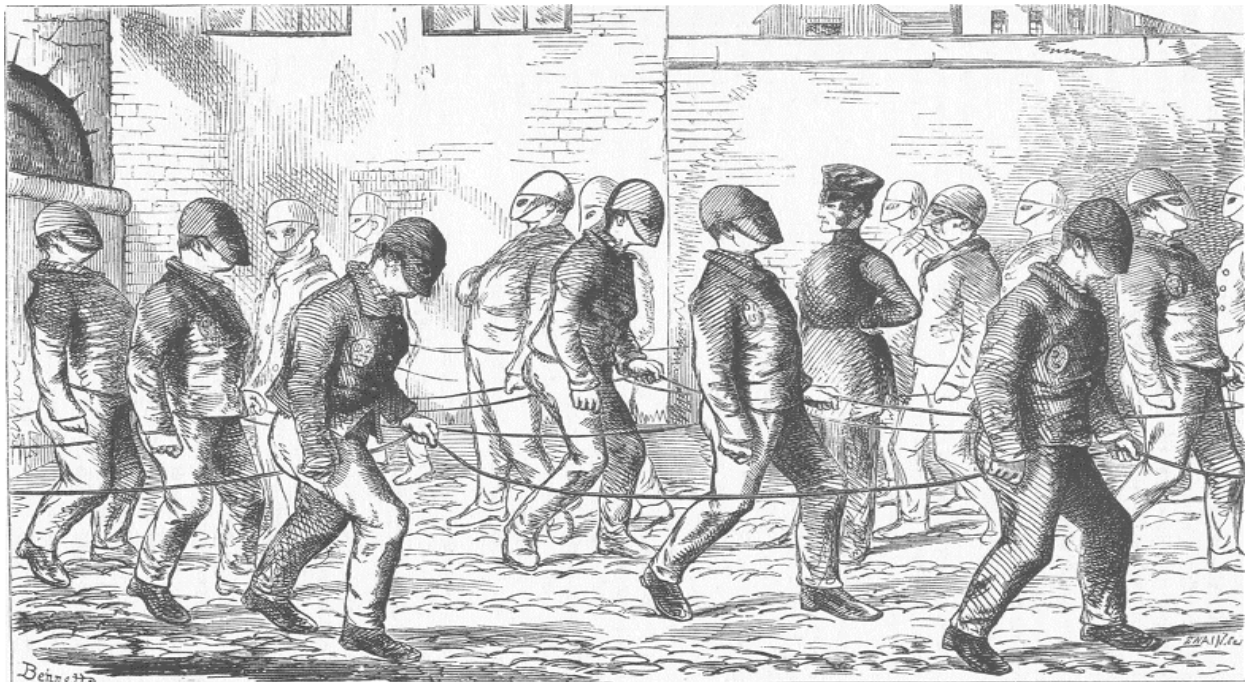




**London  
South Bank  
University**

EST 1892

## Issues in Criminal Justice History



CONVICTS EXERCISING IN PENTONVILLE PRISON.

## Module Guide

DSS\_5\_ICJ

School of Law and Social  
Sciences (LSS)

Level 5

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## OVERVIEW OF LECTURE PROGRAMME

### **Part 1: 1800s-1914**

- Changing patterns of crime and punishment in 19<sup>th</sup> and early 20<sup>th</sup> Century Britain: Class, Gender and Age: criminal profiles 1800s-1914
- Founding the police: crime, public order and the state c. 1800s-1914
- Ideas of prison and prison reform – from theory to practice c. 1800s-1914

### **Part 2: 1914-1939**

- Gender, Crime and Justice: Vice and Virtue 1914-1939
- Crime and punishment: penal policy and the penal experience 1914-1939
- Police and policing: tradition, reform and power 1914-1939
- Crime and the young: social class, gangs and the juvenile delinquent 1914-1939

### **Part 3: 1939- c. 1960s**

- Gender and regulation: state regulation, public morality and the policing of sexuality 1939-1960s
- Penal Policy and prisons: continuity, change and campaigns for reform 1939-1960s
- Youth Crime: Teddy boys, mods, rockers and the new moral panic 1939-1960s
- Police Powers, corruption and reform: policing 1939-1960s

## MODULE DETAILS

<b>Module Title:</b>	Issues in Criminal Justice History
<b>Module Level:</b>	Level 5
<b>Module Reference Number:</b>	DSS_5_ICJ
<b>Credit Value:</b>	20 CAT points
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155 student managed learning hours including 10 hours of Moodle related activities and preparation
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BSc (Hons) Criminology/BA (Hons) History
<b>Year and Semester</b>	2019-20 Semester 1
<b>Module Leader:</b>	Dr. Cait Beaumont
<b>ML Contact Details (Email, Room)</b>	beaumoca@lsbu.ac.uk/BR266b
<b>Subject Area:</b>	Social Sciences/Criminology/History
<b>Summary of Assessment Method:</b>	One end of Semester project (3,000 words) 100 per cent of the total mark
<b>External Examiner appointed for module:</b>	Dr Helen Glew, Senior Lecturer in History, University of Westminster, <a href="mailto:H.Glew@westminster.ac.uk">H.Glew@westminster.ac.uk</a>

## SHORT DESCRIPTION

This module provides a framework for examining the development of the criminal justice system and the general construction of the crime problem in the period from 1800s until the 1960s. It blends a discussion of institutional development with a socio-historical analysis of changing problems of crime. By examining criminological issues within a specific political, historical and intellectual context this module provides a valuable underpinning of historical knowledge for a range of modules in the Criminology and History Degree programmes in general and on the topics of policing, prisons, gender and crime, and youth crime in particular.

## AIMS OF THE MODULE

The Module aims to provide a broad historical survey of the central aspects of crime and criminal justice from c. 1800s until the mid-twentieth century. While the main focus will be on the British experience comparative material will be used, where relevant, to illustrate significant differences or important points of similarity.

## LEARNING OUTCOMES

On successful completion of this module students will have:

### Knowledge and Understanding

- appraised the political, intellectual and social contexts which shaped notions of criminality in the period under review
- examined the changing nature of criminality associated with specific groups and offences

### Intellectual Skills

- demonstrated familiarity with the different sources of data which can be used to provide information on crime and the criminal justice system in past times
- considered a range of original material and its value to understanding issues in their context
- developed skills in textual analysis and critical reading

## ASSESSMENT OF THE MODULE

**Formative Assessment:** Each student is required to write a short blog post (500-700 words) providing a summary of the project documents linked to the theme they select for their end of Module assessment. This blog post must be prepared in Week 5 and uploaded onto the Module Moodle by **Thursday 31 October 2019**.

