



**London  
South Bank  
University**

EST 1892

# Module Guide

## Contemporary Criminology

Division of Social Sciences

Level 6

DSS\_6\_CCR

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## Overview of lecture programme

Week 1	Introduction to the Module
Week 2	Youth Gangs & Desistance
Week 3	Domestic Violence & Abuse
Week 4	'Honour' Crime
Week 5	Self-Directed Study
Week 6	The securitisation of young male Muslim prisoners
Week 7	Assessment Support (Course Work 1)
Week 8	British Asian Muslim Males & Marriage
Week 9	Childhood Trauma & Violent Women
Week 10	Punitiveness & Populism
Week 11	Cultural Criminology
Week 12	May Bank Holiday
Week 13	Assessment Support (Course Work 2)

## 1. MODULE DETAILS

<b>Module Title:</b>	Contemporary Criminology
<b>Module Level:</b>	6
<b>Module Reference Number:</b>	DSS_6_CCR
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BSc (Hons) Criminology; BSc (Hons) Criminology with Politics; BSc (Hons) Criminology with Psychology
<b>Year and Semester</b>	Year 3, Semester 2
<b>Module Coordinator:</b>	Chris Magill, BR-267b
<b>MC Contact Details:</b>	<a href="mailto:magillc@lsbu.ac.uk">magillc@lsbu.ac.uk</a>
<b>Teaching Team &amp; Contact Details (If applicable):</b>	Dr Rashid Aziz, BR-240, <a href="mailto:azizr3@lsbu.ac.uk">azizr3@lsbu.ac.uk</a> Esmorie Miller, BR-267b <a href="mailto:millere6@lsbu.ac.uk">millere6@lsbu.ac.uk</a> Federica Rossi, BR-267b <a href="mailto:rossif3@lsbu.ac.uk">rossif3@lsbu.ac.uk</a> Ed Shaw, BR-240 <a href="mailto:shawe5@lsbu.ac.uk">shawe5@lsbu.ac.uk</a> Becky Shepherd, BR-267b <a href="mailto:shepher7@lsbu.ac.uk">shepher7@lsbu.ac.uk</a>
<b>Summary of Assessment Method:</b>	CW1 Essay: 2,000-word (50%) CW2 Essay: 2,000-word (50%)
<b>The Library Information Officer for DSS:</b>	Rebecca Fong <a href="mailto:fongr@lsbu.ac.uk">fongr@lsbu.ac.uk</a>

## 2. SHORT DESCRIPTION

This module allows students to examine, in depth, contemporary and specific areas of criminological debate and theory. The module adopts a flexible design in response to current developments in the field of criminology and in the context of current social and political problems. Students will be encouraged to critically explore topics within the area and apply them to wider criminological debate and theory.

## 3. AIMS OF THE MODULE

- To explore contemporary research and academic debates within the discipline of criminology
- To encourage in-depth examination of key contemporary issues within criminology and criminal justice
- To enhance the skills and techniques students require to critically evaluate complex criminological issues and debates associated with crime and criminal justice.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

On successful completion of the module students will have:

- demonstrated in-depth knowledge of the chosen specialist topics
- acquired the ability to provide an overview of the chosen specialist topic
- understood the links between the debates within relevant specialist topics and the broader criminological contexts.

### 4.2 Intellectual Skills

On successful completion of this module students will be able to:

- engaged critically with theoretical and conceptual debates pertinent to chosen specialist topics
- convincingly synthesised arguments with reference to appropriate evidence drawn from the topic-specific literature

### 4.3 Practical Skills

On successful completion of this module students should be able to demonstrate skills in:

- structured and presented work in a clear manner following appropriate academic conventions.

## 5. ASSESSMENT OF THE MODULE

CW1 Essay: 2,000-word (50%)

CW2 Essay: 2,000-word (50%)

Please note that to pass the module a mark of 40% is required.

For a more general outline of assessment issues and marking criteria please see the 2019-20 Course Guide.

### **Plagiarism**

Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the *LSBU Assessment and Examinations Handbook*

([https://www.lsbu.ac.uk/data/assets/pdf\\_file/0010/84349/assessment-and-examination-handbook.pdf](https://www.lsbu.ac.uk/data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf)) and in your Course Guide. Please read these carefully.

### **Referencing & Bibliography**

Some exam questions may require referencing (this will be made clear in the question). Any questions requiring referencing must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

[https://libguides.lsbu.ac.uk/ld.php?content\\_id=31875575](https://libguides.lsbu.ac.uk/ld.php?content_id=31875575)

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:

<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

## **Learner Support Material**

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

## **6. FEEDBACK**

Marked work is usually returned to students within 20 working days of submission. Generic feedback may also be provided.

## **7. STUDENT EVALUATION**

This is a new module and will be evaluated following completion. All student feedback assists with evaluating the module and making any amendments needed for future years. All students will be given the opportunity to provide feedback during and at the end of the module.

