



**London  
South Bank  
University**

EST 1892

# Module Guide

Deconstructing the Crime Problem

DSS\_4\_DCP



Division of Social Sciences

Level 4

## Table of Contents

1.	MODULE DETAILS .....	4
2.	SHORT DESCRIPTION.....	5
3.	AIMS OF THE MODULE .....	5
4.	LEARNING OUTCOMES.....	5
4.1	Knowledge and Understanding .....	5
4.2	Intellectual Skills.....	6
4.3	Practical Skills .....	6
4.4	Transferable Skills.....	6
5.	ASSESSMENT OF THE MODULE.....	6
6.	FEEDBACK .....	8
7.	STUDENT EVALUATION .....	8
8.	INTRODUCTION TO STUDYING THE MODULE.....	8
8.1	Overview of the Main Content.....	8
8.2	Overview of Types of Classes.....	8
8.3	Importance of Student Self-Managed Learning Time .....	9
8.4	Employability .....	9
9.	THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT .....	10
10.	LEARNING RESOURCES .....	21

## **OVERVIEW OF LECTURE PROGRAMME**

Week 1	Module Introduction
Week 2	What is Crime? What is Criminology?
Week 3	Measuring Crime
Week 4	Explaining Trends in Crime
Week 5	Independent Study Week
Week 6	Victims and Crime
Week 7	Media and Crime
Week 8	Gender and Crime
Week 9	Age and Crime
Week 10	Class and Crime
Week 11	Race and Crime
Week 12	Revision, Reflection and Preparing for Assessment

## 1. MODULE DETAILS

**Module Title:** Deconstructing the Crime Problem

**Module Level:** 4

**Module Reference Number:** DSS\_4\_DCP

**Credit Value:** 20

**Student Study Hours:** 200

**Contact Hours:** 45

**Private Study Hours:** 155

**Pre-requisite Learning (If applicable):** None

**Co-requisite Modules (If applicable):** None

**Course(s):** LLB (Hons) Law With Criminology; BSc (Hons) Criminology; BSc (Hons) Criminology With Psychology; BSc (Hons) Forensic Science With Criminology; BSc (Hons) Criminology; BSc (Hons) Sociology with Criminology; BSc (Hons) Criminology With Law; BSc (Hons) Psychology with Criminology; BSc (Hons) Criminology with Politics; BA (Hons) International Relations with Criminology; BA (Hons) History with Criminology.

**Year and Semester:** Year 1, Semester 1

**Module Coordinator:** Dr Chris Magill,

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**Subject Area:** Criminology

**Summary of Assessment Method:** Stats Quiz (30%); Coursework (70%)

**Library Information Officer:** Rebecca Fong, [fongr@lsbu.ac.uk](mailto:fongr@lsbu.ac.uk)

## 2. SHORT DESCRIPTION

What is crime? How and to what extent is the crime problem dispersed throughout contemporary society? What do we know about current levels of crime in the UK and how do these compare historically? These are some of the key questions addressed in this module which aims to introduce students to the basic anatomy of the crime problem. In addition to addressing specific questions concerning trends in different types of crime and social distribution of crime across society, its main aim is to encourage students to think about these issues in terms of broader social trends and relations.

## 3. AIMS OF THE MODULE

This module has two basic concerns. First, it aims to introduce first year undergraduate criminology students to the crime problem. In particular, it aims to unpick the socially constructed nature of the crime problem; asking why public perceptions of risk seem to be so at odds with the more systematic data relied on by criminologists. In addition to this, the module aims to equip students with some of the basic skills that they will need to study criminology at undergraduate level. To this effect, the module will attempt to:

1. highlight the importance that criminology as an academic discipline attaches to taking a methodical and systematic approach to considering criminological problems;
2. warn against reducing complex social problems to single causes or sequences of causes;
3. underline the value of interpreting criminological problems through a sociological lens; and
4. stress the significance of substantiating points with reference to credible evidence that is capable of being verified and tested.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

- Describe contemporary trends in crime.
- Use a range of methods and theoretical approaches to explain contemporary trends in crime.
- Make meaningful comparisons between the social scientific value of different types of evidence.
- Demonstrate an understanding of the constructed nature of social problems and crime in particular.
- Use a range of methods and theoretical approaches to explain the link between drugs and crime, class and crime, gender and crime, and youth and crime.