The blogs will then be viewed and discussed in class as part of the workshop discussion and feedback will be given by the Module Leader and fellow students in order to assist students in improving their work in preparation for the coursework deadline in January.

**Summative Assessment:** This Module is assessed by the submission of ONE end of semester project (3,000) for 100 per cent of the total mark based on one of the four key themes of the Module (policing, prisons, gender and crime, and youth crime) and including an analysis of the three project documents linked to the chosen theme. See Appendix I for more information on the project format and coursework criteria and **please read the DSS Assignment Brief (Appendix 2) before undertaking the project.**

The deadline for submission of the end of semester coursework is **Friday 10 January 2020**.

Coursework must be submitted electronically via the module VLE Moodle site in a word document and will be scanned by Turn-it In on submission.

All project documents will be made available to students either online or in print and will be linked to the key themes of the Module: Policing, Prisons, Gender and Crime, and Youth Crime.

**Please note that all coursework must have a word count clearly presented at the end of the essay. Penalties for essays going over the allocated word count are as follows:**

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

*The pass mark is 40% for the Module as a whole, with a requirement that at least 30% is achieved in the assessment.*

## FEEDBACK

Feedback will normally be given to students 15 working days after the submission of an assignment. General generic feedback, applying to all students, will also be placed on the module moodle site within 15 working days.

## INTRODUCTION TO STUDYING THE MODULE

### Overview of the Main Content

#### **Part 1: 1800s-1914**

- Changing patterns of crime and punishment in 19<sup>th</sup> and early 20<sup>th</sup> Century Britain: Class, Gender and Age: criminal profiles 1800s-1914
- Founding the police: crime, public order and the state c. 1800s-1914
- Ideas of prison and prison reform – from theory to practice c. 1800s-1914

#### **Part 2: 1914-1939**

- Gender, Crime and Justice: Vice and Virtue 1914-1939
- Crime and punishment: penal policy and the penal experience 1914-1939
- Police and policing: tradition, reform and power 1914-1939
- Crime and the young: social class, gangs and the juvenile delinquent 1914-1939

#### **Part 3: 1939- c. 1960s**

- Gender and regulation: state regulation, public morality and the policing of sexuality 1939-1960s
- Penal Policy and prisons: continuity, change and campaigns for reform 1939-1960s
- Youth Crime: Teddy boys, mods, rockers and the new moral panic 1939-1960s
- Police Powers, corruption and reform: policing 1939-1960s

### Overview of Types of Classes

Teaching will take three forms:

- (a) Lectures: which provide the core framework and structure for the material studied
- (b) Workshops: which will give you the chance to explore issues in greater depth and to resolve any queries you may have arising from your reading or the lectures. Most workshops will be based around group work and responses to the reading brief. There will be the expectation that everyone has prepared some material prior to the workshop and will work with others in the group to work through some questions prior to general discussion. The two hour workshop will allow students and the tutor to read and analyse key documents and readings in class and allow time for one-to-one tutorials where required.
- (c) Blogs and Moodle: over the course of the Module every student is required to write a short blog (500-700 words) summarising the documents they have selected for their end of semester project and upload the blog onto the Module Moodle site. In addition appropriate material on Moodle will have to be read and in some cases analysed before the seminar session.

### Importance of Student Self-Managed Learning Time

To assist your progress with the Module and to develop the necessary skills for the assessment it is important that you attend the lecture and workshop programme. At the very least attendance will keep you in touch with the Module and provide familiarity with the topics being studied. You also need to set aside time on a regular basis for reading, preparation for workshops, writing your blog post and organisation of your material for the assessment.

**Private study & preparation:** For each week's workshop, you will see a section in the guide marked Workshop Questions. The guidance given in this section is to help you develop your knowledge of themes covered by the course and to give some direction to the work you should be undertaking before the seminar. It is **expected** that all students will read around the Module and certainly prepare some material for every workshop. Effective workshop participation depends upon all members of the group making an effort to read and prepare ready for the discussion. The workshop questions and reading briefs are intended to provide a basic framework for using some of the self-directed study time. In addition each student is required to prepare and post their blog providing a summary of the documents linked to the theme chosen for their end of semester assessment.

## Employability

The module develops the knowledge of criminology and issues in criminal justice but also in the method of its organisation contributes to enhancing skills needed in the current labour market. These skills include group work, presenting ideas to the class in both oral and written form, working with incomplete material to construct a coherent analysis, developing individual initiative and enhancing competence in communication, oral and written.

### **By the end of the Module you will have gained the following skills linked to future employment:**

1. effective time management skills
2. the ability to work on tasks in small groups
3. the ability to discuss and debate the importance of historical contexts in a group setting
4. the ability to present ideas in a group setting
5. the ability to work to deadlines
6. project management skills
7. good written and oral communication skills
8. the ability to use a range of sources, including the internet, and to carry out independent research
9. the ability to analyse and evaluate original primary source documents
10. the ability to present a coherent summary via a blog post of documents selected for the end of semester assignment.
11. the ability to use IT software programmes, including posting a blog on the Module Moodle site and using twitter as a tool for academic research.

## THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	LECTURE	WORKSHOP
<b>Part 1 1800s-1914</b>		
<b>1 27/09/19</b>	Introduction: Patterns of Crime in 19 <sup>th</sup> and early 20 <sup>th</sup> Century Britain/ Class, Gender and Age: criminal profiles 1800s-1914	Module introduction/ Workshop Questions, Documents & discussion
<b>2 04/10/19</b>	Founding the police: crime, public order and the state c. 1800s-1914	Workshop Reading Brief, Questions, Documents & discussion
<b>3 11/10/19</b>	Ideas of prison and prison reform – from theory to practice c. 1800s-1914	Workshop Reading Brief, Questions, Documents & discussion
<b>Part 2 1914-1939</b>		
<b>4 18/10/19</b>	Gender, Crime and Justice: Vice and Virtue 1914-1939	Workshop Reading Brief, Questions, Documents & discussion/How to write your blog
<b>5 25/10/19</b>	Directed Private Study Week	Blog Reports to be uploaded to Moodle Site
<b>6 01/11/19</b>	Police and policing: tradition, reform and power 1914-1939	Workshop Reading Brief, Questions, Documents & blog discussion
<b>7 8/11/19</b>	Crime and punishment: penal policy and the penal experience 1914-1939	Workshop Reading Brief, Questions, Documents & blog discussion
<b>8 15/11/19</b>	Crime and the young: social class, gangs and the juvenile delinquent 1914-1939	Workshop Reading Brief, Questions, Documents & blog discussion
<b>Part 3 1939-c. 1960s</b>		
<b>9 22/11/19</b>	Gender and regulation: state regulation, public morality and the policing of sexuality 1939-1960s	Workshop Reading Brief, Questions, Documents & blog discussion/How to write your project
<b>10 29/11/19</b>	Penal Policy and prisons: continuity, change and campaigns for reform 1939-1960s	Workshop Reading Brief, Questions, Documents & blog discussion/How to write your project
<b>11 06/12/18</b>	Youth Crime: Teddy boys, mods, rockers and the new moral panic 1939-1960s (Dr Charlotte Clements)	Workshop Reading Brief, Questions, Documents & blog discussion
<b>12 13/12/19</b>	Police Powers, corruption and reform: policing 1939-1960s	Workshop Reading Brief, Questions, Documents and/How to write your project