## 8. INTRODUCTION TO STUDYING THE MODULE

### 8.1 Overview of the Main Content

Week 1	Introduction to the Module
Week 2	Youth Gangs & Desistance
Week 3	Domestic Violence & Abuse
Week 4	'Honour' Crime
Week 5	Self-Directed Study
Week 6	The securitisation of young male Muslim prisoners
Week 7	Assessment Support (Course Work 1)
Week 8	British Asian Muslim Males & Marriage
Week 9	Childhood Trauma & Violent Women
Week 10	Punitiveness & Populism
Week 11	Cultural Criminology
Week 12	May Bank Holiday
Week 13	Assessment Support (Course Work 2)

### 8.2 Overview of Types of Classes

Each week students will attend the 2-hour lecture and a 1-hour seminar.

**Lectures run from 10 to 12 pm in K2-VG11.**

**Seminars from 12 to 1 pm or 1 to 2 pm.**

You are expected to read from core texts, from a bibliography provided for each topic and to prepare the seminar questions. Seminars form an integral part of the course and all students are required to attend on a regular basis. You are expected to contribute to seminars through presentations and group discussions that need to be prepared in advance. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars. It is essential to your own success and the effectiveness of the module that you come prepared every week.

### 8.3 Importance of Student Self-Managed Learning Time

Students must make effective use of their private study time if they are to succeed in their studies.

The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop knowledge and understanding. It is to be expected that questions raised, and difficulties encountered will be brought to seminars for discussion. Participation in seminars requires considerable background reading and students wishing to contribute to seminar discussion should understand that it is their responsibility to locate the material and read it in advance of the seminar.

Occasionally there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups, oral presentations.

## 8.4 Employability

This module develops skills that you should find very useful in your future employment by embedding them into the teaching and seminars. In particular, it will demonstrate your ability to pursue independent initiatives, to meet deadlines, to search for academic materials, to write in an academic style and to prepare a presentation. Employers look for skills such as group work, written work, ICT skills, presentation and verbal skills, which are transferable from the academic world to employment. Students will develop an ability to find, analyse and synthesise empirical data and theoretical positions to understand complicated and controversial problems, and to draw evidence-based conclusions in emotionally charged arenas. Such skills will be appropriate to a wide range of career pathways.

## 8.5 Some tips for success

- plan your work schedules in advance, use the module guide and the Moodle site to help with this
- attend all sessions
- make effective and careful notes
- work with the other members of the seminar group, they are a useful resource
- establish a consistent pattern of reading
- do not be afraid to ask questions or seek clarification particularly in the seminars
- give yourself sufficient time to complete the exams, including time to revise before online submission
- ensure your exam answers meet the format requirements and where required, that your answers are properly referenced
- when completing the exam questions avoid lengthy quotations or answers that simply link together quotations from your sources; put points succinctly in your own words and cite the source of the argument or evidence
- finally... if in doubt **ask for help** (don't be afraid to ask or contact staff by e-mail).
- Good luck.

## 8 THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	LECTURE	SEMINAR
1	Introduction to the Module	Key reading and discussion
2	Youth Gangs and Desistance: Race, Individual Confidence & Institutional (il)Legitimacy	Seminar questions, readings & discussion
3	Domestic Violence & Abuse	Seminar questions, readings & discussion
4	There's No Honour in 'Honour' Crime	Seminar questions, readings & discussion
5	Self-Directed Study No Lectures or Seminars	Seminar questions, readings & discussion
6	The securitisation of young male Muslim prisoners	Seminar questions, readings & discussion
7	Assessment Support	1-2-1 Tutorials in preparation for essay <b>(Course Work 1)</b>
8	Taking the Strain: British Asian Muslim Males and Marriage	Seminar questions, readings & discussion
9	Childhood trauma and violent women	Seminar questions, readings & discussion
10	Punitiveness and Penal Populism	Seminar questions, readings & discussion
<b>Easter Break</b>		
11	Cultural Criminology	Seminar questions, readings & discussion
12	<b>No Lectures/Seminars as May Bank Holiday</b>	
13	Assessment Support	1-2-1 Tutorials in preparation for essay <b>(Course Work 2)</b>

## Week 1: Introduction to the Module

**Lecturer:** Dr Chris Magill

**Overview:** The first lecture will form an introduction to the module. Module Guides will be circulated. We will look at the module aims, content and assessment. Any questions about any aspect of the module will be answered.

**Seminar:** In the seminar we will be reflecting on Matthews' article (see below). Please read the article before the session.

**Essential Reading:** Matthews, R. (2017) 'False Starts, Wrong Turns and Dead Ends: Reflections on Recent Developments in Criminology', *Critical Criminology*, 25: 577–591. [on Moodle].

### Additional Reading:

Bosworth M. & Hoyle, C. (2011) *What is Criminology?* Oxford University Press.

Bowling, B. & Ross, J. (2006) 'A brief history of criminology', in *Criminal Justice Matters*.

Liebling, A. Maruna, S. & McAra, L. (2017) 'Introduction: The New Vision' in Liebling, A, Maruna, S. & McAra, L., (eds), *The Oxford Handbook of Criminology*, Oxford University Press.