## 4.2 Intellectual Skills

- Understand the basic components of academic knowledge and the social scientific method.
- Present, in written and oral form, complex information and ideas in a variety of contexts and in a balanced fashion.

## 4.3 Practical Skills

- Make effective use of information technology skills.
- Retrieve information and ideas effectively and critically from a variety of primary and secondary sources.
- Initiate, manage and organise tasks undertaken independently and as part of a group, and within constraints of time.

## 4.4 Transferable Skills

All the above. As a first year, first semester course this will be very much about building basic skills for use both within and beyond the students' academic careers.

# 5. ASSESSMENT OF THE MODULE

This module will be assessed by:

1. Stats Quiz. This constitutes **30%** of the available marks for this module.
2. Coursework. This constitutes **70%** of the final mark for the module.

Further information and instructions for your assessments will be made available in Week 3.

### **Assessment Brief(s)**

Your Assessment Brief(s) include your submission deadlines and the date by which you will receive feedback.

Your Assessment Brief(s) will include the marking criteria that will be used to assess your work. Not all the [Undergraduate Marking Criteria \(PDF\)](#) will be relevant to every module or assignment. The criteria that are relevant to each assessment you take will be shown in the Assessment Brief.

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

## Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and journal articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a books/articles and put them directly into your essay without properly attributing the source.

Whether intentional or not, **plagiarism is not acceptable in any circumstances**. It is regarded as a form of cheating and there are strict University regulations that apply if it is discovered. You will find further details on plagiarism in the [LSBU Assessment and Examinations Handbook](#) and in your Course Guide. **Please read these carefully.**

## Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. The Library has a very detailed Help Sheet on the operation of the Harvard system which you should read carefully: [How to Reference Using the Harvard System](#).

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.  
Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H. Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, for example:

Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: <http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

## Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library (see <http://lispac.lsbu.ac.uk/> or <https://my.lsbu.ac.uk/general/library.aspx> ). From here you will be able to find books and other

printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

## 6. FEEDBACK

Individual feedback will normally be given to students within 20 working days of the submission of an assignment.

## 7. STUDENT EVALUATION

In 2016/17, 68% of students who completed a module evaluation questionnaire either agreed or strongly agreed that their overall experience of the module was good. Comments on the module from last year's students included '*I enjoyed the seminars and the discussions with different views and opinion*', '*The way that the lecturers engaged with the students to ensure that we learned well*'; '*I really enjoyed the whole module. I find the tutors incredibly helpful and supportive and really enjoy the lectures and the seminars*'; '*The reading material that they recommend is appropriate for our level and very interesting*'. The key area for improvement was additional support in relation to assessments.

## 8. INTRODUCTION TO STUDYING THE MODULE

### 8.1 Overview of the Main Content

Week 1	Module Introduction
Week 2	What is Crime? What is Criminology?
Week 3	Measuring Crime
Week 4	Explaining Trends in Crime
Week 5	Independent Study Week
Week 6	Victims and Crime
Week 7	Media and Crime
Week 8	Gender and Crime
Week 9	Age and Crime
Week 10	Class and Crime
Week 11	Race and Crime
Week 12	Revision, Reflection and Preparing for Assessment

### 8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment; VLE) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 1-hour lecture and a 2-hour seminar each week.



For each week, you will be provided with readings that relate to the lecture topic and that will prepare you for the seminar. You will also be provided with a list of questions (these, alongside readings, are available here in the Module Guide and on Moodle). You are expected to have completed the reading (relating to the week's lecture) and prepared answers to the seminar questions before you attend your seminar. You are then expected to join in the discussion in the seminar (sometimes this will be in small groups; sometimes the whole seminar group will discuss the week's issues together).

Alongside substantive seminar questions on lecture topics each week, there are a number of exercises to develop your academic skills. Generally speaking, you can expect half the seminar time to be devoted to the seminar questions, and half to the activities designed to support your academic skills development. Again, information on these activities is available here in the Module Guide and on the Moodle site.

There is also the opportunity every week to complete an activity independently, outside of class time. Most weeks this takes the form of an on-line quiz accessed on Moodle. Each quiz focuses on a lecture topic. It is for self-assessment only. In other words, your quiz score does not count towards your module mark. Each quiz consists of 10 questions. You have a 20-minute time limit, and a max. two attempts. There will be a prize at the end of the module for the student (or students in the event of a tie break situation) who returns the highest number of correct answers!