## **WEEKLY WORKSHOP PROGRAMME**

*Note: Every week the project documents and reading **must be read** before the class.*

***The workshop reading brief must be completed each week by all students before the class.***

*Additional Reading is provided below for each week for researching and writing their blogs and projects.*

**The online link to the project documents and workshop readings can be accessed via the relevant weekly section on the module moodle site.**

For Additional Online Sources the list of links to the sources can be accessed via the relevant section on the moodle site for each Week.

Students may find J. Turner, P. Taylor, S. Morley & K. Corteen (eds) *A Companion to the History of Crime and Criminal Justice* (2017) a useful reference book for the terms and definitions commonly used in histories of Crime and the Criminal Justice.

### **Part 1: 1800s-1914**

**Week 1: Patterns of Crime in nineteenth and early twentieth century Britain: Class, Gender and Age: criminal profiles 1800s-1914**

#### **Project Document: Gender and Crime**

Extract from *The Royal Commission into Contagious Diseases*, 1871

#### **Project Document: Youth Crime**

The Borstal Association Report 1906-1908 (extract 1 & 2)

#### **Workshop Reading:**

##### **Gender and Crime**

L. Zedner, 'Women, Crime and Penal Responses: A Historical Account' *Crime and Justice*, Vol 14 (1991).

+

##### **Youth Crime**

C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 4 'Crime and the Young'.

#### **Workshop**

- The module explained

- What is the module workshop reading brief? See template for the brief and the example given for the 'Gender and Crime' reading brief attached to the Week 1 Section of the module moodle site.

### Questions:

1. Why is it important to understand the history of crime when studying Criminology and History?
2. Identify some of the developments in the way juvenile offenders were dealt with in the period 1800-1914
3. Identify and discuss some of the changes in the regulation of sexuality and sexual conduct in the years 1800-1914.

### Additional Reading:

V. Bailey, *Delinquency and Citizenship: reclaiming the young offender, 1914-1948* (1987), Introduction.

P. Bartley, *Prostitution: Prevention and Reform in England, 1860-1914* (2000), Chap. 7.

P. Carlen, *Women's Imprisonment* (1983).

I. Channing, *The Police and the Expansion of Public Order in Britain 1829-2014* (2017), Chap. 1.

A. Clark, 'Domesticity and the problem of wifebeating in nineteenth-century Britain: working-class culture, law and politics', in S. D'Cruze (ed), *Everyday Violence in Britain, 1850-1950: Class and Gender* (2000).

P. Cox, *Gender, Justice and Welfare: bad girls in Britain, 1900-1950* (2003).

S. D'Cruze and L. Jackson, *Women, Crime and Justice in England since 1600* (2009), Chaps. 1-2.

R. Dobash & R. Dobash & S. Gutteridge, *The Imprisonment of Women* (1986).

C. Emsley, *Crime and Society in England, 1750-1900* (5<sup>th</sup> edition, 2018), Chaps. 3-7.

C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 2-5.

A. Davis, *The Gangs of Manchester* (2008).

A. Davis, 'Youth Gangs, Masculinity and Violence in Late Victorian Manchester and Salford', *Journal of Social History* Vol. 32 (2), 1998.

B. Godfrey & E. Watkins, *Criminal Children: Researching Juvenile Offenders 1820-1920* (2018).

B. Godfrey & L. Williams, *Criminal Women 1850-1920: Researching the Lives of Britain's Female Offenders* (2018).

B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chaps. 6-8.

P. King, 'The Rise of Juvenile Delinquency in England, 1780-1840: Changing Patterns of Perception and Prosecution', *Past and Present* No. 160, 1998.

P. King, 'Gender, Crime and Justice in Late Eighteenth and Early Nineteenth Century England', in M. Arnot & C. Osborne (eds), *Gender and Crime in Modern Europe* (1999).

- P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chaps. 1-4 & 19.
- Julia Laite, *Common Prostitutes and Ordinary Citizens: commercial sex in London, 1885 – 1960* (2012), Chaps. 1-6.
- A. Logan, *Feminism and Criminal Justice: a historical perspective* (2008).
- M. May, 'Innocence and Experience: The Evolution of the Concept of Juvenile Delinquency in The Mid-Nineteenth Century', *Victorian Studies* Vol. 17 (1), 1973.
- F. Mort, *Dangerous Sexualities* (2<sup>nd</sup> edition, 2000), Part III, Prologue from State medicine to criminal law: purity, feminism and the state, 1880-1914.
- J. Muncie, *Youth and Crime* (3ed. 2009)
- H. Rubenhold, *The Five: The Untold Lives of the Women Killed by Jack the Ripper* (2019).
- H. Shore, 'Punishment, Reformation, or Welfare: Responses to "The Problem" of Juvenile Crime in Victorian and Edwardian Britain', in H. Johnson (ed), *Punishment and Control in Historical Perspective* (2008).
- H. Shore, *Artful Dodgers: Youth and crime in Early Nineteenth-Century London* (1999).
- C. Smart, 'Disruptive Bodies and Unruly Sex' in C. Smart (ed), *Regulating Womanhood* (1992).
- C. Smart, *Women, Crime and Criminology* (1976).
- J. Walkowitz, *Prostitution and Victorian Society: Women, Class and the State* (1980).
- J. Walkowitz, *City of Dreadful Delight* (1992).
- L. Williams, *Wayward Women: female offending in Victorian England* (2016).
- J. Weeks, *Sex, Politics and Society: the regulations of sexuality in society since 1800* (3rd, 2012), Chap. 2 + 5.
- L. Zedner, *Women, Crime and Custody in Victorian England* (1991).

