

Module specification

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Module Code	SOC476
Module Title	Notorious Crimes and Criminals
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100484
Cost Code	GACJ
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
To be aligned with BA (Hons) Criminology and Criminal Justice for QA and assessment purposes only	Standalone

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	0 hrs
Guided independent study hours.	164 hrs
Module duration (Total hours)	200 hrs

Module aims

By the end of the module students will have explored key some key issues at the heart of contemporary debates about the operation of criminal justice in England and Wales and will do so by considering some of the UKs most notorious crimes and criminals.

Module Learning Outcomes

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

1	Demonstrate an understanding of the nature and meaning of justice and how notorious cases have framed debates about these issues.
2	Demonstrate an understanding of the possible aims of sentencing – deterrence, punishment and rehabilitation.
3	Identify the groups who may be vulnerable to crime and victimisation and have historically been less well served by the criminal justice system.
4	Identify how crimes might be investigated and the extent and limitations placed on police powers.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1:

Students to complete online contributions each week.

(Students must complete at least 4 out of 9 possible contributions).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 4	Coursework	9 x 200-word contributions (1,800 words total)	100%	N/A

Derogations

N/A

Learning and Teaching Strategies

The module will be taught across five weeks. Where delivered online, lectures will be made up of pre-recorded lectures which students can work through at their own pace. Where the course is delivered face-to-face, lectures will be made up of synchronous, and on campus. There will also be an optional face-to-face on campus lecture at the end of the programme of learning which provides students with an overview of the 'next steps to study' and informs them of other courses and learning opportunities available to them at Wrexham University.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, work placements and personal tutorials in Welsh.

Indicative Syllabus Outline

Understand and debate the nature and meaning of Justice and how notorious cases have framed debates about these issues

- Mental health and ill health,
- Mens rea and actus rea,
- The expert witness in court,
- Blame and responsibility
- Adverse childhood experiences
- Vulnerability and police pressures/interviews
- Justice and Miscarriages of Justice: The Case of Timothy Evans
- The causes and consequences of miscarriages
- Processes for ensuring due process
- False and coerced confessions
- Releasing and supervising dangerous offenders (MAPPA)
- Capital crimes and the death sentence: The case of Peter Allen and Gwynne Owen Evans
- Where is the death penalty used
- History and extend of capital sentencing
- Does the death penalty work to deter

Demonstrate an understanding of the possible aims of sentencing – deterrence, punishment and rehabilitation

- Assessing risk and dangerousness
- Public opinion and sentencing
- Punishment, Rehabilitation and redemption: The case of John Worboys
- Meaning of Punishment, rehabilitation and redemption
- What works in preventing reoffending
- The parole and early release process
- Why people stop offending- deterrence
- Public opinion and crime
- Capital crimes and the death sentence: The case of Peter Allen and Gwynne Owen Evans
- The costs of adopting capital measures
- Penal populism and why the death penalty has strong public support
- Confidence in the criminal justice system

Identify the groups who may be vulnerable to crime and victimisation and have historically been less well served by the criminal justice system

- Women and Crime: The Case of Myra Hindley
- Women as victims and perpetrators of crime



- Doubly deviant and punished
- Gender and difference in the Criminal justice system through the years
- Victims and the criminal justice process: The case of the Suffolk Stranger
- Victims in the criminal justice process
- Who are victims of crime
- Vulnerability and risk in the 21st century
- Contemporary crimes and panics: Knife crime in the UK
- The history and changing nature of youth crime
- Historical and contemporary moral panic
- Local terrorism and hate crime: The case of Zack Davies
- The nature and forms of terrorism
- International context for terrorism
- Hatred, hate crime and terrorism
- Global trends and local impacts

Demonstrated an understanding of how police investigate crime and exercise policing powers and how the criminal justice system operates in practice

- Technology, Science and crime detection: The Case of Colin Pitchfork
- Advances in police practices and investigations
- DNA and forensic data collection
- Technology, big data and 'big brother'
- Promoting freedom, surveillance and managing risks
- Holmes, data management
- Contemporary Police Powers and Investigations: The case of Luczak Respondek
- Advances in police investigations
- Standard investigative procedures
- Identifying suspects and constructing a case
- Interviewing suspects and witnesses
- The criminal justice process and procedures
- Key participants in the criminal justice process and trial
- Prison, parole and supervision
- Police legitimacy

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Each student will be provided with lecture notes related to the following cases and links to the following texts:

- Justice and Miscarriages of Justice: The Case of Timothy Evans
- Capital crimes and the death sentence: The case of Peter Allen and Gwynne Owen Evans

- Punishment, Rehabilitation and redemption: The case of John Worboys
- Victims and the criminal justice process: The Case of the Suffolk Stranger
- Women and Crime: The Case of Myra Hindley
- Contemporary crimes and panics: Knife crime in the UK
- Local terrorism and hate crime: The Case of Salman Abedi
- Technology, Science and crime detection: The Case of Colin Pitchfork
- Contemporary Police Powers and Investigations: The Case of Lucas Ronderdek

Please note that the reading below involves a short article/book chapter – the module is intended to be bespoke in the sense that the knowledge and understanding and all the reading is provided.