**Remember: You are required to undertake a total of 200 hours of study for the module. This involves a 1- hour lecture followed by a 2- hour seminar, plus self-directed reading and activities, in addition to the further reading you are required to conduct for assessments.**

Note: Any changes to the lecture or seminar programme will be communicated via announcements on Moodle and/or university email.

### 8.3 Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. You are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. It is expected that you will identify for yourselves particular problems and use seminar discussions, where appropriate, for the resolution of these. You should regularly access the Moodle site for this module. You should download the lecture material from the Moodle site, and completed recommended reading, before each lecture/seminar.

Where appropriate, you are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

### 8.4 Employability

As a first year, first semester, course the skills and knowledge in this module are best seen as core building blocks for the rest of the students' academic development rather than as directly related to employability. Modules later in the course will relate more directly to employability but will depend themselves on skills and knowledge developed here.

## 9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	LECTURE TOPIC	SEMINAR/WORKSHOP
1	Introduction to the Module	Using the Module Guide. Module Q & A Library based activity to familiarise you with the basics!
2	What is Crime? What is Criminology?	Questions, readings & discussion on What is Crime? What is Criminology? Developing Reading & Note-taking skills
3	Measuring Crime	Questions, readings, & discussion on Measuring Crime Workshop on Data Skills
4	Trends in Crime	Questions, readings, & discussion on Trends in Crime Finding and Identifying Criminological Literature
5	<b>Independent Study Week</b>	
6	Victims and Crime	Questions, readings & discussions on Victims and Crime Referencing Skills. Discussion/Activities on Academic Integrity (Plagiarism & Turnitin)
7	Media and Crime	Questions, readings & discussions on Media and Crime Evaluating & Comparing Sources (Focus on mediated representations of crime)
8	Gender and Crime	Student-Led Debate on Gender Developing Oral Critical Skills
9	Age and Crime	Questions, readings & discussions on Age Critical Thinking
10	Class and Crime	Questions, readings & discussions on Class Academic Essay Writing #1
11	Race and Crime	Questions, readings & discussions on Race and Crime Academic Essay Writing #2
12	Revision, Reflection and Preparing for Assessment	1-2-1's with Seminar Leaders

## **WEEK 1**

### **Lecture: Introduction to the module**

Your first lecture will introduce you to the Deconstructing the Crime Problem module. You will receive your Module Guide. We will spend some time introducing the module, as well as discussing 'expectations' as they relate to what we expect from you (and what you can expect from us).

### **Seminar: Using the Module Guide and Module Q&A**

This week, the seminar will be primarily about getting to know each other and getting to know your seminar tutor. We will be reviewing week by week module content, outlining what to expect in lectures, what seminars involve, how to prepare for them and get the most from them, and the recommended readings etc.

### **Study Skills: Library based activity**

A library-based activity to familiarise you with the basics. Details will be given in the seminar.

## **WEEK 2**

### **Lecture: What is Crime? What is Criminology?**

This lecture considers the definition of crime and the remit of criminology. Criminology is the study of crime. But what exactly does this mean? At first consideration, the concept of 'crime' may seem unproblematic. However, a little thought shows this not to be the case. At the very least most of us recognise a legal definition of crime, but also use the word crime in a non-legal sense. Criminologists themselves argue about the definition of crime, and it follows that criminology can encompass a broad or narrow focus.

### **Seminar: What is Crime? What is Criminology?**

Each week you are expected to read as much of the core reading as possible, along with a selection of the background reading and take notes of what you have read. To help your reading and note taking skills, we would like you to complete some activities before the seminar - see below. In preparation for today's seminar, think about how your reading contributes to your understanding of 'crime'. Come prepared to draw on this information in the seminar, which will consider questions such as:

1. What is crime?
2. When is a crime committed?
3. Why do you think it is beneficial to study criminology with other disciplines?
4. What do we mean when we say crime is socially constructed?
5. Can you think of any examples?

## Study Skills: Developing Reading and Note-Taking

This week we would like you to consider how you read and how you should take notes of what you have read. **You are asked to prepare before the seminar a summary of at least ONE of the readings from the list. A template is available on Moodle to help with this exercise. Your notes will be reviewed in the seminar.**

You should also **read and complete the activities on pages 165 to 176 from Cottrell, S. (2013) *The Study Skills Handbook*. 4<sup>th</sup> ed. Basingstoke: Palgrave Macmillan.**

### Core Reading – What is Crime? What is Criminology?

Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* (2<sup>nd</sup> ed) London: Routledge. Chapter 1

Croall, H. (2011) *Crime and Society in Britain* (2<sup>nd</sup> ed). Essex: Longman. Chapter 1.