**Additional Online Sources:**  
(see moodle site)

**Week 2: Founding the police: crime, public order and the state c. 1800s-1914**

**Project Document:**

Extracts from the 1829 *Metropolitan Police Act*

**Workshop Reading:**

C. Emsley, *The Great British Bobby* (2009), Chap. 1.

**Workshop:**

Report back on the workshop reading brief

## Questions:

In groups identify the short term and long term factors accounting for the establishment of the metropolitan police?

## Additional Reading:

I. Channing, *The Police and the Expansion of Public Order in Britain 1829-2014* (2017), Chap. 5.

J. Davis, 'Urban Policing and its Objects: Comparative Themes in England and France in the Second Half of the Nineteenth Century', in C. Emsley and B. Weinberger (eds), *Policing in Western Europe, 1850-1940* (1991).

C. Emsley, *Crime and Society in England, 1750-1900* (5<sup>th</sup> edition, 2018), Chaps. 8-9.

C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 8.

C. Emsley, *The Great British Bobby* (2009), Chap. 6.

C. Emsley, *The English Police: a political and social history* (1996), Chaps. 1-6.

C. Emsley, 'The Origins and Development of the Police', in E. McLaughlin (ed), *Controlling Crime* (1996).

B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 2.

P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chaps. 9, 13 & 22-26.

T. Newburn (ed), *Handbook of Policing* (2008), Chaps. 3-4.

P. Rawlings, *Crime and Power: A History of Criminal Justice, 1688-1998* (1999), Chap. 5+7-8.

P. Rawlings, 'The Idea of Policing: A History', *Policing and Society* Vol. 5 (2), 1995.

R. Reiner (ed), 'The policeman as domestic missionary: urban discipline and popular culture in Northern England, 1850-1880' *Policing* Vol. 1 (1996).

R. Reiner, *The Politics of the Police* (4th edition, 2010), Chap. 1.

D. Taylor, *Crime, Policing and Punishment in England, 1750-1914* (1998), Chap. 4.

D. Taylor, *The New Police in Nineteenth-Century England: Crime, Conflict and Control* (1997).

B. Weinberger & H. Reinke, 'A Diminishing Function? A Comparative Historical Analysis of Policing in the City', *Policing and Society* Vol. 1 (3), 1991.

## Additional Online Sources: (see moodle site)

## Week 3: Ideas of prison and prison reform – from theory to practice c. 1800s-1914

## Project Document:

Extract from the 1895 *Departmental Committee on Prisons Report* (Gladstone Committee Report)

### **Workshop Reading:**

M. Ignatieff, 'State, Civil Society, and Total Institutions: A Critique of Recent Social Histories of Punishment, *Crime and Justice*, Vol. 3, 1981.

### **Workshop:**

Report back on the workshop reading brief

### **Questions:**

'We start from the principle that prison treatment should have as its primary and concurrent objects, deterrence and reformation'. (1895 Gladstone Report). Discuss and account for changing attitudes towards prison and punishment during the years 1800-1914.

### **Additional Reading:**

- I. Channing, *The Police and the Expansion of Public Order in Britain 1829-2014* (2017), Chap. 3.
- S. D'Cruze and L. Jackson, *Women, Crime and Justice in England since 1600* (2009), Chap. 7.
- R. Dobash, 'Labour and discipline in Scottish and English prisons: moral correction, punishment and useful toil', *Sociology* Vol. 17 (1), 1983.
- C. Emsley, *Crime and Society in England, 1750-1900* (5<sup>th</sup> edition, 2018), Chaps. 10-11.
- C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 10.
- M. Foucault, *Discipline and Punish* (1977).
- D. Garland, *Punishment and Welfare: A History of Penal Strategies* (1985), Chaps. 1-8.
- D. Garland, *Punishment and Modern Society: A Study in Social Theory* (1990), Chap. 6.
- B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 5.
- M. Ignatieff, 'State, Civil Society, and Total Institutions: A Critique of Recent Social Histories of Punishment, *Crime and Justice*, Vol. 3, 1981.
- N. Johnston, *The Architecture of Confinement* (2000).
- P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chaps. 31 & 32.
- S. McConville, 'The Victorian Prison: England, 1865-1965' in N. Morris & D. Rothman (eds), *The Oxford History of the Prison* (1998).
- R. McGowen, 'The Well-Ordered Prison: England, 1780-1865', in N. Morris & D. Rothman (eds), *The Oxford History of the Prison* (1998).
- P. Priestley, *Victorian Prison Lives: English Prison Biography, 1830-1914* (1989).
- P. Rawlings, *Crime and Power: A History of Criminal Justice, 1688-1998* (1999), Chap. 6-7+9.
- R. P. Weiss, 'Humanitarianism, labour exploitation, or social control? A critical survey of theory and research on the origin and development of prisons', *Social History* Vol. 12 (3), 1987.

L. Zedner, 'Women, Crime, and Penal Responses: A Historical Account', *Crime and Justice* Vol. 14, 1991.

L. Zedner, 'Wayward Sisters: The Prison for Women', in N. Morris & D. Rothman (eds), *The Oxford History of the Prison: The Practice of Punishment in Western Society* (1995).

**Additional Online Sources:**  
(see moodle site)

## **Part 2: 1914-1939**

### **Week 4 Gender, Crime and Justice: Vice and Virtue 1914-1939**

#### **Project Document:**

*The Spectator* 15 December 1928 'Street Offences'

#### **Workshop Reading:**

S. D'Cruze and L. Jackson, *Women, Crime and Justice in England since 1600* (2009), Chap. 4.

#### **Workshop:**

Report back on the workshop reading brief

How to write your project document blog

#### **Questions:**

Critically examine the changing treatment of women in the operation of the criminal justice system c. 1914-1939.

#### **Additional Reading:**

L. Bland, 'In the name of protection: The policing of women in the First World War', in C. Smart (ed), *Women-in-Law* (1985).

D. Brown, 'Women and Crime: The Dark Figure of Criminology', *Economy and Society* Vol. 15 (3), 1988.

P. Cox, *Gender, Justice and Welfare: bad girls in Britain, 1900-1950* (2003).

B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 8.

