

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Hate crime: offending, victimisation and policing		
Module Code	UZSY7C-30-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health and Applied Sciences	Field	Sociology and Criminology
Department	Health and Social Sciences		
Contributes towards	BA (Hons) Criminology: BA (Hons) Criminology with Foundation BA (Hons) Criminology and Sociology: BA (Hons) Criminology and Sociology with Foundation BA (Hons) Criminology and Law: option BA (Hons) Criminology with Law: option LLB (Hons) Law with Criminology: option BSc (Hons) Criminology with Psychology BSc (Hons) Criminology with Psychology with Foundation BSc (Hons) Psychology with Criminology: with foundation BSc (Hons) Psychology with Criminology:		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

What is hate crime? What motivations lie behind perpetrators' behaviour? Who do they target? What is the nature, extent and impact of hate crime on victims and their families & wider communities? Are there better ways of understanding and responding to hate crime? What is happening in the city-region of Bristol? At a time of heightened focus on this important area of contemporary and global social concern, this module examines the nature, extent and harms of prejudicially motivated offending, and the effectiveness of criminal justice and alternative responses. It covers racist, religiously motivated, homophobic, disablist and transphobic hate crime, as well as other forms of targeted victimisation such as attacks upon alternative subcultures. With a particular focus on real-world case studies, current research and the work of local practitioners, the module also assesses the complexities and controversies surrounding hate crime legislation and policy making, as well as the policing of hate crime. The focus on hate crime and the city enables students to develop an applied but critical understanding of the connections between the individual agency of offenders and the background structural context for their actions

We begin by investigating the history & origins of hate crime both in the UK and internationally and consider the effectiveness of criminalising prejudicial behaviour. From here we move on to explore the nature & scope of hate crime victimisation as well as the impact on victims, their families and wider communities. This will involve consideration of competing theoretical explanations of: who commits hate offences and why; who is victimised and how; the impact of hate crimes at the individual and collective level the nature. The course concludes with a critical evaluation of the legislative, policy and practice responses to offending and victimisation including: the

penal debates surrounding the use of enhanced prison sentences; alternative responses such as restorative justice; and the national and organizational imperatives which shape the policing of hate crimes in England & Wales. Students will work with numerous real-world case studies covering issues such as lone wolf extremists, racial violence and homophobic hate crimes. Additionally, first-person vignettes will introduce personalized accounts of both victims and perpetrators. We will draw upon innovative work being undertaken locally by researchers and practitioners as well as visiting scholars and so bring fresh ideas on hate crime scholarship to enable students to re-evaluate the concept in the light of fresh research, theory, policy and practice.

The module is informed by research undertaken by UWE criminology staff and visiting scholars through, for example, lectures and case study materials provided for seminar-based problem solving activities. TEL is an integral feature of the module, including use of MyUWE and Blackboard, to support students' learning, conduct activities, organise and communicate learning materials as well as other initiatives when appropriate e.g. online discussion boards.

Module learning and teaching strategy

The module is taught through weekly one hour lectures and workshops supplemented by other arrangements such as tutorials and drop in sessions. Materials will be available ahead of the teaching sessions and take the form of questions, real-world case studies, vignettes and problem solving exercises based upon essential reading which mirror each lecture. Students will work collaboratively and independently to develop and critically apply their knowledge using these materials in the workshops. They will be expected to produce a storyboard for these and together with the workshop material, they will form the basis of their work for the two summative assessments.

Indicative content:

Block 1: The history & origins of hate crime – We will undertake an in-depth investigation into the emergence of 'hate crimes' and the debates about the effectiveness of criminalising prejudicial behaviours.

Block 2: The nature & scope of hate crime victimisation – We will critically examine the literature and theoretical underpinnings of the construction of hate crime victims and offenders and the processual nature of victimisation. These issues will be investigated further using real-world case studies, vignettes and current research as well as related media representations of hate crimes.

Block 3: The impact of hate crime victimization on victims & communities – We will critically consider the consequences of hate crimes at the individual and collective level and do so in relation to the growing body of empirical work on this topic and relate it to policy, practice and legislative responses. These issues will again be examined using real-world case-studies and by engaging with those actively involved in researching and responding to hate crime offending and victimisation so that students can gain a critical appreciation of the wider cultural and social contexts in which hate crimes occur.

