

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	SOC476
Module Title	Notorious Crimes and Criminals
Level	4
Credit value	20
Faculty	FSLS
HECoS Code	100484
Cost Code	GACJ

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Standalone module aligned to BA (Hons) Criminology and Criminal Justice for QA and assessment purposes	Option

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	30/04/2019

For office use only	
With effect from date	30/04/2019
Date and details of revision	27/04/2022 – change to assessment and course delivery time.
Version number	2

Module aims

By the end of the module students will have explored key some key issues at the heart of contemporary debates about the operation of criminal justice in England and Wales.

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

1	Demonstrate an understanding of the nature and meaning of justice and how notorious cases have framed debates about these issues
2	Demonstrate an understanding of the possible aims of sentencing – deterrence, punishment and rehabilitation
3	Identify the groups who may be vulnerable to crime and victimisation and have historically been less well served by the criminal justice system
4	Identify how crimes might be investigated and the extent and limitations placed on police powers

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Students to complete online contributions each week.
(Students must complete at least 4 out of 9 possible contributions).

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

Derogations

N/A

Learning and Teaching Strategies

The module will be primarily taught online across 10 weeks. There will also be a face-to-face on campus lecture at the end of the programme of learning which provides students with an overview of the 'next steps to study' and informs them of other courses and learning opportunities available to them at WGU. Delivery during weeks 1-10 will take place over three hours each week (2 hours asynchronous / 1 hours online synchronous). The final face-to-face session will be 3 hours, plus another 3 hours assessment guidance will be provided asynchronously online.

Indicative Syllabus Outline

Understand and debate the nature and meaning of Justice and how notorious cases have framed debates about these issues

Mental health and ill health,
Mens rea and actus rea,
The expert witness in court,
Blame and responsibility
Adverse childhood experiences
Vulnerability and police pressures/interviews
Justice and Miscarriages of Justice: The Case of Timothy Evans
The causes and consequences of miscarriages
Processes for ensuring due process
False and coerced confessions
Releasing and supervising dangerous offenders (MAPPA)
Capital crimes and the death sentence: The case of Peter Allen and Gwynne Owen Evans
Where is the death penalty used
History and extend of capital sentencing
Does the death penalty work to deter

Demonstrate an understanding of the possible aims of sentencing –deterrence, punishment and rehabilitation

Assessing risk and dangerousness
Public opinion and sentencing
Punishment, Rehabilitation and redemption: The case of John Worboys
Meaning of Punishment, rehabilitation and redemption
What works in preventing reoffending
The parole and early release process
Why people stop offending- deterrence
Public opinion and crime
Capital crimes and the death sentence: The case of Peter Allen and Gwynne Owen Evans
The costs of adopting capital measures
Penal populism and why the death penalty has strong public support
Confidence in the criminal justice system

Identify the groups who may be vulnerable to crime and victimisation and have historically been less well served by the criminal justice system

Women and Crime: The Case of Myra Hindley
Women as victims and perpetrators of crime
Doubly deviant and punished
Gender and difference in the Criminal justice system through the years
Victims and the criminal justice process: The case of the Suffolk Stranger
Victims in the criminal justice process
Who are victims of crime
Vulnerability and risk in the 21st century
Contemporary crimes and panics: Knife crime in the UK
The history and changing nature of youth crime
Historical and contemporary moral panic
Local terrorism and hate crime: The case of Zack Davies
The nature and forms of terrorism
international context for terrorism
Hatred, hate crime and terrorism
Global trends and local impacts

Demonstrated an understanding of how police investigate crime and exercise policing powers and how the criminal justice system operates in practice

Technology, Science and crime detection: The Case of Colin Pitchfork
Advances in police practices and investigations
DNA and forensic data collection
Technology, big data and 'big brother'
Promoting freedom, surveillance and managing risks
Holmes, data management
Contemporary Police Powers and Investigations: The case of Lucaz Respondek
Advances in police investigations
Standard investigative procedures
Identifying suspects and constructing a case
Interviewing suspects and witnesses
The criminal justice process and procedures
Key participants in the criminal justice process and trial
Prison, parole and supervision
Police legitimacy

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Each student will be provided with lecture notes related to the following cases and links to the following texts

