



**London  
South Bank  
University**

EST 1892

# Module Guide

London: crime and social exclusion

DSS\_5\_LCS



Division of Social Sciences

Level 5, Semester 2

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## 1. MODULE DETAILS

<b>Module Title:</b>	London: Crime and Social Exclusion
<b>Module Level:</b>	5
<b>Module Reference Number:</b>	DSS_5_LCS
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	BSc Hons Criminology; BSc Criminology with Law; BSc Criminology with Psychology, BSc Criminology with Politics, BA Human Geography

<b>Year and Semester</b>	Year two, semester one
<b>Module Coordinator:</b>	Dr Samuel Johnson-Schlee
<b>MC Contact Details (Tel, Email, Room)</b>	5870, <a href="mailto:johnss32@lsbu.ac.uk">johnss32@lsbu.ac.uk</a> , BR162
<b>Teaching Team &amp; Contact Details (If applicable):</b>	
<b>Summary of Assessment Method:</b>	CW1: 500 word research proposal for CW2 (20%) to be submitted by 18/03/2019 at 11:55pm CW2: 2000 word report on a London borough. (80%). to be submitted by 13/05/2019 at 11:55pm
<b>The Library Information Officer for</b>	
<b>DSS:</b>	Rebecca Fong: <a href="mailto:fongr@lsbu.ac.uk">fongr@lsbu.ac.uk</a>

## 2. SHORT DESCRIPTION

This module uses London as a case study for a discussion of the cultural, social, and spatial effects of crime and social exclusion. Using both historical and contemporary examples the course will discuss the following themes: poverty & crime, spatial stigma, race & policing, gender, sexuality & crime, security and urban design, cultural representations of criminal London. Through these themes the course will explore how social difference and criminalisation interact to produce the city. Students will develop the capacity to relate debates surrounding crime and criminology to the spatial & social politics of urban space.

## 3. AIMS OF THE MODULE

- To explore social questions relevant to criminology in an applied context
- To explore inter-disciplinary approaches to crime and social exclusion
- To expand the methodological and conceptual resources of the students.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

On successful completion of the module students will have:

- A wide ranging understanding of social and criminological issues in London
- The knowledge of interdisciplinary social science approaches to themes relevant to the study of urban crime and social exclusion

### 4.2 Intellectual Skills

On successful completion of this module students will be able to:

- The capacity to apply conceptual learning to specific London based case studies both historical and contemporary
- to critically evaluate primary and secondary data for its relevance to the study of crime and social exclusion.
- The ability to research and analyse primary source materials and journalistic articles and deploy learnings in an academic context

## 5. ASSESSMENT OF THE MODULE

**Assignment 1:** A 500 word research proposal for CW2

You will need to identify at least one theme from the module (any week) that you would like to explore in relation to a single borough in London. Your report will do the following:

- Demonstrate an understanding of the chosen theme/s
- Explain why the chosen borough is an appropriate case study
- Identify at least three sources of data, including own primary research

Before submission you will be given an opportunity to receive feedback on an outline of your project.

This assignment will be worth 20% of your final mark for this module.

Submission deadline: 16<sup>th</sup> March at 11:55pm.

**Assignment 2:** A 2000 word essay exploring theme/s from the module in relation to a borough or location in London.

This is an assessment designed to examine your successful understanding of themes from the course as well as your independent research skills. Your essay will do the following.

- Introduce relevant theme/s from the module, we will identify these in week 1 and recap throughout the term.
- Identify & discuss relevant academic literature both from lecture materials and from your own independent reading at least 8 academic sources.
- Gather relevant primary data sources (including your own empirical research) and interpret in relation to your chosen theme/s

This assignment will be worth 80% of your final mark for this module.

Submission deadline: 11<sup>th</sup> May 11:55pm

**Specific guidance on both assignments will be provided in due course by the lecturer during lectures and will be available on the module Moodle site.**

**FURTHER DETAIL PROVIDED IN SEPARATE ASSESSMENT BRIEF DOCUMENT ON MOODLE.**

Please note that to pass the module a mark of 40% is required.

