| Module Title | **Understanding Crime: Criminological Theory in Context** |
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| **Course Title** | BSc Criminology; BSc Criminology (Black Studies); BSc Criminology (Social Policy) BSc Criminology (Sustainability); BSc Criminology with Psychology |
| **School** | ☐ ASC  ☐ ACI  ☐ BEA  ☐ BUS  ☐ ENG  ☐ HSC  ☒ LSS |
| **Division** | DSS |
| **Parent Course** (if applicable) | BSc (Hons) Criminology |
| **Level** | 4 |
| **Semester** | 2 |
| **Module Code** *(showing level)* | DSS_4_UCC |
| **JACS Code (completed by the QA)** | |
| **Credit Value** | 20 credit points |
| **Student Study Hours** | Contact hours: 45<br><br>Student managed learning hours: 155 |
| **Pre-requisite Learning** | None |
| **Co-requisites** | None |
| **Excluded combinations** | None |
| **Module co-ordinator** | TBC |
| **Short Description** (max. 100 words) | In this module students will learn about the key underlying theories that shape criminology and how society thinks about crime.  We will examine the conceptual and practical differences between these schools and show how their differences have resulted in very different definitions of crime, types of research and governmental policy. We will also see how these different theories have shaped the criminal justice system of different societies. We will do all this within the broad historical context of the development of criminology. |
| **Aims** | 1. To introduce students to the principal schools of criminological theorising<br>2. To examine the key conceptual and theoretical differences between these schools.<br>3. To demonstrate, by way of case studies, the principal substantive interests of these schools<br>4. To historically situate these schools in the broader intellectual and social environment<br>5. To develop oral and written skills of communication and skills of academic analysis |
| **Learning Outcomes** (4 to 6 outcomes) | On completion of the module, students will be able to:<br><br>**Knowledge and Understanding**<br>• Demonstrate an awareness of the diversity of the criminological tradition historically, conceptually and practically.<br>• Explain the key theoretical and conceptual differences between the schools constituting this tradition<br><br>**Intellectual Skills**<br>• Succinctly, accurately and clearly summarise and evaluate key points and arguments from academic texts in written and oral form, especially with respect to criminological theories and concepts. |

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| | • Ability to define and apply key concepts in the area of criminological theory |
| **Employability** | The aims and learning outcomes of the module are intended to contribute to the possession of knowledge, intellectual and practical skills capable of application in the public and private sectors or the pursuit of further academic work. This will allow students to undertake work in a wide range of fields in research, politics and policy, the civil service, teaching, local government, journalism and management. At the end of this module students should have acquired a range of skills linked to future employment:<br>1. effective, self-directed learning<br>2. improved study and career management skills<br>3. improved academic performance<br>4. ability to articulate and evaluate your personal goals and achievements<br>5. transferable skills for lifelong learning and your chosen career<br>6. meeting deadlines<br>7. IT Skills<br>8. effective time management. |
| **Teaching and learning pattern** | Contact hours includes the following:<br>(please click on the checkboxes as appropriate)<br>√ Lectures ☒ Group Work:<br>☒ Seminars ☒ Tutorial:<br>☐ Laboratory ☐ Workshops<br>☐ Practical ☒ VLE Activities |
| **Indicative content** | Classicism<br>Biological and Psychological Positivism<br>Durkheimian Criminology<br>The Chicago School<br>Mertonian Strain Theory<br>Labelling and Interactionist Approaches<br>Radical and Marxist Criminology<br>Right Realism<br>Left Realism<br>Feminist Criminology<br>Black Criminology |
| **Assessment method (Please give details – of components, weightings, sequence of components, final component)** | **Formative assessment:**<br>In class test, peer feedback<br><br>**Summative assessment:**<br>EX: 2-hour seen exam (100%) |
| **Mode of resit assessment (if applicable)** | As above |
| **Indicative Sources (Reading lists)** | **Core materials**<br>Downes, D. and Rock, P. (2011) *Understanding Deviance: a guide to the sociology of crime and rule-breaking*, 6th Edition. Oxford: Oxford University Press,<br>Newburn, T. (ed.) (2009) *Key Readings in Criminology*. Cullompton: Willan. |

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| | White, R., Haines, F. and Asquith, N. (2013) *Crime and Criminology: An Introduction,* 5th edition. Oxford: Oxford University Press |
| | **Optional reading** |
| | Hale, C., Hayward, K., Wahidin, A. & Wincup, E. (2013) *Criminology*, 3rd Edition. Oxford: Oxford University Press |
| | Muncie, J. (2014) *Youth and Crime*, 4th Edition. Thousand Oaks, CA: Sage Publications |
| | Newburn, T. (2013) *Criminology,* 3rd Edition. Oxford: Oxford University Press. |
| **Other Learning Resources** | VLE – Moodle |
| | Box of Broadcasts (BOB) |
| | A thorough and rational approach to the reading of current events across the whole spectrum of the media, including the press, television and radio. |
| | LSBU Library search engine |