Muncie, J. (2000) 'Decriminalising Criminology', in *Papers from the British Society of Criminology Conference*, Vol. 3.

Rock, P. (1994) *The History of Criminology* (eds) Aldershot: Dartmouth.

## Week 2: Youth Gangs and Desistance: Race, Individual Confidence & Institutional (il)Legitimacy

**Lecturer:** Dr Esmorie Miller

**Overview:** Today's lecture will expand our thinking on how we understand concerns about Black, racialized youth's desistance from youth gangs. The conventional way of thinking about youth's desistance from gangs focuses on a narrative that youth should be more accountable or more responsible to society. According to this narrative youth's involvement in gangs poses a threat to social stability. Youth should therefore shift their thinking and conduct. Today's session offers an expanded understanding about youth's conduct. I explore youth's reluctance desist as a matter of youth's lack of confidence in the legitimacy of the system. The matter of individual confidence concerns whether individuals trust, have faith, or belief that the institutions, in principle and practice, work to support their wellbeing. I consider youth's unwillingness (their agency) to cooperate within the system, towards a desistance framework, as a matter of individual confidence in the system, instead of purely individual responsibility.

**Seminar:** The 2017 Lammy proposes that youth have no trust in the system and therefore are less likely follow guidelines which might divert them from custody. One example is Black youth's unwillingness to follow a normal pretrial procedure of pleading guilty to criminal involvement. Pre-trial guilty pleas are proven to keep White youth out of prison. But an unwillingness to plead guilty contribute to Black youth's incarceration. Consider these concerns within the longer history of racial discrimination, whereby the system has undermined rather than supported racialized peoples. **Read the first 14 pages of the review.**

### Essential Reading:

Lammy, D. (2017) *The Lammy Review. An independent review into the treatment of, and*

outcomes for, Black, Asian and Minority Ethnic individuals in the Criminal Justice System. London: Ministry of Justice.

### **Additional Reading**

Carr, N., (2017) The Lammy Review and race and bias in the criminal justice system.

Doak, J. and O'Mahony, D. (2011) In search of legitimacy: restorative youth conferencing in Northern Ireland. *Legal Studies*, 31(2), pp.305-325.

McAra, L. and McVie, S. (2015) 'The case for diversion and minimum necessary intervention' in B. Goldson & J. Muncie (eds) *Youth Crime and Justice* (2nd edition). London: Sage, pp.119-136.

McAra, L. and McVie, S., 2012. Critical debates in developmental and life-course criminology. M. Maguire, R. Morgan y R. Reiner (Eds). *The Oxford Handbook of Criminology*, pp.531-560.

McNeill, F. (2006) A Desistance Paradigm for Offender Management. *Criminology and Criminal Justice*, 6(1): 39–61.

Nijjar, J.S. (2018) Echoes of Empire: Excavating the Colonial Roots of Britain's "War on Gangs". *Social Justice*, 45(2/3), pp.147-201.

### **Week 3 Domestic Violence & Abuse**

**Lecturer:** Dr Chris Magill

**Overview:** This session looks in-depth at one form of Violence Against Women and Girls, that is domestic abuse or violence. The extent to which society tolerates, justifies and, in some cases ignores, such violence will be explored. The response of the Criminal Justice System (CJS) will also be examined.

**Seminar:** We will be exploring the recent debates relating to the measurement of domestic violence, and, in particular the 'domestic violent crime' framework as proposed by Sylvia Walby and colleagues.

#### **Essential Reading:**

Myhill, A, & Kelly, L. (2019) Counting with understanding? What is at stake in debates on researching domestic violence, *Criminology & Criminal Justice*, 1–17 [see on Moodle]

#### **Additional Reading:**

HM Government (2019) *Transforming the Response to Domestic Abuse Consultation Response and Draft Bill*, House of Commons.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/772202/CCS1218158068-Web\\_Accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772202/CCS1218158068-Web_Accessible.pdf)

Her Majesty's Inspectorate of Constabulary. (2014). *Everyone's business: Improving the police response to domestic abuse*. London: HMIC.

<https://www.justiceinspectrates.gov.uk/hmic/wp-content/uploads/2014/04/improving-the-police-response-to-domestic-abuse.pdf>

Barnaby, R, Barnaby, A. Roe, S. and Wlasny, M. (2019) *The economic and social costs of domestic abuse*, Home Office, Research Report 107

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/)

[772180/horr107.pdf](#)

Donovan C. and Hester M. (2014) *Domestic violence and sexuality: What's love got to do with it?* Policy Press

Fitz-Gibbon, K. & Walklate, S. (2017) The efficacy of Clare's Law in domestic violence law reform in England and Wales, *Criminology & Criminal Justice*, Volume: 17 issue: 3, page(s): 284-300.

Gibbs, P. (2018) *Love, fear and control - does the criminal justice system reduce domestic abuse?* Transform Justice.

