

## Course Information Sheet

# BA (Hons) Criminology and Policing

**Mode and course length** – Full-Time (4 years)

**Location** – ARU Cambridge Campus

**Awarding Body** – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

## Overview

Develop a critical understanding of current issues in both criminology and policing with our theoretical and practical modules. Jump-start your career in the criminal justice sector, or progress it to graduate level.

Our BA (Hons) Criminology and Policing will allow you to balance an exploration of complex criminological perspectives with the practical application of policing skills and knowledge.

By considering the relationship between society and the criminal justice system, and simulating real-life activities such as investigating crime scenes, you'll develop skills that will help you succeed professionally in the police service, or in a policy-related / criminal justice agency environment.

You'll also develop skills in critical analysis and research methodologies, helping you become an independent learner with the ability to manage your own projects and research.

As well as completing core modules in criminology and policing, our optional modules will give you the chance to develop specialisms in areas such as leadership and management, public policy, and issues concerning social and political inequality.

On some modules, a significant part of your teaching will be delivered by policing and criminal justice practitioners - for example, 'Basic Criminalistics' will be delivered by former and active Crime Scene Investigators.

Through our relationship with regional police forces and practitioners, you'll also have opportunities to engage with professionals from the criminal justice sector through guest lectures (including those organised by our Policing Institute for the Eastern Region), workshop events, study trips and research projects. You may also have opportunities to work closely with local police forces, for example a student recently carried out research on police officer demographics and recruitment, sponsored by Cambridgeshire Constabulary.

Throughout the course, you'll be supported by our expert staff members through timetabled group meetings, individual meetings and one-to-one personal tutoring. You'll also have access to the University's student support groups and dedicated ARU Criminology groups on Facebook, Twitter and Instagram.

## Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

## Assessment

You'll be assessed using a range of methods depending on the nature of the module. These will include essays; portfolios; problem-solving activities; case studies; blogs; policy documents; presentations; and a major research project.

## Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

## Modules

### Core Modules

#### **Year 1: Foundation in Law and Policing**

This module will provide students with the necessary skills to begin studying at level 4 in courses related to Law, Policing and Criminology.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

Students will also be introduced to specific concepts related to their degree programmes including an introduction to the English legal system, business law, criminal law and the criminal justice system and ethics. Real-world examples of the law in action will be highlighted, and students will practice applying the law to case studies.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Composition and Style
- Ethics
- Fundamentals of Law
- Business Law
- Criminal Law

#### **Year 2: Introduction to Policing**

This module supports your development of an understanding of the origins of the modern Police Service, and the nature of Police work in the broadest sense, including the social and political environment within which modern policing emerged and currently operates.

You will be able to reflect on your current role or potential roles as an officer, or within the wider police family. You will be able to understand how and why the Police Service developed, the cultural and political ethos behind the service, and the legal and ethical frameworks informing the sector. The module will help you to understand the demands placed on Police Forces and their officers, staff and volunteers, including potential developments in the future.

You will critically consider how the internet and digital media will effect changes to the policing landscape by facilitating the commission of existing crime types. You will also consider emerging types of new criminal activity, and responses that may be required from law enforcers to combat these.

This understanding will be academically grounded through a critical engagement with the debates and controversies surrounding policing. You will develop and maintain a reflective learning log to support this module and your continuing studies. The reflective log will be used as the basis of tutorial work and formative assessment.

The module will be taught by weekly lecture and seminar.

#### **Year 2: Crime News and Criminology**

Crime is a major area of public policy and political debate - we are both fascinated by and afraid of crime, whilst eager to prevent it. Criminals can be portrayed as heroes, anti-heroes, victims or villains -nevertheless, they are represented and understood as somehow 'other'. Despite these contrasting and confusing ideas, crime is an everyday experience, about which many of us have strong opinions. You will be encouraged to question how crime and deviance have shaped our thoughts, drawing upon its portrayal in the media-news, as well as fears of crime, political responses and crime prevention initiatives. You will be introduced to concepts that contribute to the social construction of crime, such as 'newsworthiness', 'criminogenic media' and moral panics, as well as some basic building blocks of Criminology itself. You will examine and discuss the types of crimes that are prevalent in the media news and consider current criminal justice issues and cases. In addition, you will decipher official statistics, such as those emerging from the Crime Survey for England and Wales, Police recorded crimes and conviction data, in order to establish a balanced view of the extent of crime in England and Wales. You will examine crime data (statistics, case studies, crime rates etc) and the sources from which they are gathered. Such data analysis will provide a framework for contextualising material that is frequently (partially and mis) represented in the media, within an academic and realistic context. Each week, following the lecture, in a separate timetabled workshop, topics will be aligned with current crime and criminal justice news. You will be required to research various crime news media (radio, TV, newspapers, internet, blogs, wikis, journals etc) and analyse the construction of the news, the sources of the information, the written style of the genre and the public debate which often follows news. The aim of this section is to provide you with the key skills necessary to study at undergraduate level. Structured tasks will be carried out each week, and students will be expected to develop a writing style through a variety of weekly exercises and diagnostic essays. The assessments will allow you to demonstrate understanding and begin to develop critical thinking skills, as well as understanding and application skills.

