1. **Title of the module**

SOCI8680 (SO868) - Critical and Global Criminology

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

School of Social Policy, Sociology and Social Research

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

Level 7

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

20 credits (10 ECTS)

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

Spring term (term 2)

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

None

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

Criminology MA

Criminology with a term abroad MA

Sociology MA

Two year masters versions of the appropriate programmes listed above

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Analyse to a level appropriate with postgraduate study the key concepts associated with critical criminology.

8.2 To trace the roots of critical criminology in social constructionism and subcultural theory and evaluate their relevance in the present period.

8.3 Understand the different critical traditions, British, continental and American, in criminology.

8.4 Analyse the historical development of critical criminology both within the traditions and as a response to the changing conditions of late modernity.

8.5 Understand the recent interest of critical criminology in globalisation and practices of crime and control that link the global with the local.

8.6 To critically appraise at a level appropriate to postgraduates the epistemological limits of positivism and the need for critical methods.

8.7 To evaluate the implications for criminology of the revelations of state crime and the emerging criminology of war and genocide.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate skills commensurate with postgraduate study in presentation and debate, both verbal and written, and in utilization of research and empirical data

9.2 Be able to synthesis complex theoretical items of knowledge from different schools and disciplines of enquiry.

9.3 Be able to gather library and web-based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing.

1. **A synopsis of the curriculum**

Critical criminology constitutes a broad and multi-disciplinary tradition that studies the complex relationships between crime, control and power. The module will aim to acquaint students with the richness of writings in this field, the variety of political positions and the development of different traditions in the UK, US and the European continent. Critical criminology has also taken a recent interest in the processes associated with globalisation, thus giving rise to an emerging sub-discipline, global criminology. The module will also examine how this allows new understandings of crime, power and control, which link the global to the local. Various theoretical perspectives will be encountered, including those of new deviancy theory, Marxism, Foucauldian thought, left realism, abolitionism, social harm perspectives and, more recently, cultural criminology.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aas, Katja Franko (2010) “Global Criminology” in E. McLaughlin and T. Newburn (eds.) *The Sage Handbook of Criminological Theory.* London: Sage

Aas, Katja Franko (2007 ) *Globalisation and Crime*. London: Sage

Cohen, S. (1985) *Visions of Social Control*: *Crime*, *Punishment and Classification*. Cambridge, Polity.

DeKeseredy, W. (2011) *Contemporary Critical Criminology.* Abingdon: Routledge

Ferrell, J., K. Hayward and J. Young (2008) *Cultural Criminology: An Invitation*. London: Sage.

Findlay, M. (1999) *The Globalisation of Crime.* Cambridge: Cambridge University Press.

Foucault, M. (1981) *Discipline and Punish*: *The Birth of the Prison* (trans. Alan Sheridan). London: Penguin.

Hall, S., *et al.* (1978) *Policing the Crisis*: *Mugging, the State and Law and Order*. London: Macmillan.

Morrison, W. (2006) *Criminology, Civilisation and the New World Order.* London: Glasshouse.

Ruggiero, V., South, N., and Taylor, I. (eds.) (1998) *The New European Criminology*: *Crime and Social Order in Europe*. London: Routledge.

Scraton, P. et al. (1987) *Law, Order and the Authoritarian State: Readings in Critical Criminology.* Milton Keynes: Open University Press.

van Swaaningen, R (1997 ) *Critical Criminology*: *Visions from Europe*. London: Sage.

Taylor, I., Walton, P., and Young, J. (1973) *The New Criminology*: *For a Social Theory of Deviance*. London: Routledge and Kegan Paul.

Taylor, I, Walton, P, and Young, J. (1975) *Critical Criminology*. London: Routledge and Kegan Paul.

Young, J. (1999) *The Exclusive Society*. London: Sage.

Young, J. (2007) *The Vertigo of Late Modernity.* London: Sage

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 179

Total study hours: 200

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

Coursework – essay (5000 words) - 100%

13.2 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)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assessment method |  |  |  |  |  |  |  |  |  |  |
| Essay – 5,000 words | **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**

The discussion and application of the module topics is undertaken in an explicitly international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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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) |
| 2006 | Original specification | January 2007 | N/A | N/A |
| 2011 | N/K | September 2011 | N/K | N/K |

Revised FSO March 2018