Block 4: Legislative, policy and practice responses to hate crimes – In this final block we will bring together the theoretical and empirical material studied so far and build on the work in Block 3; having analysed the type of response we will look in detail at the responses in practice, particularly the policing of and sentencing for these crimes. Once again there will be primary material and articles available from research active staff, visiting scholars and local practitioners which will enable students to become immersed in the responses to hate crime and so able to assess how and in what ways policy and practice does or does not meet the needs of victims.

As noted, this material is indicative and may change to reflect developments, for example, in hate crime scholarship.

Part 3: Assessment

The assessment strategy has been designed to help students develop and display an in-depth, applied and critical understanding of criminology generally and hate crime specifically. Formative and summative assessment methods have been designed to monitor and support student attainment of the module learning outcomes and they incorporate the Department's assessment strategy and The QAA Code of Practice on Assessment of Students. Flexible and inclusive forms of assessment have been chosen recognise different approaches to learning. Furthermore, the assessment strategy aligns with the University 2020 strategy by allowing students to hone important transferrable skills enabling them to demonstrably become 'ready and able graduates'.

The coursework component of the assessment (component B) is made up of a 1,500 literature review and 2,000 word report which seek to demonstrate knowledge and understanding of key debates about hate crime (Learning

outcomes 1-6). The formative assessment underpins the summative assessments in that it encourages students to develop and discharge the requisite skills as well as prepare for writing the review and the report; they are mutually supportive undertakings.

Formative assessment

Students will be required to prepare a storyboard as a prelude to preparing for the literature review and report. This exercise is designed therefore to enable students to identify and retrieve credible sources and to evaluate and synthesise the literature (thus meeting learning outcomes 1-6). The storyboard will help students to produce a mental map of the literature review and report topics and in so doing critically explore relevant issues. This project also reflects the theoretical emphasis and real-world engagement dimension of the module. Students will receive feedback which they can use to inform the literature review and report preparation.

Opportunities for formative assessment will also be ongoing and occur in both formal spaces in class and workshops and in one-to-one tutorials.

Summative assessment

The summative assessments are designed to give students an opportunity to investigate, write, think about and challenge the construction of hate incidents and to reflect on them in a criminological and historical perspective. They will enable students to demonstrate the problem-solving, evaluative and reflective skills intrinsic to criminology.


- Literature review (1,500 words): This review enables students to hone their research skills and apply the knowledge gained on the course through a critical analysis of the literature based on their choice of a topic (from a number of areas set by the module leader) which may have an empirical, policy or practice focus (meeting learning outcomes 1-6).
- Report (2000 words): focussing on a selected area of locally situated hate crime practice. The focus on hate crime and the city enables students to demonstrate an applied but critical understanding of the connections between the individual agency of offenders and the background structural context for their actions and of the effectiveness of responses designed to tackle offending and support victims.

Types of assessment for each component:

1. 1,500 word literature review of relating to a topic within one of the blocks - 40% (topic options set by the module leader)
2. 2,000 word report focussed on locally situated practice – 60% (topic options set by the module leader)

SafeAssign software will be enabled on Blackboard to help identify plagiarism by detecting unoriginal content in student papers. Besides acting as a plagiarism deterrent this approach will support student learning about plagiarism and the importance of proper attribution of any borrowed content.

Identify final timetabled piece of assessment (component and element)	Component A 2,000 word report	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions)	Element weighting	
Description of each element		
1. 1,500 word literature review	40%	
2. 2,000 word report focussed on locally situated practice	60%	
Component B	Element weighting	
Description of each element		
1.		

