


MODULE SPECIFICATION

Part 1: Information			
Module Title	Protest, Policing & Public Order		
Module Code	UZSSJN-30-3	Level	3
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Sociology & Criminology
Department	Health and Social Sciences		
Contributes towards	BA (Hons) Sociology BA (Hons) Criminology BA (Hons) Criminology with Sociology BA (Hons) Criminology and Sociology BA (Hons) Sociology with Criminology BA (Hons) Sociology and Criminology BA (Hons) Criminology and Law BA (Hons) Criminology with Law LLB (Hons) Law with Criminology BSc (Hons) Criminology with Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Sociology with Psychology BSc (Hons) Psychology with Sociology		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

This module focuses on the development and forms of protest and incidences of public order, and the ways in which these are policed. It examines contemporary and historical social and political forms of protest with reference to ideologies, networks, repertoires of action, the media, and the wider context within which they rise. It also looks at public order issues, examining developments in the policing of social and political forms of protest, both within Britain and other Western democracies.

Themes covered in this module are:

- Social movements
- Public protests
- Theoretical debates about crowd conflict and control
- Policing strategies and their impact on crowd control

- Paramilitary policing

Part 3: Assessment

The assessment strategy comprises formative and summative forms of assessment. It has been designed via consultation with the criminology team to ensure parity between modules and diversity of assessment within the criminology programme as a whole. It is also informed by QAA Criminology and Sociology Benchmarks (2014 and 2016 respectively), as well as UWE 2020 Learning and Enterprise Strategies.

Formative Assessment:

1. In seminars, formed into groups students will present their research findings on the social movement organisation of their choice, respond to questions and receive feedback from their peers. This helps students prepare for their Case Study, providing them the opportunity to exercise research and analytical skills, and to develop a reflexive and critical understanding of the social movement organisation of their choice. This addresses LOs 1-5.
2. Utilising media footage and reports on crowd control and policing of public disorder, students will engage in debate about the effectiveness and implications of such strategies. This helps students apply policing strategies to real events, critically appraise and constructively critique the policing of crowds and public disorder in preparation for their Essay. This addresses LOs 2-5.

Summative Assessment:




A Portfolio that comprises

1. a Case Study of a Social Movement Organisation: This addresses LOs 1-5. Students are required to submit a case study of a social movement organisation of their choice, critically exploring its development and success within the socio-political context of its genesis. In providing students the opportunity to exercise choice in respect of the object of their inquiry, the case study enables them to be creative, exercise initiative and be critical thinkers. This reflects the advanced level of the module (level 3) and UWE 2020 Learning and Enterprise Strategies.
2. an Essay based on a number of set questions: This addresses LOs 2-5. Students are required to submit an essay that focuses on the aspect of policing social movements and public disorder. This provides students the opportunity to critically assess and constructively critique the effectiveness and implications of public order policing, providing credible alternatives. In doing so, it enables them to formulate reasoned and credible solutions in respect of strategies/policies developed by public bodies, such as the police, whilst taking into account the wider context within which they operate (such as civil society, the law, politics). The diversity of social movements and incidences of public disorder also allow for rich and varied critiques of policing strategies, creating the space for innovative thinking and solutions. This reflects the level of the module and UWE 2020 Learning and Enterprise Strategies.

Portfolio:

1. 2500 word Case Study of a Social Movement Organisation
2. 2500 word essay focusing on the policing aspect of social movements and public disorder

Identify final timetabled piece of assessment (component and element)	Component A1&2	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2500 word case study	50	
2. 2500 word essay	50	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)																															
Component A (controlled conditions) Description of each element	Element weighting (as % of component)																														
1. 2500 word case study	50																														
2. 2500 word essay	50																														
Component B Description of each element	Element weighting (as % of component)																														
Part 4: Teaching and Learning Methods																															
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Display a detailed knowledge of diverse forms of social and political protest and public disorder (Component A1). 2. Demonstrate an in-depth understanding of the theory and practice of social movement mobilisation, and of public order policing within a historical and comparative context (Component A1&2). 3. Critically appraise the human rights and/or community relations aspects of protest and public order policing, and how they relate to the relationship between state and societal actors (Component A1&2). 4. Apply discipline-relevant conceptual frameworks and concepts in order to critically analyse specific protests and episodes of public order policing (Component A1&2). 5. Critically assess the contribution and effectiveness of current practices of protest and public order policing (Component A1&2). 																														
Key Information Sets Information (KIS)	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="text-align: center;">30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Key Information Set - Module data										<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300					
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Contact Hours	<p>The module will have 3 contact hours a week,</p> <ol style="list-style-type: none"> 1. 1 hour Lecture 																														

Total Assessment	<p>2. 1 hour Seminar 3. 1 hour Tutorial</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <table border="1" data-bbox="432 427 1091 667"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%				100%	
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Reading List	<p><u>Relevant Journals</u></p> <p>Mobilization: An International Quarterly; Social Movement Studies; Interface: a journal for and about social movements; Policing: An International Journal of Police Strategies and Management; Policing & Society; Policing: A Journal of Policy and Practice</p> <p><u>Indicative Sources</u></p> <p>Buckley, S. B. (2015) The State, the police and the judiciary in the miners' strike: Observations and discussions, thirty years on, <i>Capital and Class</i> 35 (3): 419-434.</p> <p>Castells, M. (2004) <i>The Power of Identity</i> (2nd ed) Oxford: Blackwell.</p> <p>Chesters, G. & Welsh, I. (2010) <i>Social Movements: The Key Concepts</i> London: Routledge.</p> <p>Della Porta, D. & Diani, M. (2006) <i>Social Movements: An Introduction</i> (2nd ed) Oxford: Blackwell.</p> <p>Drury, J., Stott, C., and Farsides, T. (2003) 'The role of police perceptions and practices in the development of public disorder', <i>Journal of Applied Social Psychology</i>, 33 (7): 1480-1500</p> <p>Stott, C., & Drury, J. (2017) Contemporary understanding of riots: Classical crowd psychology, ideology and the social identity approach. <i>Public Understanding of Science</i>, 26(1): 2-14.</p> <p>Stott, C., Scothern, M., & Gorringe, H. (2013) Advances in liaison based public order policing in England: Human rights and negotiating the management of protest?. <i>Policing</i>, 7(2), 212-226.</p> <p>Vider, S., (2015) "The Ultimate Extension of Gay Community": Communal Living and Gay Liberation in the 1970s. <i>Gender & History</i>, 27(3): 865-881.</p> <p>Waddington, D. (2007) <i>Policing public disorder; theory and practice</i>. Cullompton: Willan Publishing.</p> <p>Waddington, D. (2013) <i>Policing Public Disorder</i>. London: Routledge.</p>																				

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First CAP Approval Date	1 st October 2012			
Revision CAP Approval Date	31 st May 2017	Version	3	RIA 12251