1. **Title of the module**

SOCI5330 / SOCI5331 (SO533): Gender, Crime and Criminal Justice

1. **School or partner institution which will be responsible for management of the module**

SSPSSR

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

6

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or spring

1. **Prerequisite and co-requisite modules**

Either SOCI3050 Introduction to Criminology or SOCI3330 Crime, Culture and Control and either SOCI5050 Sociology of Crime and Deviance or SOCI5360 Crime and Justice in Modern Britain.

Single Hons Cultural Studies students must have done either SOCI3050 or SOCI3330 but may take either SOCI5050 or SOCI5360 as co-requisites.

1. **The programmes of study to which the module contributes**

BA Criminology and Sociology, BA Criminology and Law, BA Criminology and Social Policy, BA Criminology and Cultural Studies, BA Cultural Studies, BA Sociology

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Use empirical data (including quantitative and qualitative data) to explore and explain different patterns of offending, victimisation and employment in the criminal justice system amongst women and men
	2. Critically assess traditional criminological theory, feminist critiques and recent debates about the importance of femininity and masculinity to our understanding of criminal behaviour and the workings of the criminal justice system, through engaging directly with theoretical materials
	3. Describe and evaluate the debates surrounding the differential treatment of women and men in the criminal justice systems as victims, offenders and professionals
	4. Recognise and evaluate the main empirical and theoretical studies of gender, crime and criminal justice, as well as key policy documents and legislation
	5. Identify and gather appropriate library and web based resources, make judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate skills in interpreting and analysing research data and official statistics
	2. Assess the merits of criminological research and use it to construct an argument
	3. Apply Written and oral communication skills
	4. Collate material for essays and seminar preparation using databases and the internet as appropriate
	5. Demonstrate time management, independent learning, and group work skills
3. **A synopsis of the curriculum**

The aims of the module are to:

* Explore gender differences in offending, victimisation, and deployment in the criminal justice system
* Examine theoretical approaches in Criminology and their engagement with issues of gender
* Discuss the main ways in which gender impacts on the operation of the criminal justice system

Topics covered in the module will cover:

* gender and patterns of offending
* a critique of traditional criminology; feminist criminologies; masculinities and crime
* media representations of male and female offenders
* gender in the courtroom, penal system and policing
* women and men as criminal justice professionals
* gender, victimisation and fear of crime.
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Students are required to purchase one set text: Walklate, S. (2000) Gendering Criminal and Criminal Justice, Devon: Willan Publishing.

The following books are also recommended:

Carlen, P. and Worrall, A. (1987) (Eds.) Gender, Crime and Justice, Buckingham: Open University Press.

Davies, P. (2011) Gender, Crime and Victimisation, London: Sage.

Davies, P., Francis, P. and Greer, C. (2014) Victims, Crime and Society, London: Sage.

Heidensohn, F. (1996) (2nd ed.) Women and Crime, Basingstoke: Macmillan.

Morris, A. (1987) Women, Crime and Criminal Justice, Oxford: Basil Blackwell

Silvestri, M. and Crowther-Dowey, C. (2016) Gender and Crime (2nd Ed) London: Sage.

Walklate, S. (ed) (2012) Gender and Crime, London: Routledge

Students will also be encouraged to make use of relevant websites, particularly the Home Office website.

1. **Learning and teaching methods**

Contact time: 22 hours; Private study: 128

1. **Assessment methods**
	1. Main assessment methods

One coursework essay of up to 3,000 words (worth 50% of the

module and one examination (worth 50% of the module).

* 1. Reassessment methods

100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X |  |  |  |  |
| Seminars | X | X | X | X | X | X | X | X |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | X | X | X | X | X | X | X | X | X | X |
| Unseen exam | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

 The content covers international examples and internationally relevant issues relating to the CJS.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 19/02/18 | Minor | September 2018 | 8 | No |
|  |  |  |  |  |