul>	

## Module Specification

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Gender and Crime
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	CRI6068

<b>5</b>	<b>Module Overview</b>
<p>This module will explore the gendered nature of crime and criminal justice. In doing so, we will consider the gendered perspective of victims, perpetrators and those working within the Criminal Justice System. This module will draw on a broad theoretical framework; including feminist, psychological, biological and human rights perspectives. This module is central to the students' development of critical appreciation of the relationship between the individual and social aspects of crime and victimisation.</p> <p>Students are able to participate in an organising committee working to develop the panel event each year, to participate in a book club and in weekly extra-curricular coffee mornings where we critically examine the module in the context of social media. The modules content each week is consolidated through online discussion forums via Moodle. Assessments are developed and delivered through a series of additional workshops and are heavily supported by an integrated assessment experience tile on the course Moodle page. This tile contains direct access to the assessment provision offered across the University and is available with appropriate guidance and details of a weekly assessment support schedule delivered alongside the Module from the very start of the students experience on Gender and Crime.</p> <p>In order to capture the vast array of opportunity within the module and to enable students to utilise their commitment to extra-curricular development in a way beneficial to their potential employment and continued relationship with the discipline of Criminology, the Extra-Curricular activities promoted above and within the remainder of this document are integrated into the Graduate + Scheme delivered by the University.</p>	

<b>6</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• The social and political context of gender and crime</li> <li>• Constructing gender</li> <li>• Theorising gender and crime</li> <li>• Intersectionality and emerging feminist perspectives</li> <li>• The law as a gendered site</li> <li>• Female/ male victims: experiences of crime – risk versus fear</li> <li>• Gender, inequality and the Criminal Justice System</li> <li>• Understanding women who co-offend</li> <li>• Exploring rape myths &amp; lad culture</li> <li>• The gendered nature of arson</li> <li>• Future directions for feminist criminology: towards equality</li> </ul>	



<b>7</b>	<b>Module Learning Outcomes</b>	
	<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b>	Demonstrate a critical understanding of the gendered nature of traditional theoretical perspectives within criminology
	<b>2</b>	Critically examine the gendered nature of the Criminal Justice System and the inequality this generates.
	<b>3</b>	Offer a critical appreciation of the impact of gender upon the experiences of those who interact with the Criminal Justice System either as a practitioner, offender or victim.

<b>8</b>	<b>Module Assessment</b>		
<b>Learning Outcome</b>			
	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1-3</b>	<b>X</b>		

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

## Module Specification

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Homicide and Multiple Homicide: Criminological Understandings of Killing
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	CRI6083

<b>5</b>	<b>Module Overview</b>
<p>This single module provides students with an opportunity to critically engage with some of the key aims of their programme by examining some of the contemporary debates that surround the phenomenon of homicide and multiple homicide- and how various perspectives have generated their own arguments in an attempt to understand this unique form of offending. In doing so, students will be given various case studies of serial murderers, focusing on more historical cases before moving to more contemporary examples, whilst also providing how academic understanding and society has developed during this time. By presenting both a theoretical discussion and real life cases of serial murder, students will be provided an opportunity to develop knowledge and critical understanding of criminology and related disciplines both in theory and in practice.</p>	

<b>6</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>•Introduction to the module.</li> <li>•What is homicide?</li> <li>•Single homicide – domestic, homicide, confrontational homicide, revenge homicide.</li> <li>•Serial homicide.</li> <li>•Spree and mass homicide.</li> <li>•Explaining homicide – biological and psychological.</li> <li>•Explaining homicide – Sociological.</li> <li>•International landscape of homicide – homicide in different countries – USA, South Africa, Japan</li> <li>•Media representations of homicide – separating the fact from the fiction.</li> <li>•Contemporary Cases of Homicide in the Media.</li> <li>•Investigating homicide – beyond the myths and stereotypes.</li> <li>•The case study (1) – Researching your case.</li> </ul> <p>These sessions will provide advice and guidance in relation to situating the case within the relevant conceptual and theoretical frameworks. This will include what ‘type’ of homicide it is and the extent to which it is similar to or different from other homicides of this.</p>	

<b>7</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b> Explain and describe ‘homicide’ and other terms used by criminologists in relation to this type of crime.
	<b>2</b> Locate individual homicide cases within the conceptual and theoretical frameworks of homicide studies.
	<b>3</b> Evaluate criminological concepts and theories in offering explanations for homicide.
	<b>4</b> Debate the role of the media in helping or hindering understandings of homicide.

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

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	12	
<b>Private Study (PS)</b> includes preparation for exams	164	
<b>Total Study Hours:</b>	200	

## Module Specification

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Cyber Crime
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	CRI6086

<b>5</b>	<b>Module Overview</b>
<p>The module will introduce students to the complex world of cyber-crime and issues related to cyber technology and how the police deal with cyber issues from cyber terrorism, cyber bullying and cyber hate. The module will work well alongside the other modules related to security studies where students will examine the rationale of cyber-crimes.</p> <p>This will offer the opportunity to develop a key understanding of criminological concepts and theoretical approaches which have been developed in relation to cyber-crime. It will allow students an opportunity to examine and conceptualise some of the key debates around crime, policy, human rights, crime prevention, security, and policing. Students will also be able to look at how institutions respond to crime and deviance, as found in the mass media, new media, in official reports and in public opinion. Students will therefore have a better awareness of the impact of safety and security and crime control in cyber space.</p> <p>It will also develop the students' knowledge of how cyber-crime emerges and provide the context by which students can develop a critical awareness and systematic understanding of this area within the criminal justice setting. Students will be able to take into account some of the complexity and diversity of the ways in which crime is constituted, represented and dealt with online and assess the responses to crime and deviance.</p>	

<b>6</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Defining and classifying cybercrime</li> <li>• Intellectual copyright and piracy</li> <li>• The spectre of cyber terrorism</li> <li>• The age of cyber hate</li> <li>• Policing cyber extremism</li> <li>• Hackers and viral coders</li> <li>• Cyber fraud</li> <li>• Online hate speech</li> <li>• Child pornography and child sex abuse</li> <li>• The victimisation of individuals online</li> <li>• Policing cybercrime and cyber liberty</li> </ul>	

<b>7</b>	<b>Module Learning Outcomes</b>	
	<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b>	Demonstrate a knowledge of the key principles surrounding cyber-crime.
	<b>2</b>	Critically analyse institutional responses to cyber-crime.
	<b>3</b>	Identify an awareness and understanding of different theoretical and empirical relationships between power, crime and social change.
	<b>4</b>	Demonstrate an awareness of contemporary issues around cyber-crime and public protection.

