



Module Specification

Hate Crime: Offenders, Victims and the Criminal Justice System (CJS)

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Part 1: Information

Module title: Hate Crime: Offenders, Victims and the Criminal Justice System (CJS)

Module code: UZSY7C-30-3

Level: Level 6

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Sociology and Criminology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: 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 and 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.

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: We begin by investigating the history and 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 and 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 and 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.

Indicative content:

Block 1: The history and 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 and 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 and 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: Teaching and learning methods

Teaching and learning methods: 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Compare and critically assess the competing theoretical perspectives in the study of hate crime

MO2 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

MO3 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

MO4 Demonstrate and apply a critical appreciation of the motivations behind hate crime offending, explaining modus operandi and decision making behaviours

MO5 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

MO6 Identify and critique the effectiveness of responses to hate crime at the local level

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 0

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzsy7c-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uzsy7c-30-3.html>

Part 4: Assessment

Assessment strategy: 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 and criminological skills 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, the Subject Benchmark Statement for Criminology, 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 UWE Bristol 2030 strategy by allowing students to hone important transferrable skills through a practice-oriented learning experience.

The coursework part of the assessment (part B) is made up of a 2000 literature search and review and 2,000 word report which seek to demonstrate knowledge and understanding of key debates about hate crime (Learning outcomes 1-6) as well as criminological skills. The formative assessment underpins the summative assessments in that it encourages students to develop and discharge the requisite knowledge, understanding and 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 mindmap 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 mindmap will help students to produce a mental map of the literature review and report topics and in so doing critically explore relevant issues and themes. This project also reflects the theoretical emphasis and real-world engagement dimensions 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 crimes and incidents and to reflect on them from criminological and historical perspectives. They will enable students to demonstrate the problem-solving, evaluative and reflective skills intrinsic to criminology.

Literature search and review (2000 words): The literature search and review enables students to hone their research skills and apply the knowledge, understanding and skills 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): investigation of 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 prevent and respond to offending and support victims.

Types of assessment for each part:

2000 word literature search and review of relating to a topic within one of the blocks - 50% (topic options set by the module leader)

2000 word report focussed on locally situated practice – 50% (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.

Assessment tasks:

Written Assignment (First Sit)

Description: 2000 word literature review

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (First Sit)

Description: 2000 word report focussed on locally situated practice

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Written Assignment (Resit)

Description: 2000 word literature review

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: 2000 word report focussed on locally situated practice

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Law with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] LLB (Hons) 2021-22

Criminology [Frenchay] BA (Hons) 2022-23

Criminology and Law [Frenchay] BA (Hons) 2022-23

Law with Criminology [Frenchay] LLB (Hons) 2022-23

Criminology and Sociology [Frenchay] BA (Hons) 2022-23

Psychology with Criminology [Frenchay] BSc (Hons) 2022-23

Criminology with Law [Frenchay] BA (Hons) 2022-23

Criminology with Psychology [Frenchay] BSc (Hons) 2022-23

Criminology [Frenchay] BA (Hons) 2022-23

Criminology with Psychology [Frenchay] BSc (Hons) 2022-23

Criminology and Law [Sep][SW][Frenchay][4yrs] BA (Hons) 2021-22

Law with Criminology [Sep][SW][Frenchay][4yrs] LLB (Hons) 2021-22

Criminology with Law [Sep][SW][Frenchay][4yrs] BA (Hons) 2021-22

Criminology with Law {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Criminology and Law {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Criminology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons)
2021-22

Criminology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Criminology [Sep][SW][Frenchay][4yrs] BA (Hons) 2021-22

Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Psychology with Criminology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Psychology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons)
2021-22

Criminology and Sociology {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-
22

Criminology and Sociology [Sep][SW][Frenchay][4yrs] BA (Hons) 2021-22

Criminology and Law {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2020-21

Law with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] LLB (Hons) 2020-21

Criminology with Law {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2020-21

Criminology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons)
2020-21

Criminology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Criminology [Sep][PT][Frenchay][6yrs] BA (Hons) 2020-21

Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2020-21

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Psychology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons)
2020-21

Criminology and Sociology {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2020-
21

Criminology and Sociology [Sep][PT][Frenchay][6yrs] BA (Hons) 2020-21

Criminology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Criminology [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Criminology and Sociology [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20

Psychology with Criminology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons)
2018-19

Criminology {Foundation} [Sep][PT][Frenchay][8yrs] BA (Hons) 2018-19

Criminology with Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons)
2018-19

Criminology with Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons)
2018-19