Muncie, J. (2001) 'The Construction and Deconstruction of Crime' in J. Muncie and E. McLaughlin (eds) *The Problem of Crime* (2<sup>nd</sup> ed.). London: Sage. Pp. 1 – 23

**Newburn, T. (2013 or 2017) *Criminology*. London: Routledge. Chapter 1**

### Further Reading

Hillyard et al (2004) *Beyond Criminology Taking Harm Seriously*. London: Pluto Press Chapters 1 & 2 (for a broader perspective)

Lacey, N. and Zedner, L. (2012) Legal Constructions of Crime in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed). Oxford: Oxford University Press (for a more detailed overview).

## WEEK 3

### Lecture: Measuring Crime

In this week's lecture, we look at how we measure crime. Having discussed the various definitions of crime last week, we will focus this week (and for most of the rest of the module) on the more commonly used, legalistic definition of crime. Here we shall look at the different ways criminologists measure the extent of crime and look at how crime rates have changed over recent and longer-term history.

### Seminar: Measuring Crime

Please come to the seminar having completed the core/further reading listed below and prepared answers to the following questions:

1. How much crime is there in England and Wales?
2. What are main sources that are used within criminology to measure crime?
3. Outline the methodological approaches of each of these sources.
4. Summarise the main methodological strengths and weakness of these sources.
5. Outline what each of these sources reveals about contemporary trends in crime.

6. Which source more accurately depicts contemporary trends in crime (give reasons for your answer)?

### **Study Skills: Data Skills Workshop**

Today's activity will help develop your confidence in understanding and interpreting official data on crime. It will also help you to become more familiar with the kind of information that is available in official statistics on crime and the criminal justice system (and their limitations). It is very important to attend this session. **It is designed to you prepare for the stats quiz that forms part of the assessment for this module.**

For further support with numerical skills, **read chapter 9 Cottrell, S. (2013) *The Study Skills Handbook*. 4<sup>th</sup> ed. Basingstoke: Palgrave Macmillan.**

### **Core Reading – Measuring Crime**

Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* (2nd ed.) London: Routledge. Chapter 2 and 3 [especially pp11 to 16 and 29-40]

Croall, H. (2011) *Crime and Society in Britain* (2nd ed.). Essex: Longman. Chapter 3.

Muncie, J. (2001) 'The Construction and Deconstruction of Crime' in J. Muncie and E. McLaughlin (eds) *The Problem of Crime* (2nd ed.). London: Sage. pp. 23-43 [on moodle]

**Newburn, T. (2013 or 2017) *Criminology*. London: Routledge. Chapter 3 [pp 50 - 70 & 76 – 80]**

### **Further Reading**

Maguire, M. (2012) Criminal Statistics and the Construction of Crime in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed). Oxford: Oxford University Press.

## **WEEK 4**

### **Lecture: Trends in Crime**

One area of concern for criminologists is how to explain trends in crime and how crime rates vary over time or between different places. This lecture will consider some of the explanations that criminologists have come up with over the years. Before we can fully understand these explanations, however, we need to spend some time considering what it is that makes for a good explanation, not just in criminology but in academia and social science more generally. We will also explore public perceptions in relation to the crime trends.

### **Seminar: Trends in crime**

Please come to the seminar having completed the core/further reading listed below and prepared answers to the following questions:

1. What is 'theory' and what makes for a good theory in the context of social sciences in general, and criminology, in particular?
2. Identify and discuss Braithwaite's 'thirteen powerful associations.' Offer at least one plausible explanation for each (this can be based on your own intuition as well as the reading you have done so far; we will return to many of these 'associations' over the coming weeks).
3. Outline and critically assess some of the main theories that have been developed to explain contemporary trends in crime.
4. How do they compare?
5. How well do these theories stand up to the recent trend of declining crime rates in most developed-world societies?

### **Study Skills: Finding and Identifying Criminological Literature**

In this session, we will explain what type of sources you should be using to write essays and to inform you more generally. For further guidance on sources, read Harrison et al (2005) *Study Skills for Criminology*. London: Sage. Chapter 7 [available on Moodle].

