



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Crime and Protest in England, 1750-1930				
Module Code	UPHPGX-30-2	Level	2	Version	4.1
Owning Faculty	ACE	Field	History		
Contributes towards	Awards up to BA (Hons)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements	none	
Valid From	September 2013		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> <ul style="list-style-type: none"> <li>• a good understanding of the major conceptual approaches to the historical study of crime and protest and a knowledge of some of the methodological issues associated with research in this area (assessed through component B, 1 &amp; 2).</li> <li>• The ability to analyse and discuss a range of evidence relating to crime and protest in the period under consideration (assessed through Component A, also Component B, Elements 2 and 3)</li> <li>• An awareness of the historical context and the influence of changes in economic, legal and social structures (assessed through all components of assessment)</li> <li>• The ability to communicate their conclusions in a variety of learning environments (assessed through all components of assessment, but Component B, Element 2 for verbal communication)</li> <li>• The ability to synthesise information from a variety of sources and structure an argument based on this (assessed through Component B, Elements 1 and 3)</li> </ul>

<p>Syllabus Outline</p>	<p>The module provides an overview of crime and social protest over two centuries. It explores the role of the state in defining criminal behaviour and how at particular times traditional practices, including certain forms of political protest, were criminalised. The module examines the changing nature of the legal system and considers the development of new mechanisms for enforcing the law, such as police and prisons. It also assesses the way in which the rights and duties of citizens were subject to redefinition and it considers how gender, class and ethnicity were integral to this process. The relationship between the state and the people is viewed as a dynamic one and considerable emphasis is given to the reasons why individuals and groups defied the law at times and why they also engaged in social and political protest.</p> <p>The module will be organised thematically. The major themes will include:</p> <ol style="list-style-type: none"> <li>1. Criminals, delinquents and disorderly persons</li> <li>2. Public protest and demands for political reform</li> <li>3. Crime, gender and sexuality</li> <li>4. Criminalising protest, the response of the state to political and economic challenges</li> </ol>
<p>Contact Hours/Scheduled Hours</p>	<p>Students will receive three hours contact time composed of a one hour lecture and a two hour seminar every week. Normal scheduled classes do not take place during assessment weeks but tutors may schedule one to one or small group sessions in addition to the contact hours indicated.</p>
<p>Teaching and Learning Methods</p>	<p>The module will be delivered through a mix of contextualising lectures, and seminars with researched, selected or supplied readings. Some seminars will be assessed. The module, including a full course outline, is fully supported by resources delivered through Blackboard.</p> <p><b>Scheduled learning</b> includes tutorials and project supervision. Study time for the module is composed of 72 hours of contact time.</p> <p><b>Independent learning:</b> 228 hours. Student preparation will consist in most weeks of an average of four hours independent study time based upon essential and indicative reading as specified in the module handbook.</p>
<p>Key Information Sets Information</p>	<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>

<b>Key Information Set - Module data</b>				
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

The table below indicates as a percentage the total assessment of the module which 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	25%
Coursework assessment percentage	60%
Practical exam assessment percentage	15%
	100%

#### Reading Strategy

Several secondary texts covering large areas of the module and recommended for frequent use as contextual readers throughout the course of the module have been identified as '**key texts**'. One copy of each of these will be placed on short loan in the library. Some seminars will require students to read **primary materials**. These will be made available either in transcribed form on Blackboard, on approved external websites (principally the Old Bailey Proceedings Online) or electronically via the primary source databases in the e-library. Seminars and some online sessions will require students to undertake readings from secondary scholarly sources. These are indicated in the handbook as '**essential reading**' and '**secondary reading**'. Where 'essential readings' are journal articles or extracts from a book, they will in all cases be available via UWEonline where licences have been obtained, or via JSTOR or Project Muse. Materials referred to as 'secondary' are intended to be selected from independently by the student and lists will in all cases be sufficiently extensive to ensure adequate library stock.

**Essential reading:** There is no set textbook for the module as a whole. Discrete texts will be indicated as 'essential readings' for specific teaching sessions and/or assignments, and these will be clearly identified in the course handbook, and available electronically or on short loan in the library, but may change from year to year. Readings may include:

- Chapters from scholarly monographs
- Essays in peer-reviewed journals and edited collections
- Supplied primary material, both textual and visual
- Primary material retrieved from ECCO, the Old Bailey Proceedings and/or the e-library's digital newspaper collections