<http://www.transformjustice.org.uk/wp-content/uploads/2018/08/Transform-Justice-Love-Fear-and-Control.pdf>

Groves N. and Thomas, T. (2014) *Domestic Violence and Criminal Justice*, London: Routledge

Hester M. (2006) 'Making it through the Criminal Justice System: Attrition and Domestic Violence'. *Social Policy and Society*. 5(1): 79-90.

Hoyle, C. (1998) *Negotiating Domestic Violence: Police, Criminal Justice and Victims*, Oxford: Oxford University Press.

Myhill, A. and Johnson, K. (2016) Police use of discretion in response to domestic violence, *Criminology & Criminal Justice*, Volume: 16 issue: 1, page(s): 3-20

Myhill, A. (2017) Measuring domestic violence: context is everything, *Journal of Gender-Based Violence*, vol 1 no 1, 33–44 [see Moodle]

Office for National Statistics (2018) *Domestic abuse in England and Wales: year ending March 2018*

<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwales/yearendingmarch2018>

Walklate, S. Fitz-Gibbon, and K. McCulloch J. (2018) 'Is more law the answer? Seeking justice for victims of intimate partner violence through the reform of legal categories', *Criminology & Criminal Justice*, Volume: 18 issue: 1, page(s): 115-131

Walby S and Towers J (2017) Measuring violence to end violence: Mainstreaming gender. *Journal of Gender-Based Violence* 1(1): 11–31.

Walby S and Towers J (2018) Untangling the concept of coercive control: Theorizing domestic violent crime. *Criminology and Criminal Justice* 18: 7–28.

Walby S, Towers J and Francis B (2016) Is violent crime increasing or decreasing? A new methodology to measure repeat attacks making visible the significance of gender and domestic relations. *British Journal of Criminology* 56(1): 1203–1234.

Women's Aid (2018) *Nowhere to Turn: Findings from the second year of the No Woman Turned Away project*.

<https://1q7dqy2unor827bqjls0c4rn-wpengine.netdna-ssl.com/wp-content/uploads/2018/06/NWTA-2018-FINAL.pdf>

## Week 4: There's No Honour in 'Honour' Crime

**Lecturer:** Dr Chris Magill

**Overview:** In this lecture we will turn our attention to another form of Violence Against Women and Girls, i.e. 'honour-based' violence. Debates on definition and terminology will be explored, and characteristics of 'honour' crimes considered. We will also assess the incidence and prevalence of such crimes in the UK as well as explore some common misconceptions about 'honour' crime in contemporary society. The challenges this crime presents to the Criminal Justice System will also be considered.

**Seminar:** In this seminar we look in more depth at definitions and the challenges the police encounter in identifying and responding to these crimes. Please read the journal article below, which is available to download from Moodle, or via the link below. Answer the following three questions :1) What is an 'honour' killing? 2) What features of an 'honour' killing distinguish it from other types of killing? 3) To what extent is 'honour' crime a problem in today's society?

### Essential Reading:

Gill, A. (2009). Honour Killings and the Quest for Justice in Black and Minority Ethnic Communities in the United Kingdom. *Criminal Justice Policy Review*. 20(4): 475-494.  
<http://cjp.sagepub.com/content/20/4/475.full.pdf+html>

### Additional Reading:

Boyle, E. H. (2002) *Female genital cutting: cultural conflict in the global community*. Baltimore MA: Johns Hopkins University Press.

Brandon, J. and Hafez, S. (2008) *Crimes of the community: honour-based violence in the UK*. London: Centre for Social Cohesion.  
<http://www.civitas.org.uk/pdf/CrimesOfTheCommunity.pdf>

Coomaraswamy, R. (2005) Violence against women and 'crimes of honour'. In: *Honour: Crimes, Paradigms and Violence against Women*, edited by L. Welchman and S. Hossain. London: Zed Books [see Moodle]

Home Affairs Select Committee (2014) *Female Genital Mutilation: the case for a national action plan*. Second Report of Session 2014-15. House of Commons Paper 201. London: The Stationery Office.  
<https://publications.parliament.uk/pa/cm201415/cmselect/cmhaff/201/201.pdf>

HMIC (2015) *The depths of dishonour: Hidden voices and shameful crimes: An inspection of the police response to honour-based violence, forced marriage and female genital mutilation*, London: HMIC  
<https://www.justiceinspectors.gov.uk/hmicfrs/wp-content/uploads/the-depths-of-dishonour.pdf>

Gill, A. (2006) Patriarchal Violence in the Name of 'Honour'. *International Journal of Criminal Justice Sciences*. 1 1: 1-12.

Idriss, M. M. and Abbass, T. eds. 2010. *Honour, violence, women and Islam*. London: Routledge-Cavendish. [available as an e-book from library]

Magill, C., Lee, V., and Watson, J. (2008). *CPS pilot on forced marriage and so-called 'Honour' crime – findings*. Crown Prosecution Service [see Moodle]

Macfarlane A. and Dorkenoo Efu (2015) *Prevalence of Female Genital Mutilation in England and Wales: National and local estimates*, City University London and Equality Now.