All written coursework must be submitted electronically via the module Moodle site.

## Marking Criteria – how your work is assessed

See the assessment briefs.

### Plagiarism

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* ([https://www.lsbu.ac.uk/\\_data/assets/pdf\\_file/0010/84349/assessment-and-examination-handbook.pdf](https://www.lsbu.ac.uk/_data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf)) 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 work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

[https://my.lsbu.ac.uk/my/wcm/myconnect/7f0a7e1d-efd6-49b1-9c6d-3566d3f97094/Harvard\\_updated+Jan+2018.pdf?MOD=AJPERES](https://my.lsbu.ac.uk/my/wcm/myconnect/7f0a7e1d-efd6-49b1-9c6d-3566d3f97094/Harvard_updated+Jan+2018.pdf?MOD=AJPERES)

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, thus:

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).

## 6. FEEDBACK

Marked coursework is usually returned to students within 20 working days of submission. Generic feedback may also be provided.

Please note that assignments are initially marked by a first marker; all firsts, fails and a sample are then moderated by a second marker, and these are finally checked by an external examiner. This process is to ensure fairness and consistency in marking.

## 7. STUDENT EVALUATION

This is a new module and will be evaluated following completion. All student feedback assists with evaluating the module and making any amendments needed for future years. All students will be given the opportunity to provide feedback during and at the end of the module.

## 8. INTRODUCTION TO STUDYING THE MODULE

### 8.1 Overview of the Main Content

The module takes an interdisciplinary approach to the topic of crime and social exclusion in London. Broadly the themes of the module are as follows.

- Historical approaches to crime in London
- Spaces of stigma and social exclusion
- The Built environment and security
- Representations of crime in popular culture
- Race and racism
- Gender and sexuality
- Wealth, economics and crime
- Social disorder and riots

### 8.2 Overview of Types of Classes

Each week students will attend the 2 hour lecture & 1 hour seminar which are combined as a single block of teaching.

**Please be aware that due to limited room availability on campus, lectures and seminar rooms may change every week. Make sure you check your timetable before coming to classes.**

Students are expected to read from core texts, from a bibliography provided for each topic and to prepare for the session. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute to seminars through presentations and group discussions that may need to be prepared in advance. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars. It is essential to your own success and the effectiveness of the module that you come prepared every week.

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

Students must make effective use of their private study time if they are to succeed in their studies.

The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop knowledge and understanding. It is to be expected that questions raised and difficulties encountered will be brought to seminars for discussion. Participation in seminars requires considerable background reading and students wishing to contribute to seminar discussion should understand that it is their responsibility to locate the material and read it in advance of the seminar.

Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups, oral presentations.

### 8.4 Employability

This module develops skills that you should find very useful in your future employment by embedding them into the teaching and seminars. In particular, it will demonstrate your ability to pursue independent initiatives, to meet deadlines, to search for academic materials, to write in an academic style and to prepare a presentation. Employers look for skills such as group work,

written work, ICT skills, presentation and verbal skills, which are transferable from the academic world to employment. Students will develop an ability to find, analyse and synthesise empirical data and theoretical positions to understand complicated and controversial problems, and to draw evidence-based conclusions in emotionally charged arenas. Such skills will be appropriate to a wide range of career pathways.

## 8.5 Some tips for success

- plan your work schedules in advance, use the module guide and the Moodle site to help with this
- attend all sessions
- make effective and careful notes
- work with the other members of the seminar group, they are a useful resource
- establish a consistent pattern of reading
- do not be afraid to ask questions or seek clarification particularly in the seminars
- give yourself sufficient time to complete the assignment, including time to proof read the essay before submission
- ensure your essay meets the format requirements listed below-i.e. (a) the essay is properly and comprehensively referenced and (b) contains an accurate bibliography set out in the required format
- when completing the essay avoid lengthy quotations or answers that simply link together quotations from your sources; put points succinctly in your own words and cite the source of the argument or evidence
- finally... if in doubt **ask for help** (don't be afraid to ask or contact staff by e-mail).
- Good luck.