<b>8</b>	<b>Module Assessment</b>		
<b>Learning Outcome</b>			
	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1-4</b>	<b>X</b>		

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

## Module Specification

### Module Summary Information

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<b>1</b>	<b>Module Title</b>	Hate Crime
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	CRI6092

<b>5</b>	<b>Module Overview</b>
<p>This is a Level 6 optional module which will introduce students to hate crime and issues related to hate crime and how multi-agencies have to deal with such complex issues. It will examine the issue of vulnerable groups such as children, those with a learning disability and people who have suffered anti-Muslim hate and Islamophobia as potential victims of religiously motivated hate crimes.</p> <p>This module also allows students the opportunity to develop a key understanding of criminological concepts and theoretical approaches which have been developed in relation to hate crime. It will allow students an opportunity to examine and conceptualise some of the key debates around hate crime, policy, human rights, crime prevention, security, and policing. This module will identify problems around the processes of criminalisation and victimisation, the causes and organisation of crime and deviance and the processes of preventing and managing crime and victimisation.</p> <p>This module will allow students the opportunity to examine the different processes of victimisation whether by or of individuals, groups, families, communities, institutions or the state and be able to evaluate the impact upon individuals and society. Students will also be able to examine the development, role, organisation and governance of efforts to reduce and prevent crime, deviance and harm, and to ensure personal and public safety and security in different locations. Students will also analyse and evaluate the effectiveness of such measures and human rights issues in relation to preventive measures in combating hate crime.</p> <p>Some of the more technical skills, students will acquire will include written and oral communication skills, including the clear presentation of research, participating in academic debates and working productively in a group. The module will work well alongside the other criminology, policing and security studies modules where issues of victimisation within the criminal justice system are examined.</p>	

<b>6</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Understanding hate crime</li> <li>• Racist hate crime</li> <li>• Religiously motivated hate crime</li> <li>• Cyber hate crime</li> <li>• Disability hate crime</li> <li>• Gender and transgender hate crime</li> <li>• Perpetrators of hate crime</li> <li>• Policing hate crime</li> <li>• Homophobic hate crime</li> </ul>	

7	<b>Module Learning Outcomes</b> <b>On successful completion of the module, students will be able to:</b>	
	1	Critically discuss the impact of hate crime for both the individual victim, and wider minoritised communities.
	2	Present and communicate a reasoned analysis of issues relating to hate crime that conforms to the conventions of academic writing and Harvard referencing.
	3	Examine the meaning of a hate crime and identify the key theoretical and criminological debates surrounding hate crime.
	4	Demonstrate a critical understanding of key legislation around hate crime and how victims of hate crime experience the Criminal Justice System.

8	<b>Module Assessment</b>		
<b>Learning Outcome</b>			
	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
1-4	X		

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



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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Human Rights: Theory and Practice
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	CRI6093

<b>5</b>	<b>Module Overview</b>
<p>This module provides students with an opportunity to critically explore the concepts, debates, literature and research relating to rights. It encourages students to develop an informed and systematic approach to thinking about rights and to develop their knowledge of the main theories of rights. Given the centrality of rights to liberal democracy, the module assists students to better grasp the ideological context within which criminological thinking takes place.</p> <p>The module examines some of the contemporary debates that surround the concept of rights, with a particular focus on human rights. In terms of theories; it moves from an examination of the historical precursors to human rights, through an analysis of the characteristics of our contemporary human rights and their value to a diverse society, such as that of the UK on to a study of challenges to and violations of, the universal human rights paradigm.</p>	

<b>6</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Rights: concept and context</li> <li>• Human Rights: 'normative (moral) and theoretical foundations'</li> <li>• The existence and universality of Natural Right (The Rights of Man) and Human Rights</li> <li>• The idea of rights in western political thought: the early modern period, 1500-1800</li> <li>• The idea of rights in western political thought: the later modern periods, 1800 to the present day</li> <li>• Human rights today: declarations, conventions and law- content and foundations</li> <li>• Human rights: contemporary issues</li> </ul>	

<b>7</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b> Demonstrate a systematic and conceptual understanding of the ideas and core debates surrounding theories of rights and demonstrate coherent and detailed knowledge of the key literature on theories of rights.
	<b>2</b> Display the capacity to integrate information and concepts from a number of disciplinary areas; and evaluate a range of issues via reference to contemporary rights theories.
	<b>3</b> Structure your ability to come to a well-reasoned judgement on a complex issue.
	<b>4</b> Show effective communication skills and the ability to work as part of a team.

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

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

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### Module Summary Information

1	<b>Module Title</b>	Policing Priorities
2	<b>Module Credits</b>	20
3	<b>Module Level</b>	6
4	<b>Module Code</b>	CRI6095

5	<b>Module Overview</b>
<p>This module aims to familiarise students with the process required when applying to join the police. The module will achieve this by providing students with a practical and theoretical understanding of the skills required to successfully pass both the assessment centre exercises and written application all English and Welsh police forces ask applicants to undertake. This optional module is specifically designed to improve the employability of those students who wish to join the police after their degrees and would be advised that this is the case when making their decision about whether to take this module or not.</p>	

6	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Essential and desirable requirements for joining the police force</li> <li>• Honesty and integrity</li> <li>• The telephone interview: Current affairs</li> <li>• The telephone interview: The communications test</li> <li>• Scenario based problem solving</li> <li>• The panel interview</li> <li>• The assessment centre</li> <li>• The fitness test</li> <li>• Roles and responsibilities of a constable</li> <li>• Prevention and protection</li> <li>• Corruption</li> </ul>	

7	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>	
1	Possess knowledge and understanding of the police constable training curriculum.
2	Demonstrate practical skills which are of relevance to police assessment centre activities.
3	Show evidence of familiarity with standard police application forms, procedures and vetting requirements.
4	Articulate an understanding of the various interviewing styles which are used during the police application procedure.