### **Core Reading – Crime Trends**

Braithwaite, J. (1989) *Crime, Shame and Reintegration Cambridge*: Cambridge University Press. Chapters 1-3 (especially chapter 3)

Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* (2<sup>nd</sup> ed.) London: Routledge. Chapter 2, pp. 17-28.

Croall, H. (2011) *Crime and Society in Britain* (2<sup>nd</sup> ed.). Essex: Longman. Chapter 4

**Newburn, T. (2013 or 2017) *Criminology*. London: Routledge. Chapter 3 pp.70-76.**

### **Further Reading**

Field, S. (1999) *Trends in Crime Revisited*, Home Office Research Study 195, London: Home Office.

<http://webarchive.nationalarchives.gov.uk/20110220105210/rds.homeoffice.gov.uk/rds/pdfs/hors195.pdf>

Rock, P. (2012) Sociological Theories of Crime in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed). Oxford: Oxford University Press.

### **WEEK 5**

**INDEPENDENT STUDY WEEK. NO LECTURES OR SEMINARS FOR THIS MODULE**

## **WEEK 6**

### **Lecture: Victims and Crime**

Much of criminology focuses on offences and offenders. Although some crimes are victimless (e.g. where the acts are consensual, such as drug use), for most crimes somebody suffers as a result of somebody else's actions. In this lecture we will consider some schools of criminological thought that have centred on the victim. Increasingly, political and academic discourse is as concerned with fear of crime as crime itself (if not more). This is perhaps understandable: people are worried about what might happen to them; nobody wants to be a victim. However, as outlined last week, public perceptions about the extent of crime and the risk of victimisation are often wildly different from the true picture. The tensions between what the public believes, and the reality of crime can pose significant challenges for academic, political and policy responses to 'the crime problem'.

### **Seminar: Victims and Crime**

Please come to the seminar having completed the core/further reading listed below and prepared answers to the following questions:

1. What is the relationship between victimisation, harm and offence seriousness?
2. Are the most harmful crimes invariably regarded as the most serious?
3. Consider how victims (or the idea of the victim) are used in the discourse of crime control?
4. What is the relationship between victimisation and vulnerability?
5. What is the relationship between gender/class/ethnicity/age and victimisation?
6. Do all crimes have victims?

### **Study Skills: Referencing**

Before today's session it would be helpful to access and read the Library's Help Sheet on the operation of the Harvard system: [How to Reference Using the Harvard System](#). We will also consider plagiarism, and consider questions such as what is plagiarism? Why is plagiarism wrong? How do we avoid plagiarism? We will also review what we know about Turnitin and look at how to use it effectively to support our academic integrity.

### **Core Reading**

Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* (2<sup>nd</sup> ed.) London: Routledge. Chapter 9

Croall, H. (2011) *Crime and Society in Britain* (2<sup>nd</sup> ed.). Essex: Longman. Chapter 6.

Goodey, J. (2005) *Victims and Victimology: Research, Policy and Practice*. Harlow: Longman. Chapter 3.

Muncie, J. (2001) 'The Construction and Deconstruction of Crime' in J. Muncie and E. McLaughlin (eds) *The Problem of Crime*. London: Sage. Pp. 58-62.

**Newburn, T. (2013 or 2017) *Criminology*. London: Routledge. Chapter 17**

## Further Reading

Box, S. Hale, C. and Andrews, G. (1988) 'Explaining the Fear of Crime', *British Journal of Criminology*, vol. 28, no.3.

Hale, C. (1996) 'Fear of Crime: A Review of the Literature', *International Review of Victimology*, vol. 4, 79-150.

Hoyle, C. (2012) 'Victims, the criminal process and restorative justice' in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed). Oxford: Oxford University Press.

## WEEK 7

### Lecture: Media and Crime

This week we will look at some of the relationships between crime and the media. We will have a look at the way the media portrays crime and criminality. We will consider portrayals of crime across a broad range of media from newspapers and television through films and books to ICT and 'new media', covering both factual and fictional accounts of crime, and consider some other links between crime and the media.

### Seminar: Media and Crime

This seminar is primarily concerned with mediated representations of the crime. In addition to this, it also looks at how we make assessments concerning the validity of different sources of information/data.

**\*\*Please bring a newspaper to this seminar\*\***

For each of these questions, consider also how the answer might vary by different news outlets (e.g. TV vs. Newspapers; 'Broadsheets' vs. 'Tabloids').