Other indicative reading

Bradford, B. and Myhill, A., 2015. Triggers of change to public confidence in the police and criminal justice system: Findings from the Crime Survey for England and Wales panel experiment. *Criminology & Criminal Justice*, 15(1), pp.23-43.

<https://journals.sagepub.com/doi/pdf/10.1177/1748895814521825>

Bryant, R. and Bryant, S. (eds.) (2019), *Blackstone's Handbook for Policing Students*. Oxford: OUP (Especially– Chapter 24 – Criminal Investigation)

DeLeeuw, J.G. and Pridemore, W.A., 2018. The Threat from Within: A Conjunctive Analysis of Domestic Terrorism Incidents in the United States, United Kingdom, and Ireland. *Perspectives on Terrorism*, 12(4), pp.26-54.

https://www.universiteitleiden.nl/binaries/content/assets/customsites/perspectives-onterrorism/2018/issue-4/03-de-leeuw-e.a_.pdf

Hong, M. and Kleck, G., 2018. The short-term deterrent effect of executions: an analysis of daily homicide counts. *Crime & Delinquency*, 64(7), pp.939-970.

<https://journals.sagepub.com/doi/pdf/10.1177/0011128717719514>

Joyce, P (2017) *Criminal Justice: An Introduction* (3rd Edition). London, Routledge. (Especially Chapter 10. Victims of crime and Chapter 11. Diversity and the criminal justice system)

Klambauer, E., 2018. Policing roulette: Sex workers' perception of encounters with police officers in the indoor and outdoor sector in England. *Criminology & Criminal Justice*, 18(3), pp.255-272. <https://journals.sagepub.com/doi/pdf/10.1177/1748895817709865>

Kleck, G. and Jackson, D.B., 2017. Does crime cause punitiveness?. *Crime & Delinquency*, 63(12), pp.1572-1599. <https://journals.sagepub.com/doi/pdf/10.1177/0011128716638503>

O'Neill, M. and Loftus, B., 2013. Policing and the surveillance of the marginal: Everyday contexts of social control. *Theoretical criminology*, 17(4), pp.437-454.

<https://journals.sagepub.com/doi/pdf/10.1177/1362480613495084>

Newburn, T (2017) *Criminology*. Wilan Publishing.

Poyser, S. and Milne, R., 2015. No grounds for complacency and plenty for continued vigilance: Miscarriages of justice as drivers for research on reforming the investigative interviewing process. *The Police Journal*, 88(4), pp.265-280.

<https://journals.sagepub.com/doi/pdf/10.1177/0032258X15598951>



Tyler, T.R., 2004. Enhancing police legitimacy. *The annals of the American academy of political and social science*, 593(1), pp.84-99.

<https://journals.sagepub.com/doi/pdf/10.1177/0002716203262627>

Viki, G.T., Massey, K. and Masser, B., 2005. When chivalry backfires: Benevolent sexism and attitudes toward Myra Hindley. *Legal and Criminological Psychology*, 10(1), pp.109-120.(available free through reserachgate)

Vinkers, D.J., De Beurs, E., Barendregt, M., Rinne, T. and Hoek, H.W., 2011. The relationship between mental disorders and different types of crime. *Criminal behaviour and mental health*, 21(5), pp.307-320. <https://onlinelibrary.wiley.com/doi/full/10.1002/cbm.819>

Wattis, L., 2017. Revisiting the Yorkshire Ripper murders: interrogating gender violence, sex work, and justice. *Feminist criminology*, 12(1), pp.3-21.

<https://journals.sagepub.com/doi/pdf/10.1177/1557085115602960>

Administrative Information

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Initial approval date	30.04.2019
With effect from date	30.04.2019
Date and details of revision	27.04.2022: change to assessment and course delivery time. 15.06.2022: change to course delivery time 04.06.2026: CMAP approval to add a face-to-face mode of delivery alongside the existing online provision (AM1 modification).
Version number	04