## **Year 2: Criminal Justice in England and Wales**

Criminal Justice in England and Wales introduces you to the criminal justice system in this country, taking you through the key elements of the justice system: Police, Courts, Prisons, Probation, and the Youth Justice System. Each week, you will be introduced to a different stage of the system and unpack some of the critical issues that are discussed in this area. For example, you will learn about the role of police, and the benefits that a policing system provides, while also looking at the controversial aspects of policing, such as allegations of institutional racism and the ongoing debate about how much force the police should use.

During the research skills workshops, you will learn how to critically assess research on the criminal justice system, developing evaluation skills and knowledge of research methods in the process. You will learn how research is undertaken and have the chance to do this yourself in relation to issues of criminal justice, such as public attitudes to various elements of the criminal justice system. By the end of Criminal Justice in England and Wales, you will be able to demonstrate an appreciation of the complicated position of victims and offenders in England and Wales. You will be taught in weekly two-hour lecture/workshops and one hour 'research evaluation skills' workshop.

## **Year 2: Policing Ethics**

This module introduces you to the ethical issues you may encounter within the field of policing and the wider criminal justice system. You will examine key principles including accountability, fairness, integrity and respect, and you will look at the corresponding standards of professional behaviour, and their development and application within the UK police force, with particular reference to ethical issues with specific importance for policing, such as procedural justice, police conduct, confidentiality, corruption, and the use of force. You will explore the foundational ethical questions, including accountability; ideas of democratic policing; the 'Peelian' principles; and the ongoing debates about the purpose of policing and who is being policed. You will also look at ideas of professionalism and explore police culture. This module will also examine the causes and effects of prejudice, the social problems that can arise from discrimination within and without the police service and criminal justice system itself, and the theoretical and legislative responses that have been developed in response to these issues. This will be done through an examination of actual practice and the drivers behind change. How do general social and academic ideas and legal frameworks impact upon the work of the police and public services, and how have such services responded with initiatives of their own?

The module will be taught via a one hour lecture and one hour seminar each week for the whole trimester.

## **Year 2: Basic Criminalistics**

Criminalistics is the core discipline of forensic science; indeed, in many uses, especially in North America, it is synonymous with

forensic science. The study is built upon one basic premise, that every contact or action leaves some trace (Locard's Principle). As scientific methodologies have improved over the years, so the nature of what constitutes a trace has changed considerably. This module introduces the student to the main categories of trace evidence (finger and other body prints, fibres, hairs, glass and paint fragments, impressions of tools, gun discharge residues, and body fluids) and will emphasise the importance of rigorous crime scene management and proper methods of evidence recovery. Recent developments in enhanced evidence recovery will also be presented. The relative evidential value of the various kinds of recovered trace material will be evaluated, and this will lead on to a brief introduction to the statistical interpretation of such evidence.

### **Year 3: Trials and Errors: Justice and Courts**

Trials and Errors will introduce you to the concept of miscarriages of justice and wrongful conviction. Each week, you will learn about some of the key barriers to 'justice' and critically examine controversial aspects of the criminal justice system; for example the mass production of guilty pleas, jury trials, expert witnesses and 'trial by media'. You will draw upon a range of case studies to examine these issues, developing a theoretical understanding that is rooted in real-world examples. By the end of Trials and Errors, you will be able to demonstrate knowledge of the court process and how it can go wrong, as well as the strength and weaknesses of key aspects of the English and Welsh system. Trials and Errors will be delivered in weekly two hour lecture/workshops and one hour seminars. You will have the opportunity to present your ideas in class.