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

9 Breakdown Learning and Teaching Activities	
Learning Activities	Hours
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	36
<b>Private Study (PS)</b> includes preparation for exams	140
<b>Total Study Hours:</b>	200

## Module Specification

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Lie to Me: Issues in Criminal Justice Interviewing
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	CRI6099

<b>5</b>	<b>Module Overview</b>
<p>This 20 credit module will explore essential criminal justice interviewing skills for practice in England and Wales. These modules are designed to have direct relevance to the workplace should students seek to work in the criminal justice (CJ) arena in the future. Students will emerge from these modules equipped with the skills and knowledge to conduct witness and suspect interviews.</p> <p>This level 6 module focusses on the knowledge, key skills and academic theory that underpins current suspect and witness interview practice in England &amp; Wales. These modules start with an examination of the history behind modern interview practices and then explore questioning styles and techniques that may be adapted to enhance qualitative research outcomes and improve life skills. The focus of the modules then moves on to an examination of witness interviewing considerations and a written assessment in which students will briefly explore witness categorisation and Special Measures that can be put in place during the judicial process to support witnesses. The modules then progress into suspect interviewing, where students learn the legal and strategic requirements of conducting a suspect interview. The modules culminate in a unique assessment where students will conduct a 'live' suspect interview, demonstrating that they can observe the legal constraints and conduct an ethical and productive suspect interview.</p>	

<b>6</b>	<b>Indicative Content</b>
<p>Questioning Styles, Techniques and the PEACE Model          Witness Interviews of Children &amp; Vulnerable Adults          Cognitive Interviewing of Witnesses          The Detection of Lies and Deceit in Criminal Justice Interviews          Suspect Interview Legal Considerations          Suspect Interview Strategies          Identifying and Managing Suspects with Vulnerabilities          The Role of the Legal Adviser          Interview plan guidance          The prisoner handover package</p>	

<b>7</b>	<b>Module Learning Outcomes</b>	
	<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b>	Understand how to interview witnesses in order to produce best evidence and will have engaged with the legal and procedural limitations of interviewing suspects.
	<b>2</b>	Convey the ability to interview vulnerable suspects.
	<b>3</b>	Articulate an understanding of and be able to use the PEACE model of interviewing.
	<b>4</b>	Demonstrate sound knowledge of the conversation management model development of PEACE.

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

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

## Module Specification

### Module Summary Information

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1	<b>Module Title</b>	Sociological Imagination
2	<b>Module Credits</b>	20
3	<b>Module Level</b>	Level 4
4	<b>Module Code</b>	SOC4025
5	<b>Semester Taught</b>	Semester 2

6	<b>Module Overview</b>
<p>This module aims to advance your awareness of the interplay between individual experience and wider society. In so doing, you will be supported to develop and to apply that which the American sociologist C Wright Mills (1959) called, a 'sociological imagination': an act which invites us to 'think our selves away' from the immediacy of the routines, events and personal circumstances of everyday life and to consider these in wider social context from a sociological point of view. In support of this endeavour, the module introduces and makes use of contemporary sociological thinking and practice with an alertness to social setting, agency and social structure. Analysis, discussion and debate are framed and grounded with reference to selected social topics and themes with a relevancy to the lived experience of the 'everyday'. Throughout this module you will be encouraged to apply a 'sociological imagination' to ask and to answer sociological questions. Overall, the module aims to engage you in developing a capacity to identify and to interpret past and present patterns of social life; and to advance an understanding of the connections between social structure, individual experience and acts of individual and collective agency. Specifically, the module aims to support you in taking forward the task of thinking imaginatively about your own life experiences along sociological lines: a task to be framed and directed with reference to Mill's focus on 'Public Issues, Private Troubles' through the completion of a reflective diary which you prepared for assessment.</p>	

7	<b>Indicative Content</b>
<p>The module makes use of sociological thinking and practice informed by (and to help inform) the sociological project that is the development and application of 'the sociological imagination.' Thinkers drawn on to inform understandings of the self within social settings influenced through relations of power, expressions of agency, and social and cultural norms and practices, include Marx, Weber, Mills, Foucault, Bourdieu, Du Bois, bell hooks. To both frame and ground a focus of the interplay between personal experience and social life, topics and themes comprise and may combine: social class, race and ethnicity, gender and sexuality; the family and family life; employment and the workplace; education; poverty and social exclusion; and social interaction in daily social life.</p>	

8	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>	
	1 Identify and consider connections between individual experience and wider society. (Share of marks: 0.34)
	2 Apply relevant contemporary sociological ideas and insights. (Share of marks: 0.33)
	3 Communicate with clarity, control and focus. (Share of marks: 0.33)



9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework Reflective diary (100%)	Exam	In-Person
1	X		
2	X		
3	X		

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

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none"> <li>• Anthias, F. and Yuval-Davis, N. (1993) <i>The concept of 'race' and the racialization of social divisions</i>. In <i>Racialized Boundaries</i>, London and New York: Routledge.</li> <li>• Crenshaw, K. (2014) '<i>The Structural and Political Dimensions of Intersectional Oppression</i>', In Grzanka, P. R. (ed.) <i>Intersectionality. Foundations and Frontiers</i>, Boulder, CO: Westview Press.</li> <li>• Garner, S. (2009) 'Empirical Research into White Racialized Identities in Britain' in <i>Sociology Compass</i> 3, 5: 789-802.</li> <li>• Giddens, A. and Sutton, P. (2017) <i>Sociology</i>. Cambridge. Polity</li> <li>• Hall, S. (2004) '<i>Foucault and Discourse</i>' in Seale, C (ed.) <i>Social Research Methods. A Reader</i>, London: Routledge.</li> <li>• Mills, C Wright. (1970) <i>The Sociological Imagination</i>. Harmondsworth: Penguin</li> <li>• Ritzer, G. and Stephaninsky, J. (2021) <i>Modern Sociological Theory</i>. London. Sage</li> <li>• Savage M (2015) <i>Social Class in the 21<sup>st</sup> Century</i>. London. Pelican.</li> </ul>

