Module Descriptor

Title	History of Crime and Justice		
Session	2026/27	**Status**	Full Time
Code	CRIM07001	**SCQF Level**	SCQF 7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	S McKean		

Summary of Module

This module explores how ideas of crime, justice, and moral regulation have developed from medieval society to the present day, examining the shifting relationships between law, power, culture, and social order. Students investigate key historical moments and case studies, including witch trials, colonial encounters, poverty and punishment, surveillance, political violence, and the rise of human rights. The overarching aim is to understand how systems of justice are shaped by religious belief, political authority, social inequality, and cultural fear.

Through engagement with primary and secondary sources, students apply historical and theoretical perspectives to analyse punishment, resistance, and governance across diverse contexts, from church discipline and animal trials to Indigenous justice traditions, workhouses, intelligence networks, and contemporary surveillance technologies. The module emphasises critical debate around themes such as gender, class, colonialism, moral economy, state power, and accountability.

By the end of the module, students will be able to evaluate historical evidence, construct informed arguments about law and society, and relate past debates about justice to present-day legal and social issues, while working both independently and collaboratively.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an understanding of historical developments of crime, and the criminal justice system.
L2	Apply historical and theoretical approaches to analyse criminality, social control, class and poverty.
L3	Identify and explain the relationship between power, criminal justice, and social contracts
L4	Engage with evidence-based research communicating informed arguments effectively in written form and group discussion
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Demonstrate an understanding of key historical developments in crime and justice, showing awareness of how religious, political, and cultural contexts shaped legal systems, moral regulation, and social order across different periods.
Practice: Applied Knowledge and Understanding	**SCQF 7** Apply relevant historical and theoretical perspectives to interpret examples of justice, punishment, and resistance, drawing on primary and secondary sources to inform analysis.
Generic Cognitive skills	**SCQF 7** Present and evaluate arguments and evidence concerning the relationship between law, power, and society, using historical case studies to explore the evolution of justice and authority.
Communication, ICT and Numeracy Skills	**SCQF 7** Communicate historical interpretations clearly and coherently, using appropriate academic conventions, referencing, and digital tools to support written and oral work.
Autonomy, Accountability and Working with Others	**SCQF 7** Work both independently and collaboratively to research and reflect on historical understandings of justice, demonstrating initiative, critical awareness, and an ability to relate past debates to contemporary social and legal issues.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Dinzelbacher, P. (2002) 'Animal trials: a multidisciplinary approach', *The Journal of Interdisciplinary History*, 32(3), pp. 405–421

Fitzgerald, M. et al (1981) *Crime and Society: Readings in History and Theory.* London: Routledge

Garland, D. (2001) *The Culture of Control: Crime and Social Order in Contemporary Society*. Oxford: Oxford University Press.

Garcia Oliva, J. and Hall, H. (2023) 'The trial of the Cock Lane Ghost: criminal law, religious orthodoxy and social values in Enlightenment London', *Law & Justice*, no. 190, p. 38.

Goodare, J. and Yeoman, L. (eds.) (2002) *The Scottish Witch-Hunt in Context*. Manchester: Manchester University Press.

Kennedy, C. (2012) 'Criminal law and religion in post-reformation Scotland', Edinburgh Law Review, 16(2), pp. 178-197.

Rawlings, P. (1999) *Crime and Power: A History of Criminal Justice 1788 – 1998*. London: Longman.

Roth, M. P. (2014) An eye for an eye: A global history of crime and punishment. Reaktion Books.

Starkey, D.J., van Eyck van Heslinga, E.S. and de Moor, J.A. (eds.) (1997) *Pirates and Privateers: New Perspectives on the War on Trade in the Eighteenth and Nineteenth Centuries*. Exeter: University of Exeter Press.

Williams, G. (1949) 'Homicide and the supernatural', *Law Quarterly Review*, 65, pp. 491–511.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that activelyfacilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus, learning activities in your own time, course-related learning resources, and withtimely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participationchallenging, for you to gain the most from this module it is recommended that you participatein all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularlyengaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions orcompleting online activities.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**

School Assessment Board	Criminal Justice
Moderator	**H Myles**
External Examiner	M Tartari
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Case study analysis
Assessment 2 Digital archive project
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case Study	☒	☐	☐	☒	☐	35%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Digital Archive Project	☒	☒	☒	☒	☐	65%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	4 hours

Change Control

What	**When**	**Who**