### **Year 3: Researching Policing**

Evidence-based policing relies on 'strong' evidence; but what is evidence and how do we decide how strong it is? How is it created? What are the different types? Is it ethical? This is a 'hands-on' module that will provide you with an opportunity to develop practical skills and knowledge to not only understand evidence-based policing but also to conduct and evaluate research in a wide range of social and criminal justice settings. You will be required to carry out and present a piece of qualitative research and to critically evaluate a study using quantitative methods of analysis. The module focuses on the development of evaluative skills and practical competence in both qualitative and quantitative methods, providing the kind of understanding which can only be acquired by personal experience. It will enhance your ability to critically assess published research findings and allow you to develop the ability to select and apply appropriate methods in dissertations or projects as well as in your future employment.

The module will be taught by weekly lecture and seminar.

### **Year 3: Evidence Based Policing**

Evidence-Based policing (EBP) as a concept is not new; it draws on the same principles as the medical profession where doctors make decisions on how to treat patients based on the most up to date evidence. However, it is widely accepted that policing and police practices as a whole are not based on rigorous evidence. Due to growing demand and financial pressures

EBP has become an attractive option for police agencies with its promise of using limited resources more efficiently and effectively by focusing on those strategies and tactics that reduce crime.

This module will give an overview on the 'rise' of evidence-based policing. It will provide a theoretical understanding of EBP by exploring its three key principles; 'Targeting, tracking, and testing'. The module will outline what 'evidence' is by providing an in depth discussion and analysis on recent experiments on 'hotspots' policing and the use of body worn video. It will also explore the steps agencies can take to embed EBP in organisations and the challenges they will face.

The module is taught by weekly lectures and seminars.

### **Year 4: Politics and Public Services**

An important aim of this module is for students to be able to take a critical stance on what constitutes an 'effective and efficient' public service, and to understand how these important matters are filtered through the political process. This module will also seek to address the ideas that lie behind political approaches to public services and to explore the relationship between these ideas and policy. The development of ideological approaches to public services will be examined, focusing on some broad approaches, namely, Welfarism, Neoliberalism and 'modernisation'. Each of these approaches results in the eventual application of political ideology to public service policy although the relationship between these two things is not linear. Students will be encouraged to develop an understanding of how a consideration of political issues can support and enhance the delivery of high quality public services. The module will be taught by weekly lectures, seminars and workshops throughout the trimester.

## **Year 4: Criminology in Policy and Practice**

The objects of the Criminological enquiry – crime, policing, justice, punishment, fear, victims, control, order, security – have come to occupy a prominent and disputed place in the lives and consciousness of citizens and governing authorities. Your career may be determined upon how well you understand the system that you seek to work in.

In this module, you will consider how criminological theory has informed the landscape of crime, order and control and impacted legislation, policy and practice. You will examine the political, economic and social contexts in which criminological research is shaped and carried out in order to usefully inform criminal justice policy. For example, you will consider complex issues such as balancing policing in the age of austerity against the growth of punitive populism, or allocating resources effectively between the prevention of terrorism or violence against women and girls.

Scrutinising institutions such as the police, county councils and victim-focused charities, you will examine some of the tensions that exist within them such as decision-making, agenda-setting and resource allocation. You will think critically about the processes that are involved in turning ideas into action, building 'joint working' initiatives and managing policy implementation. Furthermore, you will consider some of the wider criminological issues you have studied in relation to the criminal justice work setting – how do cultural, political and patriarchal attitudes affect the shape of agenda-setting, and what could be the impact of vicarious trauma upon the agents whom we put so much trust? Criminology in policy and practice will provide you with the skills necessary to connect your degree with the criminal justice sector, its policies and practices.

The module is taught by lectures and seminars.

### **Optional Modules**

*(Subject to availability)*

## **Year 3: Resilience and Emergency Management**

Bringing together all the skills that the student has learnt on the Public Service Foundation Degree, this module involves students working to identify and understand how the emergency services prepare for and operate at major disasters. Delivery will involve looking at the ways that government and emergency services prepare for and react to major disasters, and will consider the advantages and difficulties of the multi-agency approach. Students will be involved in team working to solve problems and be innovative in their preparation for and taking part in major disaster exercises. Students will be required to take a reflexive and critical view on the work of government and the emergency services to identify strengths and weaknesses in the current preparation for disasters.