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	State and Societies
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	4
<b>4</b>	<b>Module Code</b>	SOC4029
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>States and Societies helps you gain an understanding of the state, politics and policy and the role it plays in social life. In the module we consider different political perspectives and how these are articulated through different political processes in different parts of the globe. The module also examines key policy agendas and the impacts on groups in society. You will learn about political ideologies, influences on the political process and contemporary issues in social policy. The module will also examine the history of and contemporary political debates in political ideologies and state policy while providing a framework that looks beyond the types of political arrangements that exist today to those that could exist in the future.</p> <p>The module is linked to the programme philosophy in terms of pursuing excellence by equipping you with the fundamental knowledge of the workings of the state that underpins their learning throughout the degree. The module also connects to the aim to apply sociological knowledge, by discussing key sociological ideas and thinkers, including Karl Marx and Max Weber, regarding the state. The module is also an interdisciplinary exploration of the state, drawing on work from politics, economics and social policy in addition to sociology. The module will also use international comparison to discuss the UK context, adding to the internationalisation of the degree.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• What is the modern state?</li> <li>• Core features of the state</li> <li>• Democracy, political parties and political ideologies</li> <li>• State systems and outcomes</li> <li>• From social democracy to austerity</li> <li>• Globalisation, the state and the supranational organisation</li> <li>• Public sector work and the Shock Doctrine</li> <li>• COVID and the state</li> <li>• Marxist theory of the state</li> <li>• Other critiques of the state</li> <li>• Alternatives to the state</li> </ul>	

<b>8</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, you will be able to:</b>	
<b>1</b>	Explain different political ideologies.
<b>2</b>	Discuss the influence of political ideologies on state policy making.
<b>3</b>	Provide an analysis of the impact of politics on groups in society.
<b>4</b>	Apply key analytical skills.

9	Module Assessment		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1-4	5-8-minute Individual digital presentation (100%)		

10	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	1hr lecture x 12 hrs 2hr seminar x 12 hrs
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24	2hr VLE x 12 hrs
<b>Private Study (PS)</b> includes preparation for exams	140	8hr reading x 12, 16hr formative assessment prep x 1, 28hr summative assessment prep x 1
<b>Total Study Hours:</b>	200	

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none"> <li>• Weber, M. 1919 'Politics as a Vocation' (excerpts)</li> <li>• Isaacs, R. 2018. Political institutions and the machinery of government, in B. Axford et al (eds.) Politics: an introduction, London: Routledge, pp. 307-335.</li> <li>• Freeden, M 2003, Ideology: A Very Short Introduction, Oxford: Oxford UP. Ch 6.</li> <li>• Kitschelt, H.P., 1986. Political opportunity structures and political protest: Anti-nuclear movements in four democracies. British journal of political science, 16(1), pp.57-85.</li> <li>• Harvey, D. 2005, A Brief History of Neoliberalism. Oxford: Oxford University Press. Ch. 1</li> <li>• Smith, J. 2016. Imperialism in the Twenty-First Century: Globalization, Super-Exploitation and Capitalism's Final Crisis. New York: Monthly Review Press. Ch. 1</li> <li>• Marx, K. and Engels, F. 1969[1848]. 'Manifesto of the Communist Party', in Marx/Engels Selected Works, Vol. One, Progress Publishers: Moscow.</li> <li>• Albert, M. and Hahnel, R., 1991. Looking forward: Participatory economics for the twenty first century. Boston: South End Press. Prologue</li> </ul>

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Identities, Self and Intersectionality
<b>2</b>	<b>Module Credits</b>	20 credits
<b>3</b>	<b>Module Level</b>	Level 4
<b>4</b>	<b>Module Code</b>	SOC4033
<b>5</b>	<b>Semester Taught</b>	Semester Two

<b>6</b>	<b>Module Overview</b>
<p>The aim of this module is to introduce students to theories of intersectionality as an approach to exploring identities in relation to 'the self' and principles of social justice. Intersectionality is based on an understanding that a person's social location is central to their lived experiences as influenced by the interaction of categories such as gender, class, race, ethnicity, sexuality, disability/ability, migration status etc. Intersectionality further recognises that these interactions are situated within interconnected power structures including but not limited to patriarchy, media, and economic systems. Intersectionality, therefore, theorises how forms of oppression and privilege such as racism, misogyny, homophobia, and ablism can rise. This module will encourage students to critically reflect on their own identities and how these influence and impact on their work in community and/or youth-based contexts</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>Principles of intersectionality – theory</li> <li>Researching intersectionality – current research on intersectionality</li> <li>Intersectionality in practice – understanding how intersectionality works in community and youth contexts</li> <li>Social location – gender, race, disability, sexuality, ethnicity, migration status etc.</li> <li>Self-identities – getting students to reflect on their own social locations</li> <li>Professional Identity – reflecting on their identities in a work/placement context</li> </ul>	

<b>8</b>	<b>Module Learning Outcomes</b> <b>On successful completion of the module, you will be able to:</b>
<b>1</b>	Demonstrate an understanding of the application of intersectionality.
<b>2</b>	Examine the multidimensional influence of social location in your own experiences of privilege and oppression in a community and/or youth context.
<b>3</b>	Recognise the significance of social location on your professional identity in a community and/or youth context.
<b>4</b>	Reflect on how intersectionality influences the policy context of public and voluntary sector organisations at a local and national level.

<b>9</b>	<b>Module Assessment</b>		
<b>Learning Outcome Number (from table 8)</b>	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1 - 4</b>	<b>X (100%)</b>		

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

11 Key Texts and Online Learning Resources
<p><b>Key texts</b></p> <ul style="list-style-type: none"> <li>Crenshaw, K.W. (1995) 'Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color'. In <i>Critical Race Theory: The Key Writings that Formed the Movement</i>. New York: The New Press, 357-383.</li> <li>Yuval-Davis, N. (2011) <i>The Politics of Belonging: Intersectional Contestations</i>. London: Sage.</li> </ul> <p><b>Recommended/background reading</b></p> <ul style="list-style-type: none"> <li>Caldwell, K. (2010) 'We exist: Intersectional'. In. <i>Visibility in Bisexuality and disability</i>, 30, 3-14.</li> <li>Collins, P.H. (2009). Black feminist thought: knowledge, consciousness, and the politics of empowerment. New York: Routledge.</li> <li>Shields, R. (1991) Places on the Margins: Alternative Geographies of Modernity. London: Routledge.</li> <li>Yuval-Davis, N., Anthias, F. and Kofman, E. (2005) 'Secure borders and safe haven and the gendered politics of belonging: Beyond social cohesion'. In <i>Ethnic and Racial Studies</i>, 28(3), 513-535.</li> </ul> <p><b>Online Learning Resources</b></p> <p><b>Journals</b></p> <ul style="list-style-type: none"> <li>Politics &amp; Gender</li> <li>European Journal of Women's Studies</li> <li>DuBois Review</li> <li>Ethnic and Racial Studies</li> <li>Disability &amp; Society</li> <li>Annual Review of Sociology</li> </ul>

