University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Transgression					
Module Code	UZSNNU-30-2		Level	2	Version	2
Owning Faculty	HLS		Field	Sociology and Criminology		
Contributes towards	Undergraduate awards in Sociology and Criminology					
UWE Credit Rating	30	ETCS Credit Rating	15		Module Type	Standard
Pre-requisites	N/A		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	N/A		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	24 September 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to demonstrate: 1. Knowledge of a range of sociological, criminological and cultural theories of transgression (components A and B). 2. An understanding of how transgression fits in the wider conceptual framework of sociology and criminology (components A and B). 3. An understanding of the complex relationship between crime, transgression and pleasure (components A and B); 4. Knowledge of a range of extreme transgressive esoteric and social subcultures and how these are theorised (components A and B). 5. An understanding of how transgressive cultural artefacts (for example, art, books, films) relate to cultural sociology and cultural criminology (components A and B). 6. An ability to participate in and lead jigsaw learning sessions (student led seminars) on transgressive topics (component A) 7. An ability to understand and communicate in writing the complex relationships between transgressive practices and appropriate theoretical materials (component B)
Syllabus Outline	As in the first iteration of this module it is built around 4 major theoretical/topical teaching blocks: **Block 1: The Seductions of Crime –** exploring relationships between crime, culture, pleasure and sexuality **Block 2: Transgressive Subcultures –** examining subcultures, subcultural theory and their relationship to transgression

	Block 3: Spiritual Transgressions – New Religious Movements and their relationships to transgressive ritual and crime **Block 4: Transgressive Culture –** Cultural expressions of transgressive practices
Contact Hours/Scheduled Hours	There will be 2 formal contact hours per week, plus an expectation that students will meet up for seminar team meetings.
Teaching and Learning Methods	Formal Teaching will be by one hour lecture and one hour seminar per week plus students will be encouraged to participate in independent learning around the group assessment.
Reading Strategy	**Access and Skills** All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the iSkillZone available via the Library web pages. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library. **Essential Reading** Any essential reading will be indicated clearly in the module handbook, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically. **Further Reading** Further reading will include a mix of chapters from books held in the library, internet resources, electronic journals and government reports. As part of the course students will be required to undertake search engine exercises designed to allow them to obtain access to up to date material relevant to the course. The reading strategy will be reviewed annually to ensure all essential reading remains easily accessible and that the most up to date and relevant materials are available for students. **Blackboard** This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages. Ferrell, J. et al (2008) *Cultural Criminology: An Invitation*. London: Sage. Havis, A. (2008) *Cult Films: Taboo and Transgression*. New York: University Press of America. Jenks, C. (2003) *Transgression*. London: Routledge. Jervis, J. (1999) *Transgressing The Modern*. Oxford: Blackwell. Presdee, M. (2000) *Cultural Criminology and the Carnival of Crime*. London: Routledge. Wolfreys, J. (2008) *Transgression: Identity, Space, Time*. Basingstoke: Palgrave

Part 3: Assessment	
Assessment Strategy	There are two main forms of assessment: **Student Led Seminars** Seminars will useful employ innovative *jigsaw* learning techniques: Students will in pairs, or small groups depending on seminar size, lead seminar discussions in the second half of the module as part of the assessment regime (see below). Students are assessed on their originality and their ability to communicate and disseminate appropriate ideas and materials to their classmates. Tutors will be on hand at all times to sum up and conclude the seminar and to intervene and direct discussions and activities as necessary making sure that appropriate material is covered effectively by all students. This innovation is an important part of moving towards independent learning for students. The seminar leaders will also produce a learning directory as part of the exercise – a short bibliography of supplementary learning materials such as relevant texts, visual, online and aural materials will be made available on online and can both inform student learning and feed into student assignments. **Assignment** The other 50% of the mark is a 3,000 word assignment looking at the relationship between transgressive theory and practice.

Identify final assessment component and element	**Component B**	

	A:	B:
% weighting between components A and B (Standard modules only)	**50**	**50**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Student led seminars and learning directory	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. 3,000 word assignment on a transgressive topic/practice	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1.20 minute Viva Voce	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1.3,000 word Reflective Statement concerning ways on which the module has changed the student's understanding of transgressive social and cultural practices.	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	