B. Godfrey & L. Williams, *Criminal Women 1850-1920: Researching the Lives of Britain's Female Offenders* (2018).

S. D'Cruze and L. Jackson, *Women, Crime and Justice in England since 1600* (2009), Chaps. 2-6.

- S. D'Cruze (ed), *Everyday Violence in Britain, 1850-1950: Class and Gender* (2000).
- F. Heidenshohn, 'Gender and Crime', in M. Maguire (ed), *Oxford Handbook* (1994).
- M. Houlbrook & H. Cocks (eds), *Palgrave Advances in the Modern History of Sexuality* (2005), Chap. 9.
- P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chap. 6 & 12.
- J. Laite, *Common Prostitutes and Ordinary Citizens: commercial sex in London, 1885 – 1960* (2012), Chaps. 7 + 8.
- J. Laite, 'The Association for Moral and Social Hygiene: abolitionism and prostitution law in Britain (1915-1959)', *Women's History Review* Vol. 17, No. 2, 2008.
- P. Levine, 'Walking the Streets in a Way No Decent Woman Should': Women Police in World War One', *Journal of Modern History* Vol. 66. (1), 1994.
- A. Logan, *Feminism and Criminal Justice: a historical perspective* (2008).
- L. Mahood, *Policing Gender, Class and Family: Britain 1850-1940* (1995).
- A. Woollacott, "'Khaki Fever" and Its Control: Gender, Class, Age and Sexual Morality on the British Homefront in the First World War', *Journal of Contemporary History* 29, 1994.

**Additional Online Sources:**  
(see moodle site)

### **Week 5 Directed Private Study Week / Blog Reports to be written and uploaded**

### **Week 6 Police and policing: tradition, reform and power 1914-1939**

#### **Project Document:**

Extract from E. Tancred, *Women Police 1914-1950* (1950).

#### **Workshop Reading:**

A. Woodeson, 'The First Women Police: a force for equality or infringement?' *Women's History Review* Vol. 2 (2), 1993.

#### **Workshop**

Report back on the workshop reading brief

Discussion of blog sample

#### **Questions:**

Give an account of the campaign for the appointment of women police. What insights does this campaign provide us with regarding perceptions of masculinity and femininity within policing?

### **Additional Reading:**

- I. Channing, *The Police and the Expansion of Public Order in Britain 1829-2014* (2017), Chap. 5.
- C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 8.
- C. Emsley, *The Great British Bobby* (2009), Chap. 8.
- C. Emsley, *The English Police: a political and social history* (1996), Chaps 6-7.
- B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 2.
- L. Jackson, *Women Police: Gender, Welfare and Surveillance in the Twentieth Century* (2006).
- P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chap. 22-26.
- T. Newburn (ed), *Handbook of Policing* (2008).
- P. Rawlings, *Crime and Power: A History of Criminal Justice, 1688-1998* (1999), Chap. 8.
- R. Reiner, *The Politics of the Police* (4<sup>th</sup> edition, 2010), Chaps. 2 & 3.
- E. Tancred, *Women Police 1914-1950* (1950).
- B. Weinberger, *The Best Police Force in the World: An Oral History of English Policing* (1995).
- A. Woodeson, 'The First Women Police: a force for equality or infringement?' *Women's History Review* Vol. 2 (2), 1993

### **Additional Online Sources:** (see moodle site)

## **Week 7 Crime and punishment: penal policy and the penal experience 1914-1939**

### **Project Document:**

Extract: *English Prisons Today: being the report of the Prisons System Enquiry Committee* 1922, S. Hobhouse & F. Brockway

### **Workshop Reading:**

S. McConville, 'The Victorian Prison: England, 1865-1965' in N. Morris & D. Rothman (eds), *The Oxford History of the Prison* (1998).

### **Workshop:**

Report back on the workshop reading brief

Discussion of blog sample

**Questions:**

Identify and discuss the major changes in penal policy and prison conditions which took place during the period 1914-1939.

**Additional Reading:**

S. D'Cruze and L. Jackson, *Women, Crime and Justice in England since 1600* (2009), Chap. 7.

C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 9 +10.

B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 5.

M. Ignatieff, 'State, Civil Society, and Total Institutions: A Critique of Recent Social Histories of Punishment', *Crime and Justice*, Vol 3., 1981.

P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chap. 34.

S. McConville, 'The Victorian Prison: England, 1865-1965' in N. Morris & D. Rothman (eds), *The Oxford History of the Prison* (1998).

P. Rawlings, *Crime and Power: A History of Criminal Justice, 1688-1998* (1999), Chap. 8.

**Additional Online Sources:**

(see moodle site)

**Week 8 Crime and the young: social class, gangs and the juvenile delinquent 1914-1939****Project Document:**

*The Spectator* 7 April 1922 'Boys and Girls in Borstal Institutions'

**Workshop Reading:**

V. Bailey, *Delinquency and Citizenship: reclaiming the young offender, 1914-1948* (1987), Chap. 9.

**Workshop:**

Report back on the workshop reading brief

Discussion of blog sample

**Questions:**

Link economic, social and political change in the inter-war period with changing attitudes towards young offenders during these years.

**Additional Reading:**

V. Bailey, *Delinquency and Citizenship: reclaiming the young offender, 1914-1948* (1987), Chaps. 1-9.

P. Cox, *Gender, Justice and Welfare: bad girls in Britain, 1900-1950* (2003).

S. D'Cruze and L. Jackson, *Women, Crime and Justice in England since 1600* (2009), Chap. 8.

C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 4.

B. Godfrey & E. Watkins, *Criminal Children: Researching Juvenile Offenders 1820-1920* (2018).

B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 8

J. Muncie, *Youth and Crime* (3ed. 2009)

P. Rawlings, *Crime and Power: A History of Criminal Justice, 1688-1998* (1999), Chap. 6. 7-9.

**Additional Online Sources:**  
(see moodle site)**Part 3: 1939-1960s****Week 9 Gender and regulation: state regulation, public morality and the policing of sexuality 1930-1960s****Project Document:**

Extract from: *The Report of the Interdepartmental Committee on Homosexual Offences and Prostitution* 1957 (The Wolfenden Report)

**Workshop Reading:**

Julia Laite, *Common Prostitutes and Ordinary Citizens: commercial sex in London, 1885 – 1960* (2012), Chap. 10.

**Workshop:**

Report back on the workshop reading brief

Discussion of blog sample

How to write your project

**Questions:**

Identify and explain the different attitudes towards the criminalisation of homosexuality and prostitution in 1950s Britain. Can you account for these differences?

**Additional Reading:**

- P. Cox, *Gender, Justice and Welfare: bad girls in Britain, 1900-1950* (2003)
- S. D'Cruze and L. Jackson, *Women, Crime and Justice in England since 1600* (2009), Chap. 4.
- S. D'Cruze (ed), *Everyday Violence in Britain, 1850-1950: Class and Gender* (2000).
- B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 8
- M. Houlbrook & H. Cocks (eds), *Palgrave Advances in the Modern History of Sexuality* (2005), Chaps 3 & 9.
- P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chap. 6 & 12.
- Julia Laite, *Common Prostitutes and Ordinary Citizens: commercial sex in London, 1885 – 1960* (2012), Chaps. 9-11.
- L. Mahood, *Policing Gender, Class and Family: Britain 1850-1940* (1995).
- H. Self, *Prostitution, Women and the Misuse of the Law: The Fallen Daughters of Eve* (2003).
- J. Weeks, *Sex, Politics and Society: the regulations of sexuality in society since 1800* (3rd, 2012), Chaps. 11-13.