- Justice and Miscarriages of Justice: The Case of Timothy Evans
- Capital crimes and the death sentence: The case of Peter Allen and Gwynne Owen Evans
- Punishment, Rehabilitation and redemption: The case of John Worboys

- Victims and the criminal justice process: The Case of the Suffolk Stranger
- Women and Crime: The Case of Myra Hindley
- Contemporary crimes and panics: Knife crime in the UK
- Local terrorism and hate crime: The Case of Salman Abedi
- Technology, Science and crime detection: The Case of Colin Pitchfork
- Contemporary Police Powers and Investigations: The Case of Lucas Respondek

Please note that the reading below involves a short article/book chapter – the module is intended to be bespoke in the sense that the knowledge and understanding and all the reading is provided.

Other indicative reading

Bryant, R. and Bryant, S. (eds.) (2019), *Blackstone's Handbook for Policing Students*. Oxford: OUP (Especially– Chapter 24 – Criminal Investigation)

Joyce, P (2017) *Criminal Justice: An Introduction* (3rd Edition). London, Routledge. (Especially Chapter 10. Victims of crime and Chapter 11. Diversity and the criminal justice system)

Newturn, T (2017) *Criminology*. Wilan Publishing.

Bradford, B. and Myhill, A., 2015. Triggers of change to public confidence in the police and criminal justice system: Findings from the Crime Survey for England and Wales panel experiment. *Criminology & Criminal Justice*, 15(1), pp.23-43.

<https://journals.sagepub.com/doi/pdf/10.1177/1748895814521825>

DeLeeuw, J.G. and Pridemore, W.A., 2018. The Threat from Within: A Conjunctive Analysis of Domestic Terrorism Incidents in the United States, United Kingdom, and Ireland. *Perspectives on Terrorism*, 12(4), pp.26-54.

<https://www.universiteitleiden.nl/binaries/content/assets/customsites/perspectives-on-terrorism/2018/issue-4/03-de-leeuw-e.a.pdf>

Hong, M. and Kleck, G., 2018. The short-term deterrent effect of executions: an analysis of daily homicide counts. *Crime & Delinquency*, 64(7), pp.939-970.

<https://journals.sagepub.com/doi/pdf/10.1177/0011128717719514>

Klambauer, E., 2018. Policing roulette: Sex workers' perception of encounters with police officers in the indoor and outdoor sector in England. *Criminology & Criminal Justice*, 18(3), pp.255-272. <https://journals.sagepub.com/doi/pdf/10.1177/1748895817709865>

Kleck, G. and Jackson, D.B., 2017. Does crime cause punitiveness?. *Crime & Delinquency*, 63(12), pp.1572-1599.

<https://journals.sagepub.com/doi/pdf/10.1177/0011128716638503>

O'Neill, M. and Loftus, B., 2013. Policing and the surveillance of the marginal: Everyday contexts of social control. *Theoretical criminology*, 17(4), pp.437-454.

<https://journals.sagepub.com/doi/pdf/10.1177/1362480613495084>

Poyser, S. and Milne, R., 2015. No grounds for complacency and plenty for continued vigilance: Miscarriages of justice as drivers for research on reforming the investigative

interviewing process. *The Police Journal*, 88(4), pp.265-280.

<https://journals.sagepub.com/doi/pdf/10.1177/0032258X15598951>

Tyler, T.R., 2004. Enhancing police legitimacy. *The annals of the American academy of political and social science*, 593(1), pp.84-99.

<https://journals.sagepub.com/doi/pdf/10.1177/0002716203262627>

Viki, G.T., Massey, K. and Masser, B., 2005. When chivalry backfires: Benevolent sexism and attitudes toward Myra Hindley. *Legal and Criminological Psychology*, 10(1), pp.109-120.(available free through reserachgate)

Vinkers, D.J., De Beurs, E., Barendregt, M., Rinne, T. and Hoek, H.W., 2011. The relationship between mental disorders and different types of crime. *Criminal behaviour and mental health*, 21(5), pp.307-320. <https://onlinelibrary.wiley.com/doi/full/10.1002/cbm.819>

Wattis, L., 2017. Revisiting the Yorkshire Ripper murders: interrogating gender violence, sex work, and justice. *Feminist criminology*, 12(1), pp.3-21.

<https://journals.sagepub.com/doi/pdf/10.1177/1557085115602960>

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Creative

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Critical Thinking
Communication