# Module specification

| Module code | SOC574 |
|---|---|
| Module title | Criminology |
| Level | 5 |
| Credit value | 20 |
| Faculty | FSLS |
| Module Leader | Dr Caroline Gorden |
| HECoS Code | 100484 |
| Cost Code | GACJ |

## Programmes in which module to be offered

| BA (Hons) Criminology and Criminal Justice | Core |
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| BA (Hons) Law and Criminal Justice | Core |

## 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 |
| **Total active learning and teaching hours** | 30 hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 170 hrs |
| **Module duration (total hours)** | 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

To enable students to understand the key concepts and theoretical approaches that have developed and are developing in relation to crime, victimisation and responses to crime and deviance.

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

| 1 | Describe and critically examine a range of key concepts and theoretical approaches within criminology. |
|---|---|
| 2 | Assess the merits of competing theories and explanations and evaluate their application. |
| 3 | Explain and evaluate complex social problems in terms of criminological theories of crime, victimisation, and responses to crime and deviance. |
| 4 | Provide an analytical account of social diversity and inequality and their effects in relation to crime, victimisation and responses to crime and deviance. |

## Assessment

**Indicative Assessment Tasks:**
Students will be required to produce a poster presentation and choose one topic from a range of questions that will each support students in meeting all of the learning outcomes. The poster presentation will be 15+5 minutes in length (5 minutes for questions).

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

## Derogations

None

## Learning and Teaching Strategies

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. Online panopto based lectures are supplemented by interactive elements and students will be expected to complete activities such as watching videos; undertaking Other Indicative Reading; completing quizzes and posting responses to a-synchronous debate. These activities are the subject of formative feedback by the module tutor. Regular real time online sessions ensure students also have access to staff who thereby provide presence, challenge and support for student throughout the module.

## Indicative Syllabus Outline

The Classical School and Positivism
Labelling and Control theories
Strain theory
The Chicago School
Personality theories

Marxist Criminology
Victimology and Feminist Criminology
New Right Criminology and Routine Activity Theory
Left Realism
Critical Criminology
Republican theory

## Indicative Bibliography:

**Essential Reads**

Newburn, T. ed. (2009) Key Readings in Criminology. Devon: Willan.
Case, S., Johnson, P., Manlow, D., Smith, R. and Williams, K. (2017) Criminology. Oxford: Oxford University Press.
Burke, R. (2019) An Introduction to Criminological Theory, 5th ed. London: Routledge.
Liebling, A., Maruna, S. and McAra, L. (2017) The Oxford Handbook of Criminology, 6th ed. Oxford: Oxford University Press.

**Other Indicative Reading**

Jones, S. (2017) Criminology, 6th ed. Oxford: Oxford University Press.
Haines, R., Haines, F. and Asquith, N. (2012) Crime and Criminology. Oxford University Press.
Newburn, T. (2017) Criminology, 3rd ed. London: Routledge.
Chamberlain, J. M. (2015) Criminological Theory in Context. London: Sage.
McLaughlin, E. and Newburn, T. eds. (2013) The Sage Handbook of Criminological Theory. London: Sage.

## Employability skills – the Glyndŵr Graduate

Engaged
Creative
Enterprising
Ethical
Commitment
Curiosity
Resilience
Confidence
Digital Fluency
Organisation
Leadership and Team Working
Emotional Intelligence
Communication