<https://www.trustforlondon.org.uk/publications/prevalence-female-genital-mutilation-england-and-wales-national-and-local-estimates/>

Meetoo, V. and Mirza, H. S. (2007). 'There is nothing 'honourable' about honour killings': Gender, violence and the limits of multiculturalism'. *Women Studies International Forum*. 30: 187-200.

Available from:

<http://discovery.ucl.ac.uk/10002018/1/meetooandmirza2007nothinghonourable187.pdf>

Mornington, J. M. and Mornington, M. (2008). Domestic violence and honour based crime, joined-up governance and an Islamic approach. In: *Good practice in safeguarding adults: working effectively in adult protection* edited by J. Pritchard. London: Jessica Kingsley.

Onal, A. (2008). *Honour Killing: interviews with men who killed*. London: Saqi. [You can access most of this book on Google Books]

Phillips, A. and Dustin, M. (2004) 'UK Initiatives on Forced Marriage: Regulation, Dialogue and Exit'. *Political Studies*. 52: 531–551.

Saddiqui, H. (2005). There is no 'honour' in domestic violence, only shame! Women's struggles against 'honour crimes in the UK. In: *Honour: Crimes, Paradigms and Violence against Women*, edited by L. Welchman and S. Hossain. London: Zed Books. [see Moodle]

Sundari A. and Gill, A. (2009). Coercion, consent and the forced marriage debate in the UK. *Feminist Legal Studies*. 17: 165-184.

## **Week 5: Self-Directed Study - No Lectures or Seminars**

## **Week 6: Topic: The securitisation of young male Muslim prisoners**

**Lecturer: Dr Tracey Davanna**

**Overview:** This session looks at the disproportionality of young male Muslim prisoners within the Prison Service of England and Wales. It examines how this disproportionality has been intertwined with the current rhetoric and policy of demonising Muslim communities, in particular in posing a threat of violent extremism and radicalisation. The effects of failing to understand both the reasons for the disproportionality and the impact of a securitised agenda on the young men will be examined.

**Seminar:** The Runnymede and University of Greenwich report, *Have prisons become a dangerous place?*, raises a number of issues pertinent to how young male Muslim prisoners are represented in society, as have other key articles, particularly those written post 2001 following the attack on the World Trade Center and the Pentagon. They identify a number of key issues that are pertinent to researching Muslim communities today. **Please read the introduction of the report (pages 2-4) and the section on disproportionality in prison (pages 12-19).**

**Essential Reading:** Runnymede and the University of Greenwich. *Have prisoners become a dangerous place? Disproportionality, safety and mental health in British prisons.*  
<https://www.runnymedetrust.org/uploads/PressReleases/Prisons%20report%20v3%20final%20typesetter.pdf>

### **Additional Reading:**

Allen, C. (2015) Britishness and Muslim-ness: differentiation, demarcation and discrimination in political discourse in *Identity papers: a journal of British and Irish studies* (Vol.1, No. 2: 1-12).

<http://eprints.hud.ac.uk/id/eprint/26705/1/121.pdf>

Allen, C. (2012) A review of the evidence relating to the representation of Muslims and Islam in the British media.

Available from: <http://www.birmingham.ac.uk/Documents/college-social-sciences/social-policy/IASS/news-events/MEDIA-ChrisAllen-APPGEvidence-Oct2012.pdf>

Anthias, F. (2002) 'Where do I belong? Narrating collective identity and translocational positionality', *Ethnicities*, 2 (4), pp. 491-514.

Anthias, F. (2008) 'Thinking through the lens of translocational positionality: an intersectionality frame for understanding identity and belonging', *Translocations, Migration and Change*, 4 (1), pp. 5-20.

Asad, T. (1990) 'Multicultural and British identity in the wake of the Rushdie affair', *Politics and Society*, 18 (4), pp. 455-480.

BBC News, (2005). Do prisons radicalize inmates? BBC [online]. Available from: <http://news.bbc.co.uk/1/hi/uk/4727723>.

Beckford, J. & Gilliat, S. (1998) *Religion in Prison: Equal Rights in a Multi-Faith Society*. Cambridge: Cambridge University Press.

Cesari, J. (2009) 'The securitization of Islam in Europe', *Liberty & Security*, 15, pp. 1-14.

Earle, R. & Phillips, C. (2013) "'Muslim is the new black": new ethnicities and new essentialisms in the prison', *Race and Justice*, 3(2), pp. 114-129.

Garland, J., Spalek, B. & Chakraborti, N. (2006) 'Hearing Lost Voices. Issues in researching 'hidden' minority ethnic communities', *British Journal of Criminology*, 46, pp. 423-437.

Hillyard, P. (1993) *Suspect community: People's Experience of the Prevention of Terrorism Acts in Britain*. London: Pluto Press.