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Contemporary Social Theory
<b>2</b>	<b>Module Credits</b>	20 credits
<b>3</b>	<b>Module Level</b>	Level 5
<b>4</b>	<b>Module Code</b>	SOC5044
<b>5</b>	<b>Semester Taught</b>	Semester 2

<b>6</b>	<b>Module Overview</b>
<p>This is a core module which builds on the Level 4 module 'Sociological Perspectives'. It introduces you to a range of contemporary social theories and theorists, whilst situating them in their broader socio-historical contexts. It also enables you to appreciate the relevance of these theories to an analysis of contemporary social life.</p> <p>By the end of the module, you should not only have acquired an in-depth understanding of these theories, but also be able to apply them to the world around you, as well as to the topics and issues raised in other modules. Using these theories, you will develop an in-depth knowledge of social institutions, social changes, and the social dynamics that shape identities and interactions in societies on a local, national and international level.</p> <p>You will be assessed on your comprehension, evaluation and application of these theories through a written assessment in the form of an essay. The essay will not only assess the depth of your learning, but also provide you with opportunities to demonstrate your own individual 'approach' to a topic. Additionally, it will 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>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• This historical context for Contemporary Social Theory</li> <li>• Antonio Gramsci</li> <li>• Frankfurt School Critical Theory</li> <li>• Frantz Fanon</li> <li>• Michel Foucault</li> <li>• 'Postmodern' Social Theory: Jean Baudrillard and Jean-François Lyotard</li> <li>• Jürgen Habermas</li> <li>• Pierre Bourdieu</li> <li>• Dorothy Smith &amp; Feminist Critiques of Social Theory</li> <li>• Judith Butler</li> <li>• Edward Said &amp; Post-colonial Social Theory</li> <li>• Black Feminist Thought</li> </ul>	

8	<b>Module Learning Outcomes</b> <b>On successful completion of the module, students will be able to:</b>	
	1	Analyse the key concepts and arguments from a range of contemporary social theories and theorists.
	2	Discuss contemporary social theory in relation to its historical and social context.
	3	Apply aspects of contemporary 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	<b>Module Assessment</b>		
Learning Outcome Number (from table 8)	Coursework	Exam	In-Person
1 to 4	2500 word essay (100%)		

10	<b>Breakdown Learning and Teaching Activities</b>	
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	2hr lecture x12 1hr seminar x12
<b>Directed Learning (DL)</b> 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
<b>Private Study (PS)</b> includes preparation for exams	116	Independent reading – 5hr x 12  Assessment preparation – 56hrs
<b>Total Study Hours:</b>	200	

11	Key Texts and Online Learning Resources
	<ul style="list-style-type: none"> <li>• Elliott, A. (2009). Contemporary social theory: an introduction. Abingdon: Routledge</li> <li>• Lemert, C. (2010). Social Theory: The Multicultural and Classical Readings. Westview: Boulder CO and Oxford UK.</li> <li>• Marshall, Barbara, L., and Witz, A. (ed.) (2004) Engendering the social: feminist encounters with sociological theory. Maidenhead: Open University Press</li> <li>• Ritzer, G. (2013) Sociological theory, New York: McGraw-Hill Higher Education</li> <li>• Salih, Sara, (2004) The Judith Butler reader, Malden, Mass.; Oxford: Blackwell</li> <li>• Sprinker, Michael (1992) Edward Said: a critical reader, Oxford: Blackwell</li> <li>• White, Renee T, Gordon, Lewis R. &amp; Sharpley-Whiting, T. Denean (ed.) (1996) Fanon: a critical reader, Oxford: Blackwell Publishers</li> <li>• Young, Robert (2001) Postcolonialism: an historical introduction, Oxford: Blackwell</li> </ul>



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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Black Feminism
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	SOC5053
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module will enable you to understand and appreciate the diversity and breadth of Black Feminism. You'll be introduced to a variety of Black feminist thinkers and epistemologies in the diaspora. We will examine events, movements, theories, and texts that have shaped the development of Black Feminism(s). The course embraces Black Feminism as an orientation to the world. We will explore topics such as black women's bodies in the physical and digital public spaces, the politics of love, sexuality, and how queerness intersects with Black Feminism(s), theory, popular culture, and political activism to ask questions about power and ongoing forms of domination. In particular we will be considering how Black women's intellectual thought provides a framework that produces knowledge from the perspective of people who have been multiply marginalised in society, and the strategies they have employed to address this.</p> <p>The module is interdisciplinary in nature, drawing on a range of subject matters and international theorists and black feminist interventions. In particular we will consider how Black feminism provides and epistemological framework that resists, transgresses and negotiates dominant ideologies. The module will explore how Black Feminism can speak to and construct democratic ideas of freedom and liberation while engaging questions of hypervisibility, invisibility and marginality.</p> <p>You will be expected to produce an essay, which critically examines and aptly applies Black feminism to demonstrate how it has been informed, impacted and developed. You will be expected to critically examine Black feminist theories through the lens of popular culture, visual culture, music and political activism <b>or</b> any other medium relevant to the topics explored on the course. You should consider an activity, pursuit, organisation or other important issues in their lives and apply Black feminist epistemology from the course, to examine how that shapes (or could shape/change) these experiences.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Introducing Black feminisms</li> <li>• Audre Lorde and 'The masters house'</li> <li>• Bell hooks and the politics of love</li> <li>• Patricia Hill-Collins Black feminist epistemology</li> <li>• Intersectionality</li> <li>• Black feminism in Britain</li> <li>• Notting Hill carnival and Claudia Jones</li> <li>• Black feminism in popular culture</li> <li>• Black Women in the Public Domain: From Claudia Jones to Meghan Markle</li> <li>• Black feminisms and Digital spaces</li> <li>• #Sayhername and #Blacklivesmatter</li> <li>• Queering Black feminism</li> </ul>	

8 Module Learning Outcomes On successful completion of the module, you will be able to:		
	1	Critically examine differing Black feminist theoretical perspectives provides a framework that produces and defines knowledge that transgress dominant ideologies
	2	Assess how Black women's intellectual thought can be applied lived experiences through examining notions of hypervisibility, invisibility and marginality.
	3	Examine how intersectionality questions power and ongoing forms of domination and oppressions.
	4	Critically examine Black feminist theories through the lens of popular culture, visual culture, music and political activism <b>or</b> any other medium relevant to the topics explored.