## **Year 3: Theories of Deviance, Crime and Social Control**

Theories of Deviance will introduce you to the explanations of deviant and criminal behaviour throughout the twentieth century. You will cover theories of crime that are of both historical interest and contemporary relevance, identifying and policing the parameters of 'normality' in late modern, western society. You will critically evaluate whether crime is mostly a result of social inequality and consider the meaning of 'good' and 'bad'. You will also discuss the influence of the Chicago School, notions of 'anomie', and the consequences that followed from the introduction of symbolic interactionism and labelling theories. By the end of Theories of Deviance, you will have an historical understanding of social explanations of crime and be able to demonstrate the relevance of these theories to contemporary issues.

The module will be taught through one weekly lecture, and one weekly seminar workshop.

## **Year 3: Cultures of War**

The media is saturated with reports of war, ethnic and political conflict in various countries around the world. Whilst there are rules of engagement for war, crimes are nevertheless committed during conflicts. Cultures of War will offer you the opportunity to consider and evaluate the concept of 'war', through the conduct of governments and international bodies as well as combatants and non-combatants. Through a 'Cultural Criminological' lens, you will examine the causes of war and crimes committed in conflict-torn environments. Is war a natural consequence of human interaction? Is there a difference between a 'terrorist' and a 'freedom fighter'? Are there effective methods for resolving global conflicts? You will explore some historical, political, legal and sociological explanations of combat, conflict and political unrest, agendas as well as the impact of patriotism, nationalism and

fanaticism. You will examine theories of war, rules of armed conflict and the roles of international courts and tribunals. You will evaluate crimes and weapons of war as well as representations of war in the media (including the 'war on drugs' and 'war on terror'), conflict prevention and effective peace processes. You will be encouraged to draw upon contemporary materials and are expected to be aware of recent media coverage of events. Whilst lectures will be given, this module is run mainly as an interactive seminar/workshop, therefore student preparation and participation is expected.

### **Year 3: A Module from the Anglia Language Programme**

#### **Year 3: Contemporary Issues in Prisons and Penology**

Contemporary Issues in Prisons and Penology will introduce you to the key debates in penology. Each week, you will learn about a different issue relating to prisons and the penal system, exploring the justifications for punishment and the different theories of justice that inform these debates. You will also hear about a range of contemporary issues affecting prisons, in particular the growing number of ageing prisoners, mental health issues and the rise in prison violence. By the end of Contemporary Issues in Prisons and Penology you will be able to demonstrate knowledge of the theory underlying prisons and their management as well as the current academic research in this area. Contemporary Issues in Prisons and Penology will be delivered in weekly one hour lectures and one hour seminars.

#### **Year 3: Violent Crime**

Violent Crime will introduce you to the theory and practice that surrounds key types of violent crime in England and Wales: Hate crime, violence against women, gang-related violence, and homicide. Each week, you will learn about the theory and context underlying these types of violence; before critically assessing the policy responses to the problem. You will debate whether some people are born evil, and develop a nuanced understanding of the reasons why some people commit violence. Violent Crime will be delivered through weekly lecture/workshops lasting two hours, as well as a one-off hour long class debate.

#### **Year 3: Protest and Activism**

Social and political movements have become a notable feature of national and international politics in the contemporary world. The Arab Spring, the Occupy Movement, G20 protests, WikiLeaks – these are all manifestations of protests, rebellion and activism today. Uprisings against state and international forces have a long history and have contributed to revolutions and changes in political systems the world over. This module examines how 'bottom-up' forces have shaped politics and what role protests and activism plays in today's political context. We examine who the actors are, what power they have, how they have shaped politics and what role the new media plays in protests and in activism. The module engages with theoretical and conceptual tools to understand civil society, empowerment, protest, activism, rebellion and revolution and takes a historical approach to examine social and political rebellions and revolutions in the 20th and 21st century. The role of key global actors will be explored, including social movements, NGOs, nationalist movements, ideological movements, global media, industry, as well as national and global institutions. The module covers theoretical conceptions to understand the mechanisms of social and political protests and discusses the dynamics of uprisings and revolutions beginning with the suffragette movement and ending with #Occupy. The material will be enhanced through a series of film showings relevant to the topics, which will be arranged in addition to the lectures and seminars for this module.