1. How much of the news is taken up with crime stories?
2. Is there a particular pattern of offences, victims and offenders represented in the news?
3. To what extent is the representation of crime consistent with the reality of crime?
4. How do news values shape the representation of crime within society?
5. How do the imperatives of news production shape the news media's representation of crime?
6. What is the relationship between power, crime and its representation?

### Study Skills: Evaluating & Comparing Sources

We will explore what generally makes one source more valid than another; how we evaluate difference sources (on-line, news media sources) and consider different examples (e.g. Wikipedia, BBC News, and other sources).



## **Core Reading: Media and Crime**

Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* (2<sup>nd</sup> ed.) London: Routledge. Chapter 20.

Croall, H. (2011) *Crime and Society in Britain* (2<sup>nd</sup> ed.). Harlow: Longman. Chapter 2

**Newburn, T. (2013 or 2017) *Criminology*. London: Routledge. Chapter 4.**

Muncie, J. (2001) 'The Construction and Deconstruction of Crime' in J. Muncie and E. McLaughlin (eds) *The Problem of Crime*. London: Sage. Pp. 44-57.

## **Further Reading**

Greer, C. and Reiner, R. (2012) 'Mediated Mayhem: media, crime and criminal justice' in M.

Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed). Oxford: Oxford University Press.

Kidd-Hewitt, D. (1995) 'Crime and the Media: a Criminological Perspective' in Kidd-Hewitt and R. Osbourne (eds) *Crime and the Media: The Post-modern Spectacle* (reproduced in Jewkes, Y. and Letherby, G. (2004) *Criminology: A Reader*. London: Sage).

Slapper, G. and Tombs, S. (1999) 'Corporate Crime, Official Statistics and the Mass Media' in

Jewkes, Y. and Letherby, G. (2004) *Criminology: A Reader*. London: Sage

## **WEEK 8**

### **Lecture: Gender and Crime**

For many years criminology has failed to take into consideration the relationship between gender and crime. In recent years however, the relationship between men, masculinity and crime; and women, femininity and crime has assumed increasing visibility and political significance within both criminology and the public arena. This lecture explores the gendered nature of criminal activity. Drawing on feminist perspectives in criminological theory as well as more mainstream theoretical accounts, this lecture explores the evidence, which indicates that patterns of offending are gendered. More particularly, it maps out women's participation in criminal activity and evaluates the idea that women and girls are becoming more violent.

### **Seminar: Gender and Crime**

Please come to the seminar having completed the core/further reading listed below and prepared answers to the following questions:

1. Is there any evidence to suggest that women/ girls are becoming more criminal?
2. Do women and men commit crime for similar or different reasons?
3. Consider the various explanations for the rise in women's/girls' participation in crime.
4. Is there a relationship between crime and masculinity? Give reasons for your answer.

## **Study Skills: Developing Critical Oral Skills**

This seminar will take the form of student-led debate. The question for debate is 'Are women and girls becoming more violent?'

### **Core Reading - Gender and Crime**

Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* (2nd ed.) London: Routledge. Chapter 11.

Croall, H. (2011) *Crime and Society in Britain* (2nd ed). Harlow: Longman. Chapter 9.

**Newburn, T. (2011 or 2017) *Criminology*. London: Routledge. Chapter 32.**

Walklate, S. (1995 or 2001) *Gender and Crime*. London: Harvester Wheatsheaf: chapter 6.

### **Further Reading**

Silvestri, M. & Dowey, C. (2008) *Gender and Crime*. London: Sage

Heidensohn, F. and Silvestri, (2012) 'Gender and Crime' in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5th ed). Oxford: Oxford University Press.

Corston Report (2007) *Women with Particular Vulnerabilities in the Criminal Justice System*. London: Home Office

Evans, K & Jamieson, J. (2008) *Gender and Crime: A Reader*. Open University Press.

Snider, L. (2003) 'Constituting the Punishable Woman: Atavistic Man Incarcerates Postmodern Woman', *British Journal of Criminology* 43/2: 354-378.

Young, T. (2009) 'Girls and Gangs: 'Shemale' Gangsters in the UK?' *Youth Justice* 9/3:224- 238

## **WEEK 9**

### **Lecture: Age and Crime**

When we look at the official statistics and other research it becomes apparent that young people, particularly young males, commit most of the crime (especially minor crime). This lecture explores this relationship and some of the explanations for it.

