

## University of the West of Scotland

## Module Descriptor

Session: 202324

<b>Title of Module: Crime, Media and Culture</b>			
<b>Code: CRIM08011</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	C Atkinson		
<b>Summary of Module</b>			
<p>This module explores, in historical and comparative perspectives, representations for crime and criminal justice across a shifting media landscape. By foregrounding theories of media and the conceptual approach of cultural criminology this module equips learners with exciting and cutting-edge concepts and approaches to describe, explain and understand how media coverage of crime and criminal justice serves to produce (and reproduce) particular narratives of crime and constructions of people, events and place.</p> <p>In exploring constructions of crime and criminal justice across both 'factual' and 'fictional' representations across multiple media this module invites learners to explore issues of power, inequality visibility, erasure, and resistance. Typically the syllabus may include learning related to several of the following topics, amongst others:</p> <ul style="list-style-type: none"> <li>• Streaming serial killers</li> <li>• Images of organised crime</li> <li>• The spectacle of terror</li> <li>• The prison in popular culture</li> <li>• Representing and reporting policing</li> <li>• Video games, virtual reality, violence and the metaverse</li> <li>• Science fiction and the future of crime and justice</li> </ul> <p>The module will discuss the wider social, economic, political and cultural impact of media representations of crime and justice. In doing so it will engage with important sociological themes – of power, inequality, social class, age, gender, ethnicity, health and disability – as they intersect with and are represented in, between, and across the topic areas.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

<b>Learning Outcomes: (maximum of 5 statements)</b> <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b> At the end of this module the student will be able to:	
L1	Identify, describe and evaluate theories and concepts that explain the relationship between crime, media and popular culture
L2	Describe and explain representations of crime and criminal justice in traditional media
L3	Demonstrate a discerning understanding of how various issues related to crime and criminal justice are represented in the contemporary plural media landscape
L4	Effectively communicate complex ideas about crime, media and culture using appropriate academic approaches and conventions
L5	Click or tap here to enter text.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>8</b> Demonstration of a knowledge of the scope, defining features, and power of the media in representing, surfacing, foregrounding and obscuring a broad range of issues of crime and criminal justice in contemporary society.

	Demonstration of a discerning understanding of a defined range of core theories, concepts, principles and terminology pertaining to media representations of crime and justice.	
Practice: Applied Knowledge and Understanding	SCQF Level <b>8</b> Apply knowledge, skills and understanding in using materials associated with the subjects of crime, media and culture.	
Generic Cognitive skills	SCQF Level <b>8</b> Undertake critical analysis and evaluation of ideas, concepts, information and issues that are covered throughout the module and relevant to the inquiry of crime, media and culture.	
Communication, ICT and Numeracy Skills	SCQF Level <b>8</b> Demonstrate an ability to identify, collect and interpret data presented in various formats from research and repositories relevant to the study of crime, media and culture. Work individually and collaboratively to disseminate and present information and analysis.	
Autonomy, Accountability and Working with others	SCQF Level <b>8</b> Participate in seminars in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks.  Work, under guidance, with others to acquire an understanding of current knowledge, topics and debates in the subject area.  Students will take responsibility for own work and contribute to the collective learning activities of the group.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b> During completion of this module, the learning activities	<b>Student Learning Hours</b> (Normally totalling 200)

undertaken to achieve the module learning outcomes are stated below:	hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	13
Tutorial/Synchronous Support Activity	26
Asynchronous Class Activity	13
Independent Study	148
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Rafter, N. and Brown, M. (2011). <i>Criminology Goes to the Movies</i>. New York: New York University Press.</p> <p>Grubb, JA. and Posick, C. (Eds). (2021). <i>Crime TV: Streaming Criminology in Popular Culture</i>. New York: New York University Press.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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:

Adherence with the Student Attendance and Engagement Procedure.

### 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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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

<b>Divisional Programme Board</b>	Social Science
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>School Assessment Board</b>	Social Science
<b>Moderator</b>	C Wilson
<b>External Examiner</b>	D Parker
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1.1

### Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – Poster (35%)

Assessment 2 – Essay (65%)

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	X			X		35%	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
	X	X	X	X		65%	

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Updated PSMD entry for quality assurance	05/02/2023	C Atkinson

**Version Number: MD Template 1 (2023-24)**