9 Module Assessment			
Learning Outcome Number	Coursework	Exam	In-Person
1 - 4	2,500-word essay (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	3hr workshop x 12
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	24	Guided VLE activities x12 Grad+ engagement and activities and other interactive online activities
<b>Private Study (PS)</b> includes preparation for exams	140	Readings and preparation for assessment
<b>Total Study Hours:</b>	200	

<b>11</b>	<b>Key Texts and Online Learning Resources</b>
<ul style="list-style-type: none"> <li>• Adegoke, Y. and Uviebinené, E. (2018). <i>Slay in Your Lane: the Black Girl Bible</i>. [London: 4<sup>th</sup> Estate publisher.</li> <li>• Bobo, J. &amp; Hudley, C. (2004) <i>The Black Studies Reader</i>. New York. Routledge</li> <li>• Collins, P.H. (2008) <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>. London. Routledge.</li> <li>• Cooper, B. (2017) <i>Beyond Respectability: The Intellectual Thought of Race Women</i>. Chicago: University of Illinois Press.</li> <li>• Hooks, b. (1987) <i>Ain't I a Woman: Black Women and Feminism</i>. London. Pluto Press</li> <li>• Lee, S. (2010) "Flipping the Script: The Social Construction of Sexuality", in <i>Erotic Revolutionaries of Black Sexuality</i> [READ PP. 1-9]. Lanham: Hamilton Books.</li> <li>• Lorde, A. (2007) <i>Sister Outsider: Essays and Speeches by Audre Lorde</i>. Ten Speed Press.</li> <li>• Mirza, H. (1997) <i>Black British Feminism: A Reader</i>. London. Routledge.</li> <li>• <b>Journals</b></li> <li>• <i>Journal of Black Studies; Journal of Black Psychology; The Black Scholar; Callaloo; Race and Class; Sociology of Race and Ethnicity. Social Text</i></li> </ul>	

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Citizenship, Race & Ethnicity
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	SOC5071
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>This module equips you with an understanding of citizenship theory and theories of race and ethnicity. The module looks at how political, civil, social, and cultural rights have been inflected by governmental and social questions of racialization and cultural diversity. These focal points will help facilitate historical and contemporary knowledge of rights, racism and anti-racism in Britain. You will gain an understanding of the local and global role the British state has played in shaping, as well as hindering, citizenship. You will also gain an understanding of how the politics of anti-racist struggles have varied historically. You will have the opportunity to apply key theoretical frameworks for analysing historical and contemporary examples. Teaching provision consists of lectures, seminars, and student-led presentation sessions.</p> <p>The module bolsters an “integrated” style of curriculum provision. It contributes to embedding the study of politics and society across all levels of the sociology degree programme by complimenting modules offered at level 4 at level 6. Employability skills are embedded into the learning. Applied political theory and sociology will be engaged with on questions of citizenship, difference, and diversity. You will have the option to write a think tank advisory report for your summative assessment or a traditional essay.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Liberal and republican citizenship – introductory concepts and debates.</li> <li>• Race and ethnicity – introductory concepts and debates.</li> <li>• Imperial citizenship.</li> <li>• Twentieth century British nationality and class.</li> <li>• Intersectionality.</li> <li>• Multiculturalism: political theory and public policy.</li> <li>• Contemporary cultural racisms.</li> <li>• International organizations and the contemporary politics of immigration.</li> <li>• The formation of contemporary British nationals and subjects across the globe.</li> <li>• The post-racial.</li> <li>• Essay writing and writing think tank reports.</li> </ul>	

	<b>Module Learning Outcomes</b> <b>On successful completion of the module, you will be able to:</b>
<b>1</b>	Discuss key theories in citizenship studies, as well as ethnic and racial studies.
<b>2</b>	Apply theoretical knowledge to develop an analysis of historical or contemporary formations of citizenship.
<b>3</b>	Discuss the effects of legislation, governmental discourse, or policy upon racialized subjects.
<b>4</b>	Use relevant scholarly texts and debates to produce a coherent and effective written analysis, which leads to a logical conclusion.

9 Module Assessment			
Learning Outcome Number (from table 8)			
1 - 4	2500-word written assignment (100%)		

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	1hr lecture x12  1hr seminar x12  1hr student-led session x12 <i>(consisting of presentations, reading groups, Q&amp;As)</i>
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	44	On-line activity Grad + Peer learning
<b>Private Study (PS)</b> includes preparation for exams	120	Preparation for assessment
<b>Total Study Hours:</b>	200	

11 Key Texts and Online Learning Resources	
<ul style="list-style-type: none"> <li>Back, L. and Solomos, J., (2013) <i>Theories of Race and Racism: A Reader</i>. London: Routledge.</li> <li>Faulks, K. (2000) <i>Citizenship</i>. Routledge: London</li> <li>Karatani, R. (2003) <i>Defining British Citizenship: Empire, Commonwealth and Modern Britain</i>. London: Frank Cass.</li> <li>Modood, T. (2013) <i>Multiculturalism: A Civic Idea</i>. Cambridge: Polity.</li> <li>Tully, J. (2014) <i>On Global Citizenship</i>. London: Bloomsbury.</li> </ul>	

## Module Specification

### Module Summary Information

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<b>1</b>	<b>Module Title</b>	Applied Sociological Research
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	5
<b>4</b>	<b>Module Code</b>	SOC5074
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>Applied Social Research will develop initial research method skills taught at Level 4 (Becoming a Social Researcher) with the aim of progressing students towards a more sophisticated understanding of methods. This module will support them to write a (practice) ethics application <i>and</i> a research proposal for their Integrated Project (Level 6).</p> <p>This module begins with questioning what applied sociological research is, what is its meaning and rationale and value in a social context. In this regard, this module explores the principles of sociological research strategies and designs, and how these principles may be applied in practice. By connecting the philosophy and practice of social research, with an emphasis on understanding the paradigms and presumptions behind different sociological approaches (ontologies and epistemologies) and their intersection with politics (e.g., feminist and post-colonial critiques). Each week will focus on a different example of social research, inspiring students and widening their sociological horizons through exposure to exciting and cutting-edge empirical research. In doing so, this module will develop core transferrable social research skills. The aim is to provide a solid base from which students can think critically <i>and</i> practically about empirical research design.</p> <p>The module provides students with a critical overview into a range of key quantitative and qualitative social research methods and examine their possibilities, strengths and weaknesses in relation to specific research questions and strategies, both in theoretical terms and through the examination of various practical case studies. In this regard, students are familiarised with historical and contemporary examples of differing social research methods, ontological and epistemological perspectives and ethical implications. Students will be assessed via a research proposal that will inform the basis for their dissertation at level 6.</p>	

