

## Module specification

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*Refer to guidance notes for completion of each section of the specification.*

Module Code	SOC476
Module Title	Notorious Crimes and Criminals
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100484
Cost Code	GACJ

## Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to BA (Hons) Criminology and Criminal Justice for QA and assessment purposes	Option

## Pre-requisites

None

## Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
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>

For office use only	
Initial approval date	30/04/2019

<b>For office use only</b>	
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
Version number	3

## Module aims

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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

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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.

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	Weighting (%)
1	1-4	Coursework	100

## **Derogations**

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N/A

## **Learning and Teaching Strategies**

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The module will be taught 100% online across 5 weeks. Lectures will be made up of pre-recorded lectures which students can work through at their own pace. 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 WGU.

## **Indicative Syllabus Outline**

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### **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 21<sup>st</sup> 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 Lucaz 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:**

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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 Respondek

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

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

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)

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

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>

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-on-terrorism/2018/issue-4/03-de-leeuw-e.a\\_.pdf](https://www.universiteitleiden.nl/binaries/content/assets/customsites/perspectives-on-terrorism/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>

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>

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>

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

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Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged

Creative

### **Key Attitudes**

Commitment

Curiosity

Resilience

Confidence

Adaptability

### **Practical Skillsets**

Digital Fluency

Organisation

Critical Thinking

Communication