

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Criminological Theory				
Module Code	UZSNLD-30-1	Level	1	Version	6
Owning Faculty	HAS	Field	Sociology and Criminology		
Contributes towards	BA (Hons) Criminology BA(Hons) Criminology with Sociology BA (Hons) Criminology with Psychology				
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	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. A grasp of key concepts and theoretical paradigms in criminology (component A and component B) 2. A grasp of the methodological limitations of official statistics in providing a reliable or accurate grasp of the dimensions and distribution of crime (component A and component B) 3. An appreciation of the differences between sociological and non-sociological approaches to crime and deviance (component A and component B) 4. A comparative and historical understanding of crime and criminal justice (component A and component B)) 5. An ability to relate key contemporary issues of crime and criminal justice to theoretical approaches in criminology (component A and component B) 6. An appreciation of the social policy applications and implications of criminological theories in historical context (component A and component B) 7. An ability to report and interpret survey findings and to understand their limitations (component A and component B) 8. A ability to note take, research, reference, utilise ICT, summarise and synthesise ideas and evidence for production of a coherent, analytical and

	theoretically informed essay discussion (component A and component B)
Syllabus Outline	<p>The aim of this module is to introduce students to key concepts, methods of data collection and theoretical approaches in criminology. The module will commence with an exploration of the distinctive ways that crime and criminal justice are social constructions associated with the state and social policy. We shall explore the ways in which crime and criminal justice have been socially constructed in modern and pre-modern societies, and of the socio-historical roots of criminology. The module will then briefly address the issue of what official statistics and other techniques of data collection (such as victimisation surveys) can tell us about empirical crime patterns and distributions in contemporary UK society. The main theoretical paradigms of deviancy theory (sociological and social-psychological) will then be investigated and related to selected key social policy issues and contexts of criminal justice. The course concludes by investigating the origins and development of key modern institutions of law-enforcement and penal justice (i.e. the police and the penitentiary).</p> <p>Topics covered in the lecture programme will include:</p> <ul style="list-style-type: none"> • Crime and social control in historical context • Modernity and the origins of criminology • Official statistics and post-war crime trends • Classical criminology • Positivist criminology • Social-psychological perspectives in criminology • Sociological perspectives in criminology (structural and interactional) • Modernity and law enforcement: origins and culture of the police • Modernity and penal justice: origins and development of the penitentiary
Contact Hours	<p>As a 30-credit/ module this module assumes 300 hours of study on the part of the student.</p> <p>Scheduled learning for this project will be approximately 72 hours and may take several forms. This will be delivered as a combination of lectures, seminars and tutorials.</p> <p>Independent learning – Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.</p>
Teaching and Learning Methods	<p>These include:</p> <ul style="list-style-type: none"> • Lectures supported by audio and visual aids • One-hour seminars, based on a combination of small group discussions, set presentations, wider discussion forums, and collaborative reading of key texts. • One-hour consultancies (staff office hours) • Hourly tutorials <p>Key skills training– such as note-taking, referencing, essay-writing and exam preparation (incorporated in the seminar programme as workshops)</p> <p>Independent learning based on topics and questions set out for each weekly session in the module handbook</p> <p>Scheduled learning includes:</p> <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials <p>Independent learning includes hours engaged with:</p>


- Essential reading,
- Assignment preparation and completion
- Reflection on class discussions/topics

Independent study is required in relation to set reading for lectures and seminars, as well as assessed work.

TEL: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.

Key Information Sets Information

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.