Resit (further attendance at taught classes is not required)											
Component A (controlled conditions) Description of each element	Element weighting										
1. 1,500 word literature review	40%										
2. 2,000 word report focussed on locally situated practice	60%										
Component B Description of each element	Element weighting										
1.											
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. Compare and critically assess the competing theoretical perspectives in the study of hate crime (Assessments A 1&2) 2. Critically discuss and analyse contemporary hate crime debates concerning the complex relationships between the state, offenders and victims, particularly in relation to the role of the victim within the criminal justice system (Assessments A1&2). 3. Demonstrate and apply a critical understanding of the nature, extent and impact of hate crime to contemporary debates surrounding the groups who are and are not afforded hate crime status (Assessments A1 and A2). 4. Demonstrate and apply a critical appreciation of the motivations behind hate crime offending, explaining modus operandi and decision making behaviours (Assessments A1 and A2). 5. Using real-world case studies and research demonstrate and apply an in-depth understanding of the impact of hate crime offending and victimisation on individuals and beyond, including the city (Assessment A2). 6. Identify and critique the effectiveness of responses to hate crime at the local level (Assessment B2). 										
Key Information Sets Information (KIS)	<p><u>Key Information Set - Module data</u></p> <p><i>Number of credits for this module</i> 30</p>										
Contact Hours	<table border="1"> <thead> <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> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Seen or open book written exam</p> <p>Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
300	72	228	0	300							

Total Assessment	<p>test</p> <p>Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="630 293 1323 524"> <tr> <td>Total assessment of the module:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage				Coursework assessment percentage			100%	Practical exam assessment percentage							100%
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Reading List	<p>An indicative list for the module includes but is not limited to the following:</p> <p>Online reading list: https://uwe.rl.talis.com/lists/1556F9E3-3F29-53E0-4AA5-B8D65C6742DE.html?draft</p> <p>Books</p> <p>Chakraborti, N. and Garland, J. (2014) <i>Responding to Hate Crime: The Case for Connecting Policy and Research</i>. Bristol: The Policy Press.</p> <p>Chakraborti, N. and Garland, J. (2015) <i>Hate Crime: Impact, Causes & Responses</i>. 2nd ed. London: Sage.</p> <p>Funnell, C. (2014) "You're a victim, don't become a perpetrator": a study of the 'moral career' of racist hate crime victims. In: Hall, N. et al. eds. <i>Routledge International Handbook on Hate Crime</i>. London: Routledge.</p> <p>Garland, J. and Funnell, C. (2016) Defining Hate Crime Internationally: Issues and Conundrums In Scheppe, J. and Walters, M. eds. <i>The Globalization of Hate: Internationalizing Hate Crime?</i> Oxford: Oxford University Press.</p> <p>Hall, N., Grieve, J. and Savage, S. (2009) <i>Policing and the Legacy of Lawrence</i>. Cullompton: Willan.</p> <p>Hall, N. (2013) <i>Hate Crime</i>. Abingdon: Routledge.</p> <p>Hall, N. et al (2014) <i>The Routledge International Handbook on Hate Crime (Routledge International Handbooks)</i>. New York: Routledge, Taylor and Francis Group.</p> <p>Iganski, P. (2008) <i>Hate Crime and the City</i>. Bristol: The Policy Press.</p> <p>Scheppe, J. and Walters, M. (2016) <i>The Globalization of Hate: Internationalizing Hate Crime?</i> Oxford University Press: Oxford.</p> <p>Journal articles</p> <p>Burnett, J. (2013) Britain: racial violence and the politics of hate. <i>Race and Class</i>. 54(4), pp. 5-21.</p> <p>Chakraborti, J. (2012) Introduction: hate crime victimization. <i>International Review of Victimology</i> 18(1), pp. 3-6.</p> <p>Clayton, J., Donovan, C. and Macdonald, S. (2016) A critical portrait of hate crime/incident reporting in North East of England: the value of statistical data and the politics of recording in an age of austerity. <i>Geoforum</i>. 75, pp. 64-74.</p>																				

	<p>Funnell, C. (2014) Racist hate crime and the mortified self: An ethnographic study of the impact of victimization. <i>International Review of Victimology</i>. 21(1), pp. 71-83.</p> <p>Hall, N. (2011) Policing hate crime in London and New York City - some reflections on the factors influencing effective law enforcement, service provision and public trust and confidence. <i>International Review of Victimology</i>. 18(1), pp. 73–87.</p> <p>Ray, L. (2004) Shame, rage and racist violence. <i>British Journal of Criminology</i>. 44(3), pp. 350-368.</p> <p>Journals <i>British Journal of Criminology</i> <i>Criminology and Criminal Justice</i> <i>Ethnic and Racial Studies</i> <i>Journal of Hate Studies</i> <i>International Review of Victimology</i> <i>Policing: A Journal of Policy & Practice</i></p>
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First CAP Approval Date	17/1/2018			
Revision Approval Date		Version	1	RIA 12251