#### **Year 3: Crime and Place: Geographic Criminology and Crime Mapping**

Criminologists have long been interested in the role that place plays in the distribution and nature of crime. Over the last 200 years scholars have been producing crime maps to explore the important relationship between the environment and criminal behaviour. Such crime and place studies now fall under the academic umbrella of Environmental (or geographic) Criminology. Environmental Criminology is a family of theories that share an interest in the 'where' of criminal events and look for crime patterns in the environment. Such crime patterns can then inform strategies for crime prevention at the same geographic level.

In this module, you will be introduced to the issues and concepts central to an understanding of geographic or environmental criminology. In the first part of the module, key definitions, issues and concepts associated with the field will be introduced. You will look at the history of crime mapping and its evolution to the present day. From there you will examine crime patterns at various spatial scales from a city to an individual scale. In addition, you will examine how offenders use the environment and explore the various theories and models that have been put forward to explain the processes involved in offence location selection. Finally, you will learn to understand and recognise the role that spatial approaches can play in crime prevention, operational policing and geographic profiling.

You will be required to contribute each week primarily through the completion of practical tasks and exercises. These exercises will utilise actual case studies designed to familiarise you with the principles and theories central to an understanding of this field.

### **Year 3: Leadership and Management**

This module is designed to develop your critical view of the Criminal Justice Sector in a broad sense, through an understanding of current perspectives on leadership and management in the public sector more generally, and how these perspectives relate to the ever-changing political, social and economic contexts within which they operate. You will discuss the importance of effective management and leadership, and the impact of these on an organisation. You will start by investigating leadership and management as concepts and tracking their history and development before considering how they currently impact on the public sector as a whole and on individual organisations such as the police more specifically, and how this is related to contemporary issues and debates. Debates about equality and diversity relevant to leadership will also be considered.

The module will be taught through weekly lectures and seminars.

### **Year 3: Project Preparation**

Project preparation will provide you with guidance and support and information, in order to prepare for the major project in your final year. The topics will be built around staff supervisory expertise and topics may vary from year to year. However, during weekly sessions you will be guided on the following: selecting a suitable topic and research problem; literature surveys; how to develop research aims and objectives; ethics; and appropriate methodological tools.

### **Year 4: Undergraduate Major Project - Criminology**

The individual final Major Project module allows you to engage in a substantial piece of individual research, focused on a topic relevant to your specific discipline. Normally the topic will be agreed in consultation with academic staff and an appropriate supervisor will be appointed to supervise you in your chosen topic. The topic may also be drawn from a variety of sources including: Anglia Ruskin research groups, previous or current work experience, the company in which you are currently employed, or a professional subject of specific interest (if suitable supervision is available). The project topic will be assessed for suitability to ensure sufficient academic challenge and satisfactory supervision by an academic member of staff.

The chosen topic will require you to identify and formulate problems and issues, conduct literature reviews, evaluate information, investigate and adopt suitable development methodologies, determine solutions, develop software and/or media artefacts as appropriate, process data, critically appraise and present your findings. Regular meetings with the project supervisor and or/group workshops should take place, so that the project is closely monitored and steered in the right direction. The assessment will normally include a substantial written report, including a bibliography.

### **Year 4: Undergraduate Major Project - Policing**

The individual final Major Project module allows you to engage in a substantial piece of individual research, focused on a topic relevant to your specific discipline. Normally the topic will be agreed in consultation with academic staff and an appropriate supervisor will be appointed to supervise you in your chosen topic. The topic may also be drawn from a variety of sources including: Anglia Ruskin research groups, previous or current work experience, the company in which you are currently employed, or a professional subject of specific interest (if suitable supervision is available). The project topic will be assessed for suitability to ensure sufficient academic challenge and satisfactory supervision by an academic member of staff.

The chosen topic will require you to identify and formulate problems and issues, conduct literature reviews, evaluate information, investigate and adopt suitable development methodologies, determine solutions, develop software and/or media artefacts as appropriate, process data, critically appraise and present your findings. Regular meetings with the project supervisor and or/group workshops should take place, so that the project is closely monitored and steered in the right direction. The assessment will normally include a substantial written report, including a bibliography.