### **Seminar: Age and Crime**

Please come to the seminar having completed the core/further reading listed below and prepared answers to the following questions:

1. Discuss the relationship between youth, crime and criminalisation.
2. Discuss the quality of information available to criminologists concerning youth and crime.
3. To what extent is the problem of youth crime a recent phenomenon?
4. Why *do* young people commit crime?

## **Study Skills: Critical Thinking**

Critical thinking requires an understanding of how to analyse, evaluate and synthesize ideas. The practice of critical thinking in the academic environment involves you having to make informed judgements, illustrated by an appropriate choice of research. In this session, we will practice the analysis of literary texts from a critical perspective.

For further support on critical thinking read and complete the activities in **Chapter 7 from Cottrell, S. (2013) *The Study Skills Handbook***. 4th ed. Basingstoke: Palgrave Macmillan

## **Core Reading - Age and Crime**

Croall, H. (2011) *Crime and Society in Britain* (2<sup>nd</sup> ed). Harlow: Longman. Chapter 8.

**Newburn, T. (2013 or 2017) *Criminology*. London: Routledge. Chapter 29.**

Muncie, J. (2009) *Youth and Crime* (3<sup>rd</sup> ed), London: Sage, p1-24.

## **Further Reading**

Brown, S. (2005) *Understanding Youth and Crime: Listening to Youth* (2<sup>nd</sup> ed.). Berkshire: Open University. Chapters 1-3.

Morgan, R. and Newburn, T. (2012) 'Youth crime and justice: rediscovering devolution, discretion and diversion?' in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed). Oxford: Oxford University Press

## **WEEK 10**

### **Lecture: Class and Crime**

Alongside the dimensions of age and gender, 'class' has often been seen as one of the key variables in criminality. In short, prisons and courts are generally full of poor people rather than the rich. Do poor people commit more crime, and if so why? Or is it just that the rich are less likely to get caught, prosecuted and punished for the crimes they do commit?

### **Seminar: Class and Crime**

Please come to the session having completed the reading and be prepared to answer the following questions:

1. Consider the nature of the relationship between class and crime.
2. Which class represents the greater criminal risk?
3. What is the nature of the relationship between class and criminalisation?
4. Is corporate crime considered to be as serious as more conventional forms of crime?
5. Outline and explain the key differences in the processing of corporate and conventional crime.

### **Study Skills: Academic Essay Writing #1**

This session is designed to support you in completing the coursework for this module.

## **Core Reading - Class and Crime**

Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* (2<sup>nd</sup> ed.) London: Routledge. Chapter 13.

Croall, H. (2011) *Crime and Society in Britain* (2nd ed). Harlow: Longman. Chapter 7.

Hughes, G. and Langan, M. (2001) 'Good or Bad Business' Exploring Corporate and Organized Crime' in J. Muncie and E. McLaughlin (eds) *The Problem of Crime*. (2<sup>nd</sup> ed). London: Sage.

**Newburn, T. (2013 or 2017) *Criminology*. London: Routledge. Chapter 18.**

## **Further Reading**

Box, S. (1981) *Deviance, Reality and Society*. London: Holt, Rinehart and Winston. Chapters 3 and 6.

Nelken, D. (2012) 'White-collar and corporate crime' in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed). Oxford: Oxford University Press.

Slapper, G. and Tombs, S. (1999) 'Corporate Crime, Official Statistics and the Mass Media' in Jewkes, Y. and Letherby, G. (2004) *Criminology: A reader*. London: Sage.

Slapper, G. and Tombs, S. (1999) *Corporate Crime*. London: Longman. Chapters 1, 3-5.

## **WEEK 11**

### **Lecture: Race and Crime**

Alongside class, age, and gender, race or ethnicity forms another key social dimension of crime. Crime patterns may have a racial or ethnic dimension to them. Victimization certainly has clear and significant racial dimensions. What is more, racism has also been shown to be a feature, at least in some places and at sometimes, of the criminal justice system.

### **Seminar: Race and Crime**

Please complete the following activity in advance of the seminar. Using local newspaper reports along with your own perceptions and those of friends and neighbours, consider the extent to which crime has been racialized in your own area. Consider these questions:

1. Are some types of crimes attributed to a particular racial or minority ethnic groups?
2. Are particular areas associated with racial or ethnic problems?
3. How are these constructed?
4. How can experiences in your local area be related to discussions of the significance of race as a factor in crime and victimization?
5. How do they relate to other dimensions of inequality such as age, class or gender?

If you cannot identify any such area of experiences, why do you think that this is the case?