HM Chief Inspector of Prisons (2010). Muslim prisoners' experiences: a thematic review. Available from: <http://www.ohrn.nhs.uk/resource/policy/MuslimPrisonersThematic.pdf>

The Lammy Review (2017) An independent review into the treatment of, and outcomes for, Black, Asian and Minority Ethnic individuals in the Criminal Justice System, Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/643001/lammy-review-final-report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643001/lammy-review-final-report.pdf)

Liebling, A., Arnold, H., & Straub, C. et al (2011). An exploration of staff-prisoner relationships. Available from: <http://www.prc.crim.cam.ac.uk/publications/whitemoor-report>

Mythen, G., Walklate, S. & Khan, F. (2009) "'I'm a Muslim, but I'm not a terrorist': victimization, risky identities and the performance of safety", *British Journal of Criminology*, 49, pp. 736-754.

Mythen, G. (2012) "Identities in the third space? Solidity, elasticity and resilience amongst young British Pakistani Muslims", *The British Journal of Sociology*, 63 (3), pp. 393-411.

Mythen, G., Walklate, S. & Khan, F. (2012) "'Why should we have to prove we're alright?': counter-terrorism, risk and partial securities", *Sociology*, 47 (2), pp. 383-398.

Neumann, P. (2010). Prisons and Terrorism: Radicalisation and De-radicalisation in 15 Countries. ICSR Available from: <https://icsr.info/tag/prisons-and-terrorism-radicalisation-and-de-radicalisation-in-15-countries/>

Pantazis, C & Pemberton, S, 2009, 'From the 'Old' to the 'New' Suspect Community Examining the Impacts of Recent UK Counter-Terrorist Legislation'. *The British Journal of Criminology*, 49. pp. 646-666.

Poynting, S. & Mason, V. (2007) 'The resistible rise of Islamophobia : anti-Muslim racism in the UK and Australia before 9/11'. *Journal of Sociology*, 43 (1), pp. 61-86.

Spalek, B. & Lambert, R. (2007) Muslim communities under surveillance *Criminal Justice Matters*, 68:1, 12-13

Swinford, S. 06.07.17 Dangerous extremists locked up in Britain's first 'Jihadi jail' to stop them radicalising other inmates <https://www.telegraph.co.uk/news/2017/07/05/dangerous-extremists-locked-britains-first-jihadi-jail-stop/>

## **Week 7: Assessment Support (Course Work 1)**

There are no lectures or seminars this week. Instead you are encouraged to access assessment support for **Course Work 1**. Please make an appointment to speak to the relevant academic. You should speak to the academic who led the session that corresponds to your chosen question.

It is very important that you consider the following before your meeting:

- ✓ be clear about what question you have chosen and what is being asked of you
- ✓ write a draft introduction for your essay with clearly defined areas of investigation
- ✓ be able to cite the main points for one of your answers, developing a clear argument (bullet points fine)

## **Week 8: Taking the Strain: British Asian Muslim Males and Marriage**

**Lecturer:** Dr Rashid Aziz

**Overview:** This session draws together your understanding of criminological and sociological theory and applies this to marriage within the British Asian Muslim community. The lecture will describe a process of socialisation that takes place by exploring concepts of shame, honour, and community and how this feeds into decisions taken with regards to marriage. This lecture will also explore the difference between arranged, forced and love marriages and the way in which the UK government handles the problem of forced marriage.

**Seminar:** We will be watching a short documentary on forced marriage in the UK and discussing the following questions:

1. What social and cultural conditions exist in which forced marriage takes place?
2. How can we combat the problem of forced marriage?
3. Was the UK Government's decision to criminalise forced marriage in June 2014 the correct one?

Please ensure you have completed the essential reading ahead of the seminar.

### **Essential Reading:**

Gangoli, G., Razak, A and McCarry, M (2006) *Forced Marriage and Domestic Violence among South Asian Communities in North East England*, School for Policy Studies, University of Bristol

and Northern Rock Foundation available at:

[http://www.nr-foundation.org.uk/downloads/ForcedMarriage\\_report.pdf](http://www.nr-foundation.org.uk/downloads/ForcedMarriage_report.pdf)

### **Additional Reading:**

Anitha, S., & Gill, A. (2009). Coercion, consent and the forced marriage debate in the UK. *Feminist legal studies*, 17(2), 165-184.

Brandon, J. & Hafez, S. (2008). *Crimes of the community: Honour based violence in the UK*. London, UK: Centre for Social Cohesion.

Charsley, K. (2005) 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages.' *Journal of the Royal Anthropological Institute* 11,85–105.

Charsley, K. (2013) *Transnational Pakistani Connections: Marrying 'Back Home'*. London, UK: Routledge.

Charsley, K., and Liversage, A. (2015) 'Silenced Husbands: Muslim Marriage Migration and Masculinity' *Men and Masculinities* 18, 489-8.

Gill, A. K. and Hamed, T. (2016) 'Muslim Women and Forced Marriages in the UK', *Journal of Muslim Minority Affairs*, 36(4), pp. 540–560. doi: 10.1080/13602004.2016.1260324.

Home Office (2019) *Forced Marriage Unit Statistics 2018*, Home Office, available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/804044/Forced\\_Marriage\\_Unit\\_Statistics\\_2018\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/804044/Forced_Marriage_Unit_Statistics_2018_FINAL.pdf)

Matza, D. (1964) *Delinquency and Drift*, New York, Wiley.