<b>7</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• Introduction: Critical Issues in Social Research (Power, Politics, Positionality)</li> <li>• Quantitative Methodologies: Positivism and Objectivism</li> <li>• The Social Life of Statistics and the Politics of Big Data</li> <li>• Quantitative Data Analysis: Correlation vs. Causation (SPSS Workshop)</li> <li>• Qualitative Methodologies: Interpretivism and Constructivism (NVivo Workshop)</li> <li>• Beyond Semi-Structured Interviews (Photo-elicitation, life history, walking, online)</li> <li>• Qualitative Data Analysis: Grounded Theory and Coding (Groupwork)</li> <li>• Decolonising Methodologies: Community Research &amp; Archival Methods</li> <li>• Feminist Epistemologies: Participatory Approaches &amp; Visual Methods</li> <li>• Writing a Research Ethics Application (Groupwork)</li> <li>• Writing a Dissertation Proposal (Assessment Workshop) (Difference between Research Questions, Aims &amp; Objectives).</li> </ul>	

<b>8 Module Learning Outcomes</b> <b>On successful completion of the module, students will be able to:</b>		
	<b>1</b>	Demonstrate critical skills in the evaluation of different types of research design and methodologies.
	<b>2</b>	Critically evaluate the epistemological and ontological underpinnings of different research methodologies.
	<b>3</b>	Recognise the political, methodological, ethical and practical issues of conducting sociological research.
	<b>4</b>	Write a research proposal in an engaging, clear and concise manner.

<b>9 Module Assessment</b>			
Learning Outcome Number (from table 8)	Dissertation proposal (100%)	Exam	In-Person
<b>1</b>	25%		
<b>2</b>	25%		
<b>3</b>	25%		
<b>4</b>	25%		

<b>10 Breakdown Learning and Teaching Activities</b>		
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	3hr workshops x 12
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	60	Graduate+ week Groupwork
<b>Private Study (PS)</b> includes preparation for exams	104	Reading and engaging with research examples, methods literature, and conducting own lit review.
<b>Total Study Hours:</b>	200	

<b>11</b>	<b>Key Texts and Online Learning Resources</b>
<ul style="list-style-type: none"><li>• Skeggs, Thumim, &amp; Wood (2008) Oh goodness, I am watching reality TV: how methods make class in audience research.</li><li>• Mizen &amp; Ofuso-Kusi (2010) Unofficial truths and everyday insights: understanding voice in visual research with the Children of Accra's poor.</li><li>• Tinati, Halford, Carr &amp; Pope (2014) Big Data: Methodological challenges and approaches</li><li>• Savage &amp; Burrows (2007) The coming crisis of empirical sociology</li><li>• Mbembe (2002) The power of the archive and its limits</li><li>• Smith (2012) Decolonising Methodologies</li><li>• Law (2004) After Method: Mess in Social Science Research</li><li>• Reissman (1987) When Gender is not enough: Women Interviewing Women</li></ul>	



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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Music and Society
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	SOC6032

<b>5</b>	<b>Module Overview</b>
<p>This is an optional module concentrating on cultural sociology with specific reference to music. The module will provide students with an in-depth introduction to some of the key sociological ideas and perspectives on music, and it will focus on three main themes: the social and historical settings in which musical forms are produced and consumed; music in relation to identity and politics; and the political economy of music. By the end of the module, students should have a good understanding of the social functions, and significance, of music. Key issues we will explore include: the influence of class, race and gender on musical styles; music in its relationship with sub-cultural groups and as a force for political expression; and the commodification of popular music. Alongside considering these issues, we will be listening to a variety of music.</p> <p>In alignment with the wider Programme Philosophy and Aims, this module will:</p> <ul style="list-style-type: none"> <li>• practice a form of sociological inquiry that is theoretically informed, knowledge-applied, evidence based, and interdisciplinary to provide students with an understanding of the important role of music in the contemporary social world</li> <li>• provide students with in-depth and critical knowledge of musical institutions, social changes, and the social dynamics that shape identities and interactions in relation to music on a local, national and international level; it will also encourage students to reflect on their own consumption of music</li> <li>• 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.</li> <li>•</li> </ul> <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"> <li>• encourage engaged and deep - rather than passive and surface-level –learning</li> <li>• 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</li> <li>• provide formative learning activities to aid understanding, confidence building and provide valuable feedback opportunities to support continuous development</li> </ul>	

6	Indicative Content
	<p>Critically Analysing Popular Music: Adorno and the Culture Industry</p> <p>Social origins &amp; popular music: The Delta Blues</p> <p>Gender and sexuality in popular music</p> <p>Music and the nation state</p> <p>Hip-Hop, Protest and profit</p> <p>Guest Session: Gender representations in Black Popular Music</p> <p>Music &amp; subcultures</p> <p>Exploring the music 'industry'</p> <p>World music' and Globalisation</p>

7	Module Learning Outcomes
	<b>On successful completion of the module, students will be able to:</b>
	<b>1</b> Demonstrate critical knowledge and understanding of historical and contemporary musical forms, and appreciate their social and historical context and significance
	<b>2</b> Critically examine the key concepts, theories and perspectives associated with the sociological analysis of music
	<b>3</b> Evaluate the links between music and social identity and identify the potential social and political role of music in providing a voice to marginalised social groups
	<b>4</b> Apply an understanding, appreciation and use of a wide range of relevant reading, whilst demonstrating an individual approach to the material that, draws conclusions based on an analytical and critical approach, and presenting such work in a clear and well-structured manner.

