

## Module specification

Module code	SOC573
Module title	Social Difference and Inequality
Level	5
Credit value	20
Faculty	FSLs
Module Leader	Dr Karen Washington-Dyer
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	30 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>	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	200 hrs

For office use only	
Initial approval date	May 2021
With effect from date	September 2021
Date and details of revision	NA
Version number	1

## Module aims

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

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

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

## Assessment

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### Indicative Assessment Tasks:

Essay: Students will critically examine the experience of a particular discriminated against group and the progress of equality policies with regards to this group in the Criminal Justice System (2,500 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-3	Essay	100%

## Derogations

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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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

Sexuality

Disability

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

## **Indicative Bibliography:**

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### **Essential Reads**

Warick-Booth (2013) *Social Inequality*, London: Sage

### **Other Indicative Reading**

Bhui, H. S (2009) *Race and Criminal Justice*. London: Sage

Coleman, R., Sim, J., Tombs, S and Whyte, D (2009) *State power and Crime*.  
London: Sage.

Payne, G (ed) (2013). *Social Divisions: Fourth Edition* Palgrave Macmillan

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

Thompson, N. (2012) *Anti-Discriminatory Practice, 4th Edition* London: Macmillan

Walklate, S. (2004) *Gender, Crime and Criminal Justice*. Devon: Willan Publishing □

Walsh, A. (2013) *Social Class and Crime*. London: Routledge

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

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Engaged

Creative

Enterprising

Ethical

Commitment

Curiosity

Resilience

Confidence

Digital fluency

Leadership and team working

Critical thinking

Organisation

Communication