

## Module specification

Module code	SOC465
Module title	Signal Crimes and Criminals
Level	4
Credit value	20
Faculty	FSLs
Module Leader	Dr Caroline Gordon
HECoS Code	100483
Cost Code	GACJ

## Programmes in which module to be offered

BA (Hons) Criminology and Criminal Justice	Core
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## Pre-requisites

None

## Breakdown of module hours

Type of module hours	Amount
Learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	164 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

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Initial approval date	May 2021
With effect from date	September 2021
Date and details of revision	NA
Version number	2

## Module aims

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By the end of the module students will have been introduced to key turning points and debates associated with the practice of criminal justice

**Module Learning Outcomes - at the end of this module, students will be able to:**

1	Explain the meaning of signal crime and identify the rationale for designating some events as signal crimes.
2	Demonstrate an understanding of how signal crimes impact on how certain offences/offenders are understood.
3	Identify the criminal justice system significance of particular signal crimes/signal criminals
4	Identify ongoing challenges in responding to a particular form of offending

## Assessment

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### Indicative Assessment Tasks:

Choosing two 'signal crimes' from the ones covered in the module, students are required to explore the significance and impact of the crime on society and/or the criminal justice system (750 words each)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Coursework	100%

## Derogations

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None

## Learning and Teaching Strategies

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The learning and teaching strategy is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching panopto videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

## Indicative Syllabus Outline

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Racism in the CJS: Lawrence,  
Youth Justice and Imprisonment: Mubarek  
Miscarriages and Policing with Consent: Hillsborough  
Serial Crime: Hannibal Lecter  
Celebrity offending: Savile  
Mass Killings: Columbine

Terrorism: 9/11 and 7/7  
Prison for children and Doli Incapax: Thompson and Venables  
Women and Offending: Myra Hindley  
Death penalty: Ruth Ellis  
Domestic Violence: Clare Wood  
Sex Offenders and Registers: Roy Whiting

## **Indicative Bibliography:**

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### **Essential Reads**

Innes, M (2014) *Signal Crimes: Reactions to Crime and Social Control*. Oxford: OUP  
Jarvis, B (2014) *Monster's Inc: Serial Killers and Consumer Culture*. *Crime, Media, Culture: An International Journal* 3(3) pp.326-344  
Marsh, I and Melville, G (2011) *Moral Panics and the British Media- A look at some contemporary 'Folk Devils'* *Internet Journal of Criminology* 2011  
<https://www.scribd.com/document/136955524/Marsh-Melville-Moral-Panics-and-the-British-Media-March-2011>  
Altheide, D. (2009) 'Moral Panic: From Sociological Concept to Public Discourse', *Crime, Media and Culture*, vol 5:1, pp79-99.  
Innes, M. (2004) 'Crime as a Signal, Crime as a Memory', *Journal for Crime, Conflict and the Media*, vol 1, pp 15-22.

### **Other Indicative Reading**

Innes, M. (2003) 'Signal Crimes: Detective Work, Mass Media and Constructing Collective  
Innes, M. and Fielding, N. (2002) 'From Community to Communicative Policing: 'Signal Crimes' and the Problem of Public Reassurance', *Sociological Research Online Memory*', in Mason P (ed) *Criminal Visions: Media Representations of Crime and Justice*, Cullompton: Willan Publishing  
Jewkes, Y. (2015) *Media and Crime*. London: Sage.

## **Employability skills – the Glyndŵr Graduate**

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Engaged  
Creative  
Ethical  
Commitment  
Curiosity  
Resilience  
Confidence  
Organised  
Emotional Intelligence  
Communication