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
				

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		50%
Coursework assessment percentage		50%
Practical exam assessment percentage		0%
		100%

Reading

In order to maximise access to relevant resources, to protect and maintain library

Strategy	<p>resources, and to encourage students to regularly visit UWE library sites, this module has a reading strategy. There are a number of strands to this.</p> <ol style="list-style-type: none"> 1. Wherever feasible, one copy of the key reading for each seminar (specified in the module handbook) will be placed in the Overnight Loan collection in the relevant UWE libraries. 2. Where this has not been possible, or sometimes in order to supplement the library stock, certain recommended seminar readings are available as electronic files (digitalised resources) stored in the Course Materials folder on the module's website (UWE online). 3. Details of web-links to additional useful resources are provided in the Module Handbook (also available on UWE online). 4. A couple of main texts are recommended for this course, which provide adequate coverage for the major part of it, either one of which would make a useful purchase. 5. Extensive additional lists of reading are provided for each seminar. This is not only in order to give an indication of the range of library resources in a particular topic-area, but to provide a range of alternative readings that will substitute for others that are unavailable. Many of these are also digitised resources available from Blackboard. Students are not expected to engage with the full range of recommended reading each week, but to select resources judiciously from those available. <p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text or texts, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>Currently essential reading will be made accessible to students by ensuring that all texts are available through blackboard either as digitalised texts, as journal articles with embedded URLs, or within the module's core textbooks. Further reading will include a mix of chapters from books held in the library, internet resources, electronic journals and government reports. The reading strategy will be reviewed annually to ensure all essential reading remains easily accessible and that the most up to date and relevant materials are available for students.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>Downes, D. and Rock, P. (2011) <i>Understanding Deviance: A Guide to the Sociology of Crime and Rule Breaking</i>, 6th edition. Oxford: Oxford University Press.</p> <p>Jones, S. (2013), <i>Criminology</i>, 5th edition. Oxford: Oxford University Press.</p> <p>Maguire, M., Morgan, R. and Reiner, R. Eds (2012) <i>The Oxford Handbook of Criminology</i>, 5th edition. Oxford: Oxford University Press.</p> <p>McLaughlin, E., Muncie, J. and Hughes, G. (2013) <i>Criminological Perspectives: Essential Readings</i>, 3rd edition. London: Sage.</p> <p>Newburn, T. (2013) <i>Criminology</i>, 2nd edition. London and New York: Routledge.</p>

Newburn, T. (2009) *Key Readings in Criminology*. London and New York: Routledge.

Walklate, S. (2007) *Understanding Criminology: Current Theoretical Debates*, 3rd edition. Buckingham: Open University Press.

Part 3: Assessment

Assessment Strategy

Assessment on this module consists of 50% Examination (Component A) and 50% Coursework (Component B)

All assignments on the module are summative

- Component A (Examination) is an unseen examination of 2 hours duration
- Component B (Coursework) consists of two assignments of 1,500 words
 - o Skills Exercise (Annotated Bibliography)
 - o Essay

Note: Assessment Criteria are outlined in the module handbook. This is pertinent to all assignments on both components. The Criteria specify the skills and competences that students need to demonstrate in formal assessments to acquire each grade classification.

Examination assessments are utilized on this module for 3 reasons:

1. Many students prefer examinations to other modes of assessment
2. Some students perform better in examinations than in coursework assignments
3. Examinations are suitable for testing certain specific skills – i.e. the ability of students to retain and transmit knowledge and understanding under closed conditions

Coursework (Skills assignment and formal essay) assessments are utilised on this module for 3 reasons:

1. Many students prefer coursework assessments to assessments under closed conditions
2. A majority of students perform better in coursework assignments than in examinations
3. Coursework is a suitable medium for testing a fuller range of aptitudes required of the learner – referencing and bibliography, preparatory reading and research, working to deadlines, synthesising summarisation and evaluation skills, self-reflection, organising academic work, ICT, etc.

Both examination and coursework components are designed to align with learning outcomes.

- Component A tests Learning Outcomes 1-8
- Component B (Elements 1 and 2) test Learning Outcomes 1-8

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
• 1 x 2hr unseen examination	100%	
Component B Description of each element	Element weighting (as % of component)	

<ul style="list-style-type: none"> 1 x 1500 word skills assignment 	50
<ul style="list-style-type: none"> 1 x 1500 word academic essay 	50

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
<ul style="list-style-type: none"> 1 x 2hr unseen examination 	100
Component B Description of each element	Element weighting (as % of component)
<ul style="list-style-type: none"> 1 x 3000 word academic essay 	100
<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>	