## Study Skills: Academic Essay Writing #2

This session is designed to support you in completing the coursework for this module.

### Core Reading - Race and Crime

**Newburn, T. (2013 or 2017) *Criminology*. London: Routledge. Chapter 31.**

Phillips, C & Bowling, B. (2012) 'Ethnicities, racism, crime and criminal justice' in M. Maguire, R. Morgan and R. Reiner (eds) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed). Oxford: Oxford University Press.

### Further Reading

Bowling and Phillips (2007) Disproportionate and Discriminatory: Reviewing the Evidence on Police Stop and Search [on Moodle]

Garland, J. and Chakraborti, N. (2007) 'Protean times? Exploring the relationships between policing, community and 'race' in rural England', *Criminology and Criminal Justice*, 7(4): 347-365.

Jefferson, T. (2009) 'The racism of criminalization: police and the reproduction of the Criminal other', in T. Newburn (ed.) *Key Readings in Criminology*, Cullompton: Willan.

## WEEK 12

### Lecture: Revision, Reflection and Preparing for Assessment

This your final lecture will focus on reviewing the course, reflecting on what you have learnt, and highlighting some final tips on preparing for the final assessment!

There are no seminars, however, seminar leaders will be available to meet with you to discuss your essays.

## 10. LEARNING RESOURCES

### Core Materials

Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* (2<sup>nd</sup> ed.) London: Routledge. **(Possibly the most accessible allround introduction to criminology)**

Croall, H. (2011) **Crime and Society in Britain** (2<sup>nd</sup> ed.). Essex: Longman. **(This book more closely follows the structure and contents of this module than Carrabine et al.)** M.

Maguire, R. Morgan and R. Reiner (2012) *The Oxford Handbook of Criminology* (5<sup>th</sup> ed.) Oxford: Oxford University Press. **(Of all the recommended books, this is the one you will probably find most useful across all three years of university – if you only buy one book (and you shouldn't buy only one book) then buy this one!)**

Muncie, J. and McLaughlin, E. (2001) *The Problem of Crime* (2<sup>nd</sup> ed.) London: Sage. **(Chapter one is particularly important for this module, but other chapters will be useful in your other studies.)**

Newburn, T. (2013) *Criminology*. 2<sup>nd</sup> Edition. London: Routledge. **(Comprehensive and up-to-date solid all round textbook. Most relevant to this module are chapters 1, 3, 4, 17, 21, 29 & 32)**

Newburn, T. (2017) *Criminology*. 3<sup>rd</sup> Edition. London: Routledge. **(This is the more recent edition of the above text – you can read either edition for this module).**

### **Optional Materials**

Brown, S. (2005) *Understanding Youth and Crime: Listening to Youth* (2<sup>nd</sup> ed.). Berkshire: Open University. **(Also useful for the later module on Youth Crime.)**

Hillyard, P., Pantazis, C., Tombs, S. and Gordon, D. (2004) *Beyond Criminology: Taking Harm Seriously*. London: Pluto Press. **(Great for expanding your thinking about criminology – and for learning how 'criminological' skills and knowledge are useful to a wider range of issues than you may initially think.)**

Silvestri, M & Crowther-Dowey (2008) *Gender and Crime*, London: Sage. **(Also useful for the third year module on Gender and Crime.)**

Williams, K. (2008) *Textbook on Criminology* (6<sup>th</sup> ed.) London: Blackstone Press. **(A detailed text book useful throughout your three years.)**

### **Study Skills Texts**

Cottrell, S. (2013) *The Study Skills Handbook*. 4<sup>th</sup> ed. Basingstoke: Palgrave Macmillan. **(Core text).**

Harrison *et al* (2005) *Study Skills for Criminology*. London: Sage

Treadwell, J. (2012) *Criminology: The Essentials*. London: Sage. **(part 3 focuses on study skills)**

Smartt, U. (2006) *Criminal Justice*. London: Sage.

### **Academic Journals**

British Journal of Criminology  
Criminology and Criminal Justice  
Criminal Justice Matters

Howard Journal of Criminal Justice Policing  
and Society  
Punishment and Society  
Theoretical Criminology

### **Helpful Websites**

[British Society of Criminology](#)  
[Centre for Crime and Justice Studies](#)  
[Howard League](#)  
[Ministry of Justice](#)  
[Office for National Statistics](#)  
[Home Office](#)  
[Macmillan Study Skills](#)  
[Brilliant Essays](#)