



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Protest, Policing & Public Order				
Module Code	UZSSJN-30-3	Level	3	Version	2.1
Owning Faculty	Health and Applied Science	Field	Sociology and Criminology		
Contributes towards	All Sociology and Criminology Undergraduate Programmes				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From			Valid to		

<b>CAP Approval Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Detailed knowledge and understanding of diverse forms of social and political protest and public disorder (Component A and Component B).</li> <li>2. In-depth knowledge and understanding of the theory and practice of social movement mobilisation and of public order policing within a historical and comparative context (Component A and Component B).</li> <li>3. A critical appreciation of the human rights and community relations aspects of protest and public order policing (Component A and Component B).</li> <li>4. Understanding of the relationship between social scientific argument and evidence in relation to protest and public order policing (Component A and Component B).</li> <li>5. The capacity to apply discipline-relevant conceptual frameworks and concepts in order to analyse specific protests and organisations and episodes of public order policing (Component A and Component B).</li> <li>6. A critical assessment of current practices of protest and public order policing and identify their contribution and limits and propose alternatives (Component A and Component B).</li> </ol>
Syllabus Outline	<p>Semester One will focus on the relationship between social and political protest and values, ideologies, networks, organisational forms, repertoires of action, emotions, media, political structures, social change. These aspects will be examined in relation to the following indicative list of social movements and the resulting issues for public order and policing will be highlighted:</p> <ul style="list-style-type: none"> <li>• Women’s Movements</li> </ul>

	<ul style="list-style-type: none"> <li>• Nationalist Movements</li> <li>• Labour &amp; Trade Union Movements</li> <li>• Lesbian &amp; Gay Movements</li> <li>• Animal Right's Movements</li> <li>• Peace Movements</li> <li>• Environmental Movements</li> <li>• Human Rights' Movements</li> </ul> <p>Semester Two will provide an introduction to contemporary issues in the policing of public disorder and explore these in relation to the history of policing public disorder, both within Britain and other Western democracies. It will examine the main theoretical debates about crowd conflict and control as well as the development of different police strategies and tactics and their impact on the crowds they are applied to. These theoretical debates and policing strategies will be examined critically through their application to the policing of major incidents of urban unrest, industrial disputes, political demonstrations and cultural events.</p>																				
Contact Hours	<ul style="list-style-type: none"> <li>• Lectures = 24 hours</li> <li>• Seminars = 24 hours</li> <li>• Tutorials = 24 hours</li> </ul>																				
Teaching and Learning Methods	<p>The teaching and learning methods are focused on developing subject knowledge, sociological and criminological understanding and intellectual and work-relevant transferrable skills that will enhance the academic and career development of students. Lectures provide an introduction to relevant topics and areas of enquiry and disseminate the key subject knowledge which is fundamental to developing sociological and criminological understanding. This is explored and enhanced in seminars and tutorials which enable students to apply this knowledge and understanding to a range of protest and crowd events and to protest and social movement organisations and social movements. Follow up of lectures and preparation for seminars forms a key element of independent learning.</p> <p>Scheduled learning includes:</p> <p><b>Lectures:</b> Essential for introducing the topics and areas of enquiry and disseminating key subject knowledge.</p> <p><b>Seminars:</b> Enables students to work in groups in order to explore topics and apply knowledge and understanding in relation to 'real world' protest and crowd events and movements.</p> <p><b>Tutorials:</b> Enable students to deepen their knowledge and understanding by engaging in a more focused and in-depth discussion with module tutors.</p>																				
Key Information Sets Information	<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" data-bbox="424 1648 1404 1995"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which</p>	Key Information Set - Module data					Number of credits for this module				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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constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	40%
Coursework assessment percentage	60%
Practical exam assessment percentage	0%
	100%

Reading Strategy

**Core readings**

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.

**Further readings**

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.

**Access and skills**

The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.

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. However, as indicated above, current advice on readings will be available via the module guide.

Castells, M. (2004) *The Power of Identity*. 2<sup>nd</sup> ed. Oxford: Blackwell.

Chesters, G. and Welsh, I. (2010) *Social Movements: The Key Concepts*. London: Routledge.

Della Porta, D. and Diani, M. (2006) *Social Movements: An Introduction*. 2<sup>nd</sup> ed. Oxford: Blackwell.

Della Porta, D. and Reiter, H., eds., (1998) *Policing Protest: The Control of Mass Demonstrations in Western Democracies*. Minneapolis, MI: University of Minnesota Press.

Drury, J., Stott, C., and Farsides, T. (2003) The role of police perceptions and practices in the development of public disorder, *Journal of Applied Social Psychology*, 33 (7). pp. 1480-1500.

Goodwin, J. and Jasper, J. eds. (2003) *The Social Movements Reader*. Oxford:

Blackwell.

Reicher, S. (2004). The psychology of Crowd Dynamics. In Brewer, Mand Hewstone, M. eds. *Self and Social Identity*. Oxford: Blackwell. pp

Stott, C., and Pearson, G. (2007). *Football Hooliganism, Policing and the war on the English Disease*. London: Pennant Books.

Tarrow, S. (1996) *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

Waddington, D. (2007) *Policing public disorder; theory and practice*. Cullompton: Willan Publishing:

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The module offers students a range of opportunities to display the knowledge and understanding required by the learning outcomes:</p> <p><u>Project (2500 words)</u></p> <p>Enables students to display a detailed and in-depth empirical and theoretical knowledge and understanding of a specific social movement organisation and to set this within a broad contextual and conceptual framework.</p> <p><u>Essay (2500 words)</u></p> <p>Enables students to display a detailed and in-depth knowledge and understanding of issues pertinent to public order policing within a broad contextual and conceptual framework.</p> <p><u>Examination (Three hours)</u></p> <p>Enables students to display an in-depth empirical and theoretical knowledge and understanding of forms of protest and social movement mobilisation and of events and issues pertinent to public order policing.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40</b>	<b>60</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Seen Examination (3 Hours)	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Project (2500 Words)	50	
2. Essay (2500 words)	50	

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Seen Examination (3 Hours)	100
2.(etc)	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Project (2500 Words)	50
2. Essay (2500 words) Essay	50
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	