### **Year 4: Youth Justice Controversies**

The Criminal Justice System incorporates a range of functions and agencies that are required to protect the public; uphold justice and the law; maintain public order; exact punishments and censures; recognise and accommodate victims; and sustain public confidence. Although England and Wales have no written penal code or definitive statement of the principles of criminal

justice, the system is guided by important principles, of which a central aspect is that every individual has rights, whether as suspect, defendant, convict, enforcer, employee, victim, witness or ordinary citizen. This module elaborates on the complexities of the criminal justice system, notably around the issue of youth justice. This module will discuss theories explaining youth crime and youth culture. We will analyse competing strategies in youth justice and their outcomes, discussing recent developments in youth justice legislation, policy and practice. We will reflect on the issue of race, gender and drug abuse. The module will explore the recent youth justice innovations that have arguably changed the face of young offenders and issues of accountability. The module will run over one trimester and include weekly lectures and seminars of one hour. From week 4, till week 10, seminars will include slots for students to perform group presentations relating to agreed specific topics of interest.

#### **Year 4: Sex, Sex Offending and Society**

Arguably, sexual offending is considered 'different' from other forms of offending and all convicted sexual offenders occupy a unique position in contemporary society - sometimes as mythical as folk devils. Sex offending has become a major concern of governments, academics, policy analysts and pressure groups around the world, yet the problem remains little understood and inadequately addressed. Sex offenders are noted for their 'invisibility' and 'familiarity', yet media coverage is dominated by extreme accounts of 'stranger rapes', child abduction and rape-murders. The gamut of the sex-offender has widened, to include people who download illegal images from the internet and who 'groom' young people for sexual 'relationships'. Legislation around the world which has sought to impose harsher punishments, fewer rights and greater exclusion on sex offenders has coincided with a decline in the rate of conviction and an increase in 'sex offending' categories and definitions. This module examines the way certain activities have come to be defined and regulated as sex crimes and how particular definitions generate specific legal responses and treatments. Students will explore legal, policy and practice responses which have meant that many women not only suffer as victims of rape, but also at every stage of the criminal justice system. The module will explore sexual offending, underlying theories and its consequences from the perspectives of offenders, victims, society and the law. Students will explore the way behaviours relating to 'prostitution' have been criminalised and how it has traditionally focused on those (mostly female) who supply sex, rather than those who buy it. Students will examine the potential of the internet and how technologies contribute to the increasingly problematic policing of sexually explicit materials. Aspects of the international sex trade will be examined, in particular the problem of international human trafficking. The module will require that students are thoroughly prepared for the weekly lectures and seminars, through a comprehensive range of material that will be outlined in the module guide. Each week, the seminars will include a structured and planned debate.

#### **Year 4: Race, Racism and Cultural Identity**

This module provides an in-depth exploration of the sociology of 'race', racism and ethnic divisions. It considers three related themes: the social origins and significance of racial and ethnic divisions; the (varied) causes, contexts and consequences of racism and antiracism; and the cultural consequences of migration. Each theme will be developed using a combination of theory, research findings and case study material. Although the primary substantive focus of the module will be on race relations in contemporary Britain, insights will be drawn from historical and international comparisons. For the bulk of the module teaching will be by lectures and seminars. Students are required to engage in preparatory reading prior to each seminar. There will also be a series of student-led workshops that will apply sociological knowledge and understanding to current questions of 'race' politics and policy. Workshop topics will vary but will relate to key module themes - the collection and use of racialised data in the criminal justice system (the significance of 'race' categories); debates about the usefulness of the concept of institutional racism (sociology of racism); and globalised Islam (migration and identity). Students will be required to read material collected on a module web site a briefing pack prior to each workshop and deliver a short presentation in one of the workshops.

#### **Year 4: Investigative Psychology**

The psychological study of crime, criminals and victims within an investigative framework is known as criminal or investigative psychology.

In this module, you will examine the role that psychology and psychological perspectives can play in the criminal justice process. You will pay particular attention to the application of psychology to police investigations including the collection, examination and utilisation of investigative information and evidence as well as to the role of the psychologist in the court room.

You will explore the different ways criminal psychologists contribute to police training, investigations and interviewing as well as their contribution to understanding evidence in the courtroom and how juries process that evidence. In addition, you will examine and evaluate the challenges and pitfalls that can arise when advising on police investigations.

You will be required to contribute each week primarily through the completion of practical tasks and exercises. These exercises will utilise real case studies, designed to familiarise students with the types of criminal cases and associated outputs produced by criminal psychologists in a 'real world' setting.