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

WEEK	LECTURE	Reading
1	No Class	
2	Introduction and Victorian London	Read Chap 1. Atkinson & Millington 2018 pp.1-24. Atkinson & Millington 2018 pp.27-36.
3	Stigma & The Council Estate	Read Guidance on research proposal Atkinson & Millington Chap. 7 pp.228-264
4	Securing The Built Environment	Anna Minton. <i>Ground Control</i> . Chapter 4 Atkinson & Millington Chap 4. Pp.108-136
5	Optional Coursework drop-in	
6	Moral Panic, Race, & Representation	Stuart Hall <i>Policing the Crisis</i> Chapter 1 pp.3-28 Presentations
7	Self guided research	Time to carry out research for your assessment, we will discuss in week 6.
8	Fear, Gender, & Sexuality	Gill Valentine "The Geography of Women's Fear" 1989 Presentations
<b><u>CW1 deadline 16<sup>th</sup> March</u></b>		
9	Crime, Wealth & Crisis	McDowell 2011 See also: Atkinson & Millington Chap.3 pp.74-106
10	Riot!	Paul Gilroy <i>Aint No Black in the Union Jack</i> Chapter 3
11 02/05/2019	Conclusions	Preparing your assignment
12 09/05/2019	Essay Surgery Drop in	
<b><u>CW 2 deadline 13<sup>th</sup> May</u></b>		

## 10. LEARNING RESOURCES

### 10.1 Core Materials

#### Short Bibliography

Ackroyd, P. (2001) London: the biography. London: Vintage.

\*\*\*Atkinson & Millington. (2018). *Urban Criminology: The City, Disorder, Harm and Social Control*.

London: Routledge \*\*\*

Back, L. (1996) *New ethnicities and urban culture: social identity and racism in the lives of young people*.

London: UCL Press.

Foucault, M. (1991) *Discipline and punish: the birth of the prison*. Harmondsworth, Middlesex: Penguin Books

Gilroy, P. (1987) *There Aint no Black in the Union Jack*. London: Routledge

Glass, R. L. (1964) London: aspects of change. Vol. no. 3. London: MacGibbon & Kee.

Hall, S., Critcher, C., Jefferson, T., Clarke, J., Roberts, B. (1978) *Policing the Crisis*. London: Macmillan

Keith, M. (1993) *Race, riots and policing: lore and disorder in a multi-racist society*. London: University College Press.

Keith, M. (2005) *After the cosmopolitan?: multicultural cities and the future of racism*. 1st ed. New York, NY: Routledge.

McDowell, L. (2011) Making a drama out of a crisis: representing financial failure, or a tragedy in five acts, *Transactions of the Institute of British Geographers*, 36 (2),

Minton, A. (2012) *Ground Control*. London: Penguin

Nead, L. (2000) *Victorian Babylon: people, streets and images in nineteenth-century London*. New Haven: Yale University Press.

Scarman, L. G. S. and Great Britain. Home Office (1981) *The Brixton disorders, 10-12 April 1981: report of an enquiry*. Vol. 8427. London: H.M.S.O.

Vitale, A. S. (2017) *The end of policing*. London, [England]: Verso.

Wacquant, L. (2013) *Urban Outcasts*. Hoboken: Wiley & Sons

Please see the online reading list for links to readings and additional resources.

### 10.2 Relevant journals and resources

*London Journal*

*Antipode*

*City*

*Urban Studies*

You will need to use both printed and electronic sources. As well as the recommended readings and references given in this module guide, you should use the Web site: Library and Learning Resources: <http://www.lsbu.ac.uk/library/>

Library and Learning Resources have created this site as your starting point for information searching. Use it 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 it to renew your books.

For help on using the library and accessing resources such as Box of Broadcasts [BoB], go to the library website.

**TV and Radio Programmes are available via BoB:** Box of Broadcasts allows all LSBU students and staff to record TV and radio programmes at the click of a mouse and watch them back via live streaming

You can find it via the Library Catalogue or just search for 'Box of Broadcasts' or click on the direct link available in the Advanced Search page.