	<p><b>Further reading:</b> Further readings will be indicated in the handbook for each teaching session. Students are expected to use their discretion and exercise choice in selecting further reading. They may be guided by the supplied lists, or they may prefer to research relevant further readings for themselves, using the library catalogue, bibliographical databases in the e-library, or by searching Project Muse and JSTOR.</p>
<p>Indicative Reading List</p>	<p><b>Indicative Reading List:</b></p> <p>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 other more frequently updated mechanisms</p> <p><b><u>Key texts</u></b></p> <p>Emsley, C, <i>Crime and Society in England 1750-1900</i>, (4<sup>th</sup> edition, Longman, 2006)</p> <p>Taylor, D, <i>Crime, Policing and Punishment in England, 1750-1914</i> (Macmillan, 2005)</p> <p>Archer, J. E., <i>Social Unrest and Popular Protest in England 1780-1840</i>. (Cambridge, 2009)</p> <p>Stevenson, J., <i>Popular Disturbances in England, 1700-1870</i> (3<sup>rd</sup> edition, Longman, 2005)</p> <p><b><u>Secondary Texts:</u></b></p> <p>Bohstedt, J. <i>The Politics of Provisions</i> (Ashgate, 2010)</p> <p>Duffield, I. <i>Representing Convicts: New perspectives on Criminal Transportation</i> (Oxford, 2008)</p> <p>Emsley, C. <i>The English Police</i> (Longman, 2000)</p> <p>Gattrell, V, <i>The Hanging Tree: Execution and the English People, 1770-1868</i> (Oxford, 1994)</p> <p>Harrison, M. <i>Crowds and History: Mass Phenomena in English Towns</i> (Oxford, 1989)</p> <p>Hay, D., Linebaugh, P., et al, <i>Albion's Fatal Tree: Crime and Society in Eighteenth Century England</i> (London, 1975)</p> <p>Jones, G. S., <i>Outcast London</i> (Cambridge, 1992)</p> <p>King, P., <i>Crime, Justice and Discretion in England, 1740-1820</i> (Oxford, 2000)</p> <p>Randall, A., <i>Riotous Assemblies</i> (Oxford, 2006)</p> <p>Rawlings, P., <i>Crime and Power: A History of Criminal Justice, 1688-1998</i> (Cambridge, 2008)</p> <p>Rogers, N. <i>The Crowd in Georgian England</i> (Oxford, 1999)</p>

Shoemaker, R., *The London Mob* (Hambledon, 2004)

Thomas, D *The Victorian Underworld* (London, 1998)

Thompson, D. *The Chartists* (London, 1996)

Thompson E. P. *The Making of the English Working Class* (London, 1963)

Thompson E. P. *Customs in Common* (London, 1991)

Weiner, M. J., *Reconstructing the Criminal: Culture, Law and Policy, 1830-1914* (Cambridge, 2000)

Weiner, M. J., *Men of Blood: Violence, Manliness and Criminal Justice in Victorian England* (Cambridge, 2001)

### **Indicative digital media**

British Museum Satirical Print collection:

[http://www.britishmuseum.org/research/search\\_the\\_collection\\_database.aspx](http://www.britishmuseum.org/research/search_the_collection_database.aspx)

Connected Histories (includes British History Online, Old Bailey online, London Lives, etc): <http://www.connectedhistories.org/>

Harvard Lawschool 18<sup>th</sup> Century Criminal Broadsides Project:

<http://broadsides.law.harvard.edu/>

Print Collections, Lewis Walpole Library:

<http://images.library.yale.edu/walpoleweb/default.asp>

In UWE e-library: Historic Books, Eighteenth Century Collections Online; British Newspapers, 1600-1900; British Nineteenth Century Periodicals.

### **Digital secondary specialist reading**

Students will be required to use the library's electronic journals, and/or back copies of journals available through JSTOR and Project Muse, especially

- Past and Present
- Social History
- Journal of Social History
- Rural History

### Part 3: Assessment

<b>Assessment Strategy</b>	<p>The module has three assessed pieces of work. These are designed to test a range of abilities from essay writing, to primary source research and project management to examined work under controlled conditions and oral presentations in class. The assessment strategy is designed to build upon the critical research and analytical skills acquired at level 1, especially in the core module, Sources for Courses, to complement the level 2 core module, Project Management in History, and to prepare students for dissertation work at level 3. There is therefore quite a strong emphasis placed on primary source research and analysis (components B1 and B3). The examination is short (90 minutes) and designed to test content knowledge at the end of each semester. Two papers are therefore set, one in January and one in the summer assessment period, and students may sit one or both of these examinations. The recorded mark will be the higher mark achieved of the two.</p> <p>Feedback for these assessments will be sent first to students electronically, after which all students will be required to attend personal feedback tutorials which will be a timetabled part of the module's contact hours.</p>
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Identify final assessment component and element	<b>Component B, element 3 (3000 word researched project essay)</b>
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% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25</b>	<b>75</b>

#### First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (90 minutes) (May be taken in Jan or in summer, or at both opportunities.)	
2. Exam (90 minutes) (May be taken in Jan or in summer, or at both opportunities.)	
(Higher mark of the two to be recorded)	100%
Component B Description of each element	Element weighting (as % of component)
1. Essay, document exercise (1500 words)	27%
2. Assessed seminar presentation and associated written paper (1500 words)	20%
3. Project essay (3000 words)	53%

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

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (90 minutes)	100

Component B Description of each element	Element weighting (as % of component)
1 Essay, document exercise, 1500 words	27%
2. Powerpoint presentation and associated written paper (1500 words)	20%
3. Project essay (3000 words)	53%
<p>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.</p>	