**Additional Online Sources:**  
(see moodle site)**Week 10** Penal Policy and prisons: continuity, change and campaigns for reform 1939-1960s**Project Document:**

House of Commons Debate: 2 February 1959 vol 599 cc31-6 'Penal Practice' (debate on the 1959 White Paper 'Penal Practice in a Changing Society')

**Workshop Reading:**

J. Hostettler, *A History of Criminal Justice in England and Wales* (2009), Chap. 16. (e book Perry Library)

**Workshop:**

Report back on the workshop reading brief

Discussion of blog sample

How to write your project

### Questions:

Discuss the factors leading to the publication of the 1959 White Paper on Penal Practice in a Changing Society.

### Additional Reading:

*Penal Practice in a Changing Society*, White Paper (1959) available online via module moodle site

A. E. Bottoms & S. Stevenson, “‘What Went Wrong?’: Criminal Justice Policy in England and Wales 1945-70”, in D. Downes (ed), *Unravelling Criminal Justice: Eleven British Studies* (1992).

D. Downes & R. Morgan, ‘Dumping the “Hostages to Fortune”? The Politics of Law and Order in Post-War Britain’, in M. Maguire, R. Morgan & R. Reiner (eds), *The Oxford Handbook of Criminology* (1997).

C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 9 +10.

B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 5.

J. Hostettler, *A History of Criminal Justice in England and Wales* (2009), Chaps. 15 & 16.

M. Ignatieff, ‘State, Civil Society, and Total Institutions: A Critique of Recent Social Histories of Punishment’, *Crime and Justice*, Vol 3., 1981.

P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chap. 34.

S. McConville, ‘The Victorian Prison: England, 1865-1965’ in N. Morris & D. Rothman (eds), *The Oxford History of the Prison* (1998).

P. Rawlings, *Crime and Power: A History of Criminal Justice, 1688-1998* (1999), Chap. 6 + 9.

### Additional Online Sources: (see moodle site)

**Week 11 Youth Crime: Teddy boys, mods, rockers and the new moral panic 1939-1960s (Dr Charlotte Clements)**

### Project Document:

*Mods and Rockers Rebooted* BBC 4 Documentary 2014

### Workshop Reading:

J. Muncie, *Youth and Crime* (3ed. 2009), Chap. 6.

### Workshop:

Report back on the workshop reading brief

Discussion of blog sample

### Questions:

Review the links between concerns about delinquency and broader concerns for the moral and physical health of young people during the years 1939-c.1960.

### Additional Reading:

V. Bailey, *Delinquency and Citizenship: reclaiming the young offender, 1914-1948* (1987), Chaps. 10-11.

S. Cohen, *Folk Devils and Moral Panics: the creation of the Mods and Rockers* (1980).

P. Cox, *Gender, Justice and Welfare: bad girls in Britain, 1900-1950* (2003).

S. D'Cruze and L. Jackson, *Women, Crime and Justice in England since 1600* (2009), Chap. 8.

S. Fishman, *The battle for children: World War II, youth crime, and juvenile justice in twentieth century France* (2002).

D. Fowler, *Youth Culture in Modern Britain, c. 1920-1970: from ivory tower to global movement – a new history* (2008).

B. Goldson (ed), *Youth in Crisis? 'Gangs', territoriality and violence* (2011).

S. Hall & T. Jefferson (eds), *Resistance Through Rituals: Youth Sub-Cultures in Post-War Britain* (2006).

J. Muncie, *Youth and Crime* (3ed. 2009).

T. Newburn, 'Youth, Crime and Justice', in M. Maguire, R. Morgan & R. Reiner (eds), *The Oxford Handbook of Criminology* (1997).

W. Osgerby, *Youth in Britain Since 1945* (1997).

P. Rawlings, *Crime and Power: A History of Criminal Justice, 1688-1998* (1999), Chap. 9.

J. Weeks, *Sex, Politics and Society: the regulations of sexuality in society since 1800* (3rd, 2012), Chaps. 12 + 13.

### Additional Online Sources: (see moodle site)

## Week 12 Police Powers, corruption and reform: policing 1939-1960s

### Project Document:

Extract from B. Weinberger, *The Best Police Force in the World: An Oral History of English Policing* (1995).

### Workshop Reading:

C. Emsley, *The English Police: a political and social history* (1996), Chap. 8

## **Workshop:**

Report back on the workshop reading brief

How to write your project

## **Questions:**

‘Policing, even in the twentieth century, is defined by a mixture of compassion and repression, enforcement and tolerance’. (Godfrey and Lawrence, 2005). Do you agree with this statement when applied to the years 1939-c.1960?

## **Additional Reading:**

- I. Channing, *The Police and the Expansion of Public Order in Britain 1829-2014* (2017), Chap. 5.
- A. E. Bottoms & S. Stevenson, ‘“What Went Wrong?”: Criminal Justice Policy in England and Wales 1945-70’, in D. Downes (ed), *Unravelling Criminal Justice: Eleven British Studies* (1992).
- B. Cox, H. Shirley & M. Short, *The Fall of Scotland Yard* (1977).
- D. Downes & R. Morgan, ‘Dumping the “Hostages to Fortune”? The Politics of Law and Order in Post-War Britain’, in M. Maguire, R. Morgan & R. Reiner (eds), *The Oxford Handbook of Criminology* (1997).
- C. Emsley, *Crime and Society in Twentieth Century England* (2011), Chap. 8.
- C. Emsley, *The English Police: a political and social history* (1996), Chaps. 8-10.
- B. Godfrey & P. Lawrence, *Crime and Justice 1750-1950* (2005), Chap. 2.
- J. Hostettler, *A History of Criminal Justice in England and Wales* (2009), Chaps. 15 & 16.
- P. Knepper & A. Johansen (eds), *The Oxford Handbook of the History of Crime and Criminal Justice* (2016), Chap. 9 & 22-26.
- T. Newburn (ed), *Handbook of Policing* (2008), Chap. 5.
- P. Rawlings, *Crime and Power: A History of Criminal Justice, 1688-1998* (1999), Chap. 10.
- J. Weeks, *Sex, Politics and Society: the regulations of sexuality in society since 1800* (3rd, 2012), Chaps. 12 + 13.
- B. Weinberger, *The Best Police Force in the World: An Oral History of English Policing* (1995).