Mac an Ghaill, M. and Haywood (2014) 'British-Born Pakistani and Bangladeshi Young Men: Exploring Unstable Concepts of Muslim, Islamophobia and Racialization' *Critical Sociology* 41(1) 97-114.

Murphy, D.S. and Robinson, M.B. (2008) 'The Maximizer: Clarifying Merton's theories of anomie and strain', *Theoretical Criminology*, 12(4), pp.501-521.

Samad, Y. (2010) "Forced marriage among men: An unrecognized problem", *Critical Social Policy*. 30 (2). pp. 189-207

Shaw, A. and Charsley, K. (2006) 'Rishtas: Adding Emotion to Strategy in Understanding British Pakistani Transnational Marriages', *Global Networks* 6 (4), 405-421.

## **Week 9: Childhood trauma and violent women**

**Lecturer:** Becky Shepherd

**Overview:** This session looks at the links between childhood trauma/s and violent offending by women. It assesses the evidence of links between these two factors, considers criminal justice responses to violent women and assesses whether a trauma-informed response is most appropriate.

**Seminar:** In the seminar we will look at a real-life case study and evaluate the different criminal justice agencies and mental health agencies and the quality of their interventions – specifically looking at missed opportunities to divert someone from offending.

### **Essential reading:**

Batchelor, S., 2005. 'Prove me the bam!': Victimization and agency in the lives of young women who commit violent offences. *Probation Journal*, 52(4), pp.358-375.

Corston, B.J., 2007. *The Corston Report: A report of a review of women with particular vulnerabilities in the criminal justice system*. Home Office.

Gladstone, G.L., Parker, G.B., Mitchell, P.B., Malhi, G.S., Wilhelm, K. and Austin, M.P., 2004. Implications of childhood trauma for depressed women: an analysis of pathways from childhood sexual abuse to deliberate self-harm and revictimization. *American Journal of Psychiatry*, 161(8), pp.1417-1425.

### **Additional reading:**

Kaplan, A.G., Brooks, B., McComb, A.L., Shapiro, E.R. and Sodano, A., 1983. Women and anger in psychotherapy. *Women & Therapy*, 2(2-3), pp.29-4

Moloney, K.P., van den Bergh, B.J. and Moller, L.F., 2009. Women in prison: The central issues of gender characteristics and trauma history. *Public health*, 123(6), pp.426-430.

Motz, A., 2008. *The psychology of female violence: Crimes against the body*. Taylor & Francis.

Worrall, A., 2004. Twisted Sisters, Ladettes, and the New Penology: The Social Construction of "Violent Girls". *Girls' violence: Myths and realities*, pp.41-60.

Adshead, G., 1994. Damage: Trauma and violence in a sample of women referred to a forensic service. *Behavioral Sciences & the Law*, 12(3), pp.235-249.

Dozier, M., Stovall-McClough, K.C. and Albus, K.E., 2008. Attachment and psychopathology in adulthood.

Kennedy, S.C., Tripodi, S.J., Pettus-Davis, C. and Ayers, J., 2016. Examining Dose–Response Relationships Between Childhood Victimization, Depression, Symptoms of Psychosis, and Substance Misuse for Incarcerated Women. *Women & Criminal Justice*, 26(2), pp.77-98.

Matheson, F.I., Brazil, A., Doherty, S. and Forrester, P., 2015. A call for help: Women offenders' reflections on trauma care. *Women & Criminal Justice*, 25(4), pp.241-255.

Messina, N., Calhoun, S. and Braithwaite, J., 2014. Trauma-informed treatment decreases posttraumatic stress disorder among women offenders. *Journal of Trauma & Dissociation*, 15(1), pp.6-23.

Segrave, M. and Carlton, B., 2010. Women, trauma, criminalisation and imprisonment. *Current Issues Crim. Just.*, 22, p.287.

Steffensmeier, D. and Allan, E., 1996. Gender and crime: Toward a gendered theory of female offending. *Annual review of sociology*, pp.459-487.

Sjoberg, L. and Gentry, C.E., 2007. *Mothers, monsters, whores: women's violence in global politics*. Zed Books.

Smart, C., 1990. *Feminist approaches to criminology or postmodern woman meets atavistic man* (pp. 70-84).

Townend, M., Iannetta, L. and Freeston, M.H., 2002. Clinical supervision in practice: A survey of UK cognitive behavioural psychotherapists accredited by the BABCP. *Behavioural and Cognitive Psychotherapy*, 30(04), pp.485-500.

Way, I., VanDeusen, K.M., Martin, G., Applegate, B. and Jandle, D., 2004. Vicarious trauma a comparison of clinicians who treat survivors of sexual abuse and sexual offenders. *Journal of interpersonal violence*, 19(1), pp.49-71.

West, C.M., 1995. Mammy, Sapphire, and Jezebel: Historical images of Black women and their implications for psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 32(3), p.458.

Worrall, A., 2002. *Offending women: Female lawbreakers and the criminal justice system*. Routledge.

