

MODULE SPECIFICATION PROFORMA

Module Title:	Social Difference and Inequality	Level:	5	Credit Value:	20
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Module code:	SOC519	Is this a new module?	Existing	Code of module being replaced:	
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Cost Centre:	GACJ	JACS3 code:	M211
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Trimester(s) in which to be offered:	1	With effect from:	September 2017
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School:	Social and Life Sciences	Module Leader:	Dr Caroline Hughes
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Scheduled learning and teaching hours	36hrs
Guided independent study	164hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Criminology and Criminal Justice Studies	✓	<input type="checkbox"/>
BA (Hons) Police and Criminal Justice Studies	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received SQC approval?

Yes No ✓

Module Aims

Students will develop a critical understanding of the relationship of social class, gender, race, age, ethnicity, language and other salient aspects of diversity in relation to crime and victimisation and responses to these phenomena.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Demonstrate an understanding of how issues of social class, gender, race, age, ethnicity, language and other salient aspects of diversity can influence a person's experience within the criminal justice system.	KS1	KS5
		KS2	KS6
		KS4	
2	Critically assess the successes and failures of equality policies within the criminal justice system.	KS1	KS5
		KS2	KS6
		KS4	
3	Critically explore the experience of particular discriminated groups and recognise patterns of social inequality and discrimination.	KS1	KS5
		KS2	KS6
		KS4	

Transferable/key skills and other attributes

On successful completion of this modules students will have developed the following transferrable skills
 Reflective thinking
 Writing skills
 Empathy and Understanding Others
 Independent learning

Derogations

None

Assessment:

Poster: Students will demonstrate an understanding of how issues of class, gender, race, age, ethnicity, language or other aspect of diversity can influence a person's experience within the Criminal justice system.

Commentary: Building on the poster, students will critically examine the experience of a particular discriminated against group and critically assess the progress of equality policies with regards to this group in the Criminal Justice System.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Poster	50%		
2	2-3	Commentary	50%		2,000

Learning and Teaching Strategies:

The module will use a variety of teaching and learning strategies, including lectures, seminars and discussion and the use of Moodle.

Syllabus outline:

This module will examine and develop a critical perspective upon issues relating to social difference, inequality and discrimination with the criminal justice system. In particular it will cover:

- Social class
- gender
- race
- age
- ethnicity
- language (and other salient aspects of diversity including sexuality, disability, social exclusion).
- Institutional racism

Theoretical frameworks to understand the nature, impact and extent of discrimination.

Bibliography:

Essential reading

Please see reference to specific chapters

- Bhui,H.S (2009) Race and Criminal Justice. London:Sage
- Madoc-Jones,I and Buchanan,J (2004) 'Indigenous people, language and criminal justice: The experience of first language Welsh speakers in Wales'. Criminal Justice Studies: A Critical Journal of Crime, Law and Society. Volume 17 Issue 4 pp 353-367
- Patel,T and Tyrer,D (2013) Race, Crime and Resistance. London: Sage
- Phillips,C and Webster,C (2013) New Directions in Race, Ethnicity and Crime. London: Routledge
- Silvestri,M and Crowther-Dowey, C (2016) Gender and Crime (Key Approaches to Criminology). London: Sage
- Walsh,A (2013) Social Class and Crime. London: Routledge

Other indicative reading

- Coleman,R., Sim,J., Tombs,S and Whyte,D (2009) State power and Crime. London: Sage.
- Hughes,C and Madoc-Jones,I (2005) 'Meeting the needs of Welsh speaking young offenders'. Howard Journal of Criminal Justice. Vol 44, No 4 pp374-386
- Madoc-Jones,I (2004) 'Linguistic sensitivity, indigenous peoples and the mental health system in Wales'. International Journal of Mental Health Nursing. Feature Article Volume: 13 (Issue: 4) pp 1-14.
- Madoc-Jones,I (2007) 'Welsh prisoners in English jails'. The Prison Service Journal, No 169, pp.28-37
- Madoc-Jones,I and Buchanan,J. (2003) 'Welsh language, identity and probation practice: The context for change'. Probation Journal Special Edition on Diversity, Vol 50 (3) 225-238
- Madoc-Jones,I and Dubberley,S. (2005) 'Language and provision of health and social care in Wales'. Journal of Diversity in Health and Social Care. Vol 2 number 2 pp. 127-134
- Payne, G (ed) (2013). Social Divisions : Fourth Edition Palgrave Macmillan
- Race, Crime and Injustice: strip search and the treatment of suspects in custody. British Journal of Criminology, vol.44, pp.677-694
- Thompson, N. (2012) Anti-Discriminatory Practice,4rth Edition London. Macmillan
- Walklate, S (2004) Gender, Crime and Criminal Justice. Devon: Willan Publishing