## **Additional Online Sources: (see moodle site)**

## SOCIAL SCIENCES ASSESSMENT RULES AND MARKING CRITERIA

### 1.1 General Assessment Rules

The individual modules vary in assessment requirements but there is a balance of coursework and written examination. Many modules are assessed by two or more elements (e.g. an exam and a coursework essay). Coursework takes various forms including essays, reports, website analysis, data analysis exercises, group and individual presentations, blogging, project proposal and final year project. Examinations normally take the form of a seen or unseen paper and are of either two or three hours' duration. The overall pass mark for each module is 40%, subject to a minimum mark of 30% for each assessed element, for instance an essay and examination.

All coursework essays and examination scripts are assessed in relation to the specific learning outcomes for each module, which can be found in Module Guides. More generally, requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

#### Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate the ability:

- to distinguish between differing viewpoints
- to identify key elements of a problem and choose the theories/methods for its resolution
- to analyse differing (political, social, etc) systems using comparative methodology
- to research a topic of their choice, and to present this research in oral and written form.

#### **Marking Criteria – how your work is assessed**

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

## Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. 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 to deal with it if it is discovered. You will find a summary of the University regulations & procedures governing plagiarism in your Student Handbook. You must read this carefully. It is vital when taking notes to:

- (1) Note the FULL reference of the book/article at the top of the first page of notes.
- (2) Keep a precise note of the page numbers of any quoted material (for example in the margins of your notes)
- (3) Use precise double quote marks at the beginning & end of any quotes in your notes and check that any quotes/material used in your essay is accurately and carefully attributed.

## **REFERENCING YOUR WORK USING THE HARVARD**

### **METHOD**

You are expected to include references in your project which indicate the sources of ideas, theories, facts, etc. You need to include a reference in the text which includes the author's last name and the publication date and then complete information about the publication in the bibliography which should be in alphabetical order. The following sets out the information that should be included in your bibliography in relation to different sources, and the order of the information.

### **Books**

The preferred order of presentation in the bibliography is:

- Surname of author(s), comma, initial(s), full stop
- Year of publication (in brackets)
- The title (**in italics** with only the **first letter of first word capitalised**), colon between short and secondary/sub title, full stop.
- The edition (if other than the first), full stop
- Place of publication (the first city or town) followed by a colon

### **EXAMPLES:**

Bradbury, A.J. (2006) *Successful presentation skills*. 3rd ed. London

Hatcher, S., Butler, R. and Oakley-Browne, M. (2005) *Evidence-based mental health care*. Edinburgh

### **Edited Books - A chapter from an edited book**

If you refer to a chapter in a book edited by someone other than the author of the chapter, you need to make this clear by using "in" (followed by a colon). It is the author of the chapter you cite. The book title is in italics, not the title of the chapter.

EXAMPLE: Gaskell, G. (2003) Attitudes, social representations and beyond, in: Deaux, K. and Philogene, G. (eds.) *Representations of the social.*, pp. 228-241.

### **Corporate Author**

British Broadcasting Corporation (2004) *Building public value: renewing the BBC for a digital world*. London:

### **E-Books**

White, R. and Downs, T. E. (2005) *How computers work*, 8th ed. Indianapolis: Que. [Online]. Available from: Safari Tech Books Online. <http://0-proquest.safaribooksonline.com> [Accessed: 16 August 2007].

### **Journal articles**

You need to include:

- Surname of the author(s), comma, initial(s), full stop

- Year of publication in brackets
- Title of the ARTICLE (only first word with capitalised initial letter, unless proper name), comma
- Title of the JOURNAL (*in italics*), comma
- Volume number, issue or part number (in brackets), comma
- First and last pages of the article separated by a hyphen and indicated by the abbreviation “pp.”

**EXAMPLE:** Smith, A. and Jack, K. (2005) Reflective practice: a meaningful task for students, *Nursing Standard*, 19 (26), pp. 33-37.

### **Web- resources**

Stepnitz, A. (2009) *Male-ordered: The mail-order bride industry and trafficking in women for sexual and labour exploitation*, London: Eaves Housing for Women: The Poppy Project. [online] <http://i4.cmsfiles.com/eaves/2012/04/Male-ordered-bedd8d.pdf> [accessed 2 July 2012]

### **Newspapers**

Tobin, L. (2010) “The crush starts here”, *The Guardian (Education Supplement)*, 8 June 2010, p. 1.

Wintour, P. (2012) “David Cameron announces inquiry into banking industry”, *The Guardian*, 2 July 2012 [online] <http://www.guardian.co.uk/business/2012/jul/02/david-cameron-inquiry-banking-industry> [accessed 2 July 2012]

### **Government Publications**

Great Britain. Department of Health (2004) *Choosing health: making healthy choices easier*. London: The Stationery Office.

## STUDENT EVALUATION

The MEQ Report for 2018/19 is available to download from the module moodle site. Please note that for 2018/19 the module was taught by Dr Jessica Hammett as Dr Cait Beaumont was on a research sabbatical. Students agreed that they found the module useful and interesting. Comments regarding the structure and content of workshops have been noted and a more structured approach to workshops will be introduced for 2019/20.

## LEARNING RESOURCES

*Please view the Reading List online tab on the right hand side of the moodle site for the core and optional reading for this module*

### **Box of Broadcasts Resource**

Access to a wide range of off-air recordings including films and documentaries can be viewed using the library resource ‘Box of Broadcasts’. All LSBU students have access to this useful resource via the Perry Library catalogue which is easy to use and you can enquire in the Perry Library if you have any problem with access. Click on the link below

[http://encore.lsbu.ac.uk/iii/encore/search/C\\_Sbox%20of%20broadcasts\\_Orighresult\\_U1?lang=eng&suite=cobalt](http://encore.lsbu.ac.uk/iii/encore/search/C_Sbox%20of%20broadcasts_Orighresult_U1?lang=eng&suite=cobalt)

## **Learner Support Material**

The Library Information Officer for DSS is Ms Rebecca Fong and she will be happy to help with your enquiries. 0207 815 6643, [fongr@lsbu.ac.uk](mailto:fongr@lsbu.ac.uk)

For additional academic support all students can visit the *Skills for Learning Centre* <http://www.lsbu.ac.uk/student-life/student-services> based in the Student Centre, for assistance with essay writing, language skills and a range of other academic and personal support services.