## **Week 10: Punitiveness and Penal Populism**

**Lecturer:** Dr Federica Rossi

**Overview:** The session will examine the shifting politics of punishment over the past 4 decades, the growth of incarceration and the extension of domains of repression and criminalisation. It will discuss the concepts of 'punitiveness' and 'penal populism' and their relevance to explain changes in public and political opinion and penal practices

**Seminar:** The following questions will be discussed:

- What factors do you think contributed to the growth of the prison population?
- What do you understand by the terms 'penal populism'? Provide some examples
- What do you see as the (a) short term and (b) longer term consequences of the rapid growth of the prison population in the USA and UK?
- Can you provide some examples of an expansion of the domain of repression and criminalization?

### **Essential Reading:**

Pratt J. et al. (2005) *The New Punitiveness*. Devon: Willan publishing, **Introduction (p. xi-xxvi)** - Available here: <https://0-ebookcentral-proquest.com.lispac.lsbu.ac.uk/lib/lisbuuk/reader.action?docID=449532&ppg=6>

### **Additional Reading:**

Beckett, K. & Western, B. (2001) Governing Social marginality. *Punishment and Society*, 3(1).

Cavadino, M. and Dignan, J. (2006) Penal policy and political economy, *Criminology and criminal justice*, 6 (4): 435:456.

Cavadino, M., Dignan, J. and Mair, G. (2013) *The Penal System: An Introduction*, 5th edition. London: Sage, ch. 9, pp. 287-295.

Cohen, S. (1985) *Visions of social control*. Cambridge: Polity Press

Fassin, D. and Kutz C. (2018) *The will to punish*. Oxford: Oxford University Press

Feeley M. and Simon J. (1992) The New Penology: Notes on the Emerging Strategy of Corrections and its Implications, *Criminology*, Vol. 39: 449-74.

Garland, D. (2001) *The Culture of Control*. Oxford: Oxford University Press.

Jewkes, Y (2012) *Handbook on prisons*. Abingdon: Routledge, ch. 19

Jewkes, Y. & Johnston, H (Eds) (2011) *Prison Readings: A Critical Introduction to Prisons and Imprisonment*. Abingdon: Routledge, ch. 10

Matthews R. (2005) The Myth of Punitiveness. *Theoretical Criminology*, 9 (2), pp. 175-202.

Matthews, R (2009) *Doing Time: An Introduction to the Sociology of Imprisonment*. Basingstoke: Palgrave, Ch. 5.

Pratt J. (2007) *Penal Populism*. London: Routledge.

Pratt J. et al. (2005) *The New Punitiveness*. Devon: Willan publishing.

Simon, J. (2007) *Governing through crime*. New York: OUP

Wacquant, L. (2001) *Punishing the poor*. Duke University Press

## **Week 11: Cultural Criminology**

**Lecturer:** Ed Shaw

**Overview:** Cultural criminology provides us with an interesting perspective on contemporary crime and criminology, combining radical and post modernist viewpoints in an energetic and provocative manner. The session will explore the strengths and weaknesses of this approach, in the process raising salient questions about contemporary crime and about criminological method.

### **Essential Reading:**

Hayward, K. and Young, J. 2004 'Cultural criminology: some notes on the script' University of Kent, UK and John Jay College of Criminal Justice, New York, USA

Matthews, R. 2014 'Cultural Criminology to Cultural Realism' in *Realist Criminology*, Palgrave Macmillan Limited

### **Additional Reading:**

Hayward, K. 'Situational Crime Prevention and its Discontents: Rational Choice Theory versus the culture of Now' *Social Policy and Administration* vol 41 (3) 232- 250

O' Brien, M. 2005. What is Cultural about Cultural Criminology? *British Journal of Criminology* 45(5) 599-612

Katz, J, 1988 *Seductions of Crime: Moral and Sensual Attractions in Doing Evil*, Basic Books, Perseus Group. [Introductory Chapter].

Presdee, M. 2000. *Cultural Criminology and the Carnival of Crime*. London: Routledge.

Young, J. 2003. 'Merton with Energy, Katz with Structure,' *Theoretical Criminology* 7(3) 389-414.

Zwick, D. 2005 'Where the Action Is: Internet Stock Trading as Edgework.' Journal of Computer Mediated Communication 11:1, 22-43

## **Week 12: No Lecture/Seminars**

May Bank Holiday falls on **Friday 8th May** to commemorate VE Day. There will be no teaching on this date. Assessment support will take place next week.

## **Week 13: Assessment Support (Course Work 2)**

There are no lectures or seminars this week. Instead you are encouraged to access assessment support for **Course Work 2**. Please make an appointment to speak to the relevant academic. You should speak to the academic who led the session that corresponds to your chosen question.

It is very important that you consider the following before your meeting:

- ✓ be clear about what question you have chosen and what is being asked of you
- ✓ write a draft introduction for your essay with clearly defined areas of investigation
- ✓ be able to cite the main points for one of your answers, developing a clear argument (bullet points fine)

## **9 LEARNING RESOURCES**

These will be provided on a topic by topic basis by individual lectures and uploaded onto Moodle.