8	Module Assessment
Learning Outcome	
	<b>Coursework</b> <b>Exam</b> <b>In-Person</b>
<b>1-4</b>	<b>X</b>

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

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Self, Identity and Society
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	SOC6036

<b>5</b>	<b>Module Overview</b>
<p>The aim of this module is to provide students with a critical understanding of how the concepts of 'self' and 'identity' are continually shaped, regulated and maintained through varying aspects of identity formation, social divisions and inequalities. The module focuses on sociological approaches to exploring the 'self' and 'identity' in a social context. Students are encouraged to develop an appreciation of the ways that identities are fluid, complex and, multifaceted. Within the teaching and learning aspects of the module, students are encouraged to consider the ways in which cultural, political, social and economic contexts impact on their own and others' identities through mediated practices, processes and discourse.</p> <p>This module provides the basis within which different although interrelated aspects of identities are explored such as gender, sexuality, social class, 'race', ethnicity and nationality.</p> <p>In relation to the programme aims, this module brings to together the complexities of interrelated aspects of identities in a contemporary social context. Specifically this module relates to the Programme Learning, Teaching &amp; Assessment Strategy</p> <ul style="list-style-type: none"> <li>To develop forms of assessment that are positive learning and developmental experiences rather than simply a 'means to an end'</li> <li>To encourage students to critically reflect on how society as a whole is structured and organised, and also on the social experiences of others as well as their own knowledge and social experiences</li> </ul>	

<b>6</b>	<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>Critical discussions, debates and activities focused on sociological approaches of 'self' and 'identity' in a social context.</li> <li>Module introduction</li> <li>Self, identity and society</li> <li>Exploring a sense of self</li> <li>Social vs personal identity</li> <li>Observations of identities</li> <li>Forming identities</li> <li>Intersecting identities: Racialised and ethnic identities</li> <li>Intersecting identities :Gender, sex and sexuality</li> <li>Intersecting identities :Social class and stratified identities</li> <li>Intersecting identities National identity and citizenship</li> <li>Identity politics</li> <li>Performative identities</li> </ul>	

- Narratives of the self

7	<b>Module Learning Outcomes</b>	
	<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b>	Demonstrate critical evaluation of how the concepts of 'self' and 'identity' are continually shaped, regulated and maintained through varying aspects of identity formation, social divisions and inequalities.
	<b>2</b>	Demonstrate critical recognition of how multiple intersections shape the processes through which we elaborate our identities;
	<b>3</b>	Critically evaluate the ways cultural, political, social and economic contexts impact on our own and others' identities;
	<b>4</b>	Reflect in a critical, thoughtful, evaluative and engaging written manner.

8	<b>Module Assessment</b>		
Learning Outcome			
	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1-4</b>	<b>X</b>		

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

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### Module Summary Information

<b>1</b>	<b>Module Title</b>	Activism, Social Movements and Social Change
<b>2</b>	<b>Module Credits</b>	20
<b>3</b>	<b>Module Level</b>	6
<b>4</b>	<b>Module Code</b>	SOC6037
<b>5</b>	<b>Semester Taught</b>	2

<b>6</b>	<b>Module Overview</b>
<p>Activism and social movements have attempted to address a wide range of social problems and influence social change. Historically, movements have had significant influence on social relations and social policy. This module will critically investigate a range of social movements and activism from the past and present to better understand these movements and their internal processes and external contexts. Various theories will be explored to get a good grasp of what brings about social movements, how they operate, and when they succeed. The social movements discussed in this module will include the climate change movement, Black Lives Matter, the environmental movement, the anti-austerity movement, the trade union movement, the animal rights movement, the anti-nuclear movement, the civil rights movement, and the black power movement. The module will also explore movement organizations such as Extinction Rebellion, Friends of the Earth and ACT UP.</p> <p>In this module you will explore the role of social movements and civil society in the creation of social change around the world. You will also critically examine social movement theories in relation to those movements. By the end of the module, you will have an understanding the processes involved in the onset, mobilization, progress and outcomes of social movements and movement organisations.</p>	

<b>7</b>	<b>Indicative Content</b>
<p>This module covers a series of theories and concepts that will inform you of the processes involved in social movements and provide you with the tools needed to consider how to run a successful activist campaign. The module will cover the following theories/concepts:</p> <ul style="list-style-type: none"> <li>• Resource mobilization</li> <li>• Political opportunity structures</li> <li>• Dynamic opportunities</li> <li>• Framing</li> <li>• Rational choice theory</li> <li>• Strategic leadership</li> <li>• Emotions</li> <li>• Strategies</li> <li>• Tactics</li> <li>• Direct action</li> </ul>	

<b>8</b>	<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>	
<b>1</b>	Apply theory relevant to the study of social movements and activism in a critical manner
<b>2</b>	Critically analyse specific issues that emerge as part of the broader subject of social movements and change.

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

10 Breakdown Learning and Teaching Activities		
Learning Activities	Hours	Details of Duration, Frequency and other comments
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	36	2hr lecture x 12; 1hr seminar x 12
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	36	3hr VLE x 12
<b>Private Study (PS)</b> includes preparation for exams	128	8hr reading x 12, 12hr formative prep x 1, 20hr summative prep x 1
<b>Total Study Hours:</b>	200	

11 Key Texts and Online Learning Resources
<p>Della Porta, Donatella and Diani, Mario (2006) Social Movements: An Introduction, Malden, MA: Blackwell Publishing. CHAPTER 1.2, Pp. 20-29.</p> <p>Jenkins, J. Craig (1983) Resource mobilization theory and the study of social movements. Annual review of sociology, 9: 527-553.</p> <p>Nulman, Eugene (2015) Climate Change and Social Movements: Civil Society and the Development of National Climate Change Policy, London: Palgrave Macmillan. Ch. 6</p> <p>Marshall Ganz (2009) Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement, Oxford: Oxford UP. CHAPTER 1, Pp. 3-22.</p> <p>Benford, Robert D. and Snow, David A. (2000). Framing processes and social movements: An overview and assessment. Annual review of sociology, 611-639.</p> <p>Graham-Leigh, E. (2014) 'The Green Movement in Britain', in Dietz, M. and Heiko, G. (eds.), Routledge Handbook of the Climate Change Movement, Ch. 7.</p> <p>Gould, Deborah B. (2009) Moving Politics: Emotion and ACT UP's Fight against AIDS, Chicago: University of Chicago Press. Intro Ch. Pp. 1 - 44</p>

Kitschelt, Herbert P. (1986) Political opportunity structures and political protest: Anti-nuclear movements in four democracies. *British Journal of Political Science*, 16(1): 57-85