#### **Year 4: Capitalism, Power and the Discontented**

In studying this module you will look at theoretical accounts of capitalism and the nature of power and the state in the modern world, and consider how these structures have been contested and critiqued. You are encouraged to critically reflect on how the capitalist economy works, examining both sympathetic and critical accounts of its core functions. You will also develop an understanding of why and how resistance to the system emerges. Capitalism is not just considered as an economic system however, but also as a political, cultural and social phenomenon. As such, while some readings and issues are drawn from political economy, you will engage with a range of theoretical writing on power, race, feminism, hegemony, and alternatives to the status quo, which each offer differing conceptions of how capitalism, power and mass discontent might be understood. You will also engage with a range of intellectual sources from cultural studies, politics and international relations, history, and sociology. Theoretical positions will be contextualised through the modern and contemporary context of neoliberal globalisation. How has the post-financial crisis political landscape been transformed? What debates are emerging over how and if the market economy might be changed? Why does resistance occur? What is the nature of power? What strategies can be effective in building a more humane society?

The module is taught by lectures and seminars each week.

#### **Year 4: Invisible Crimes**

Criminology has historically focused on crime committed by the most disadvantaged and powerless members of society, rather than the crimes of more powerful individuals or organisations. Invisible Crimes is concerned with criminal activity in the environmental sector, which is often policed by governmental or quasi-governmental organisations. You will focus on crimes such as those committed by corporate entities, or those individuals within them, who often have a more profound economic, physical and social cost on individuals than those associated with 'conventional' criminal behaviour. You will examine how corporate entities experience the process of criminal justice, which differs from the experience of individuals, despite the fact that such enterprises may contribute to workplace injury or death. In addition, you will explore the difficulty in defining corporate, white-collar and organised crime, and how it has been addressed by criminologists. You will discuss the extent and nature of corporate crimes, suggest different perspectives on organised crime, and provide a forum for the discussion of environmental crimes. In addition, you will explore the links in the crime-power-media relationship, examining them through case studies and reportage specific to the cases, as well as texts and theories to inform the broader context.

You must be prepared to research and discuss controversial cases in weekly seminars.

#### **Year 4: Comparative and Global Criminal Justice**

Comparative and Global Criminal Justice will introduce you to the profound economic, political, social and technological developments in the world since the late 1980s. These developments fuelled by globalisation have had huge implications for international criminal justice. You will examine the constant tension between the local and international notions of justice that these social changes have created. You will also critically analyse the ways comparative criminal justice researchers are studying international crimes and global justice issues such as genocide, gender-based violence, terrorism, human trafficking, capital punishment, and child labour. Importantly, you will develop skills necessary to analyse effectively criminal justice issues from a global perspective and be exposed to global institutions and organisation at the forefront of global justice issues.

You will attend a one hour lecture and a one hour seminar each week, and be prepared for weekly discussions on key global justice issues.

#### **Year 4: Concepts of Good and Evil**

What role, if any, does the concept of evil play in our moral vocabulary? Is it a narrowly theological notion or does it usefully describe certain kinds of act and/or character? This module examines contemporary accounts of evil, as well as looking at the concept of evil in the history of philosophy from Leibniz to the present. In addition to considering theoretical discussions of evil, the module also treats phenomena such as war and terrorism and asks whether the concept of evil helps us to understand them. The module is taught by lecture and seminar; students are also expected to undertake self-managed learning.

#### **Year 4: Police and Counter-Terrorism**

Perceptions of rising extremism and growing insecurity have increased the opportunities for tighter and arguably more invidious forms of social control in western societies in the rhetorical 'war on terror'. In this module you will identify and critically examine terror-related issues through criminal justice, criminological and legal perspectives. You will investigate the shift from 'old' terrorism to 'new' terrorism, and you will apply a range of theoretical perspectives to selected cases of twenty first century domestic and international terrorism. You will contrast various typologies of terrorist, such as the 'home-grown', the 'lone-wolf', religious extremist, animal rights activist or neo-nazi, and consider the various types of media coverage that each category attracts. Counter-terrorist measures will be evaluated in relation to a number of factors, such as prejudice, propaganda, nationalism, xenophobia and religion. You will critically evaluate concepts such as universal human rights, freedom of speech, radicalisation, axis of evil and war on terror, and apply them to examples of strategies that have been utilised and justified in the international 'war against terror'.

The module will be taught via a one hour lecture and one hour seminar each week for the whole trimester.

#### **Year 4: Preparing for Work**

This module will act as a bridge between higher education and future employment. It will evaluate students' learning achievements, identifying their strengths, weakness and skills and prepare them for the next step in their career in an orderly and planned fashion.