**PLEASE NOTE THAT WIKIPEDIA IS NOT AN ACCEPTABLE ACADEMIC SOURCE FOR COURSEWORK**

## **Twitter**

*Twitter is a great source for up to date information about criminal justice history and provides online access to debates and discussion about criminal justice history. Throughout the course I will be recommending twitter accounts to you (there are numerous excellent twitter sites for the history of crime) via our own module twitter site [@icjhmodule](#) which all students are encouraged to follow.*

*To begin however useful sites to follow, [@Solonnetwork](#), [@digipanoptic](#) and [@LSS\\_LSBU](#) [@LSBUCrimSoc](#).*

## APPENDIX ONE

### Guidelines for writing the coursework project

(Suggested readings for projects are listed in the weekly readings and additional readings/online sources recommended for each weekly workshop topic. You are expected to consult at least 10 sources for your project.)

Each student must select **ONE** of the following topics for their coursework project:

1. Gender and Crime
2. Youth Crime
3. Prisons and Penal Policy
4. Police and Policing

Each student must then complete a project based on this question:

**Identify, discuss and analyse the key changes and continuities occurring in relation to your chosen theme throughout the period 1800 to c. 1960s.**

In structuring your project you need to focus on:

1. the key social and political factors influencing change and continuity in your chosen area of study over the period 1800 to c. 1960s
2. include a discussion of the three project documents linked to your chosen topic and listed under the weekly workshop topic for each week (all documents will be made available to students online via the moodle site)

***Students will receive guidance on how to identify the key factors for their chosen topic in the Module lectures and seminar discussions. Students are advised to make an appointment for a one-to-one tutorial to discuss their project in Week 5.***

#### **Format:**

The project should be structured in the following way:

1. Introduction (setting out the theme and structure for your project)
2. Main Body (sub-headings must be used to divide the work into the three chronological time periods used for the module i.e. 1800s-1914, 1914-1939 and 1939-1960s)
3. Conclusion (providing a summary of the key changes and continuities identified in the project over the period 1800s to 1960s)
4. Bibliography

### **THE COURSEWORK DEADLINE IS WEEK 13: FRIDAY 10 JANUARY 2020**

The project must include a full bibliography, in the correct format and should be 3,000 words in length.

## APPENDIX 2

### Division of Social Sciences Assessment Brief

Module Name	Issues in Criminal Justice History
Module Code	DSS 5 ICJ
Module Level	5
Module Leader/Marker	Dr Caitríona Beaumont
Format of Assessment	Project 3,000 words
Deadline	Week 13: Friday 10 January 2020

### **Assessment**

The assessment for this module is an end of Semester project (3,000 words). This assessment encourages you to develop your skills as independent researcher and to augment your ability to apply critical analysis to primary and secondary source material. Acquiring these skills is crucial in advance of your final year dissertation. Producing this longer piece of work, on a theme chosen by you and including discussion of primary source documents, will provide you with the experience and confidence required for successfully completing this module and being ready to begin work on your dissertation at the end of Level 5.

### **To pass this assessment you must:**

- answer the question asked following the criteria and structure set out in Appendix 1 of the module guide. You must be sure to cover political and social factors and discuss the whole period 1800s-1960s making reference to the **three** primary source documents linked to the chosen theme. When referring to the primary source documents aim to provide a critical evaluation of the contents of each document explaining its origins, the motive of the author/s and the outcomes that followed publication.
- demonstrate good knowledge and understanding of the theme discussed. You need to show that you have undertaken independent research to inform your work using a range of different sources (at least 10 in addition to the three primary source documents) in your response to the project question. Additional reading for the project is provided weekly in the module guide.
- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence to back up all the points made in the project.
- 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 using the correct Harvard format.
- Do use sub-headings as advised in Appendix 1 of the module guide. Do not include bullet points in your project.
- Ensure you do write 3,000 words (not including the bibliography) for your project.

- Ensure your answer provides analysis (how and why things happened and the consequences of decisions/reforms/events) and not just a descriptive account (what happened)
- Projects should be accurate in the use of theoretical, conceptual and/or empirical evidence. Polemic (unsupported allegations and argument) must be avoided
- Give sufficient time for proof-reading -correcting errors and checking that the answers make sense before you submit your project. Poor expression in English will lose you marks
- Use a clear and direct writing style-keep sentences short
- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University work

**To do well on this assessment you should:**

- Demonstrate in your project that you have read a good number of texts (approx. 10 minimum) to inform your response. You prove this by naming the authors in your project when referring to their work/ideas
- Ensure that you provide a sophisticated analysis of the ideas/events you discuss rather than a simple descriptive narrative of what happened
- Use relevant, interesting and topical examples in your project where appropriate thereby demonstrating your knowledge about the key social and political changes relating to your chosen theme for the years 1800s-1960s
- Make sure that project is well written with an introduction, main body and conclusion and that you write in a clear, interesting and well-informed style
- Demonstrate that you have used an interesting range of sources to answer your project question i.e. text books, journal articles, online reports, twitter accounts, news sources, films, documentaries etc.
- The best projects use material in novel ways. You should strive to add something new to we look at materials/sources, but always ensure that what you say is well reasoned and supported by the evidence.

**Top tips/common mistakes to avoid:**

- Limited reading/research becomes very evident in academic work. To avoid this make sure that you read a good number of texts to inform your project. Don't rely on lecture slideshows as a source for the project. You need to go to the text/source where the

information provided in lectures originally came from and work from those sources. You have been provided with numerous sources/additional readings on this module so use them!

- Avoid poor expression in English. Bad spelling and grammar will lose you marks
- Do not provide inadequate or incorrect text referencing or bibliographies incomplete or in the wrong format
- Poor structure. Ensure your project has an introduction (explaining how you will answer the question and listing the three primary sources you will discuss), main body and conclusion and that you use sub-headings for the three time periods required i.e. 1800s-1914, 1914-1939 and 1939-1960s.
- Not answering the question asked. Be sure that you have understood the question and how to answer it before you submit your project. The best way to do this is to attend a one to one tutorial with your module leader in Week 5 or make an alternative appointment/s and to bring along an outline plan for your project to these meeting to discuss

#### **Divisional Assessment Criteria:**

Can be found in the module guide.

#### **Plagiarism Statement:**

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.

#### **Support for Students:**

You will need to use both printed and electronic sources. As well as the recommended readings and references found in the module guide, 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.

For help finding sources and with referencing consult the Division of Social Sciences Information Skills Adviser via <http://www.lsbu.ac.uk/student-life/student-services/learning-resources>

For help with writing and study skills please consult Skills for Learning via <http://www.lsbu.ac.uk/student-life/student-services/learning-resources>

Dr Cait Beaumont

September 2019