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<td>Law, History and Political Violence (Level 5 or 6, 15 credits)</td>
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<td>Organised Crime in Contemporary Society (Level 5 or 6, 15 credits)</td>
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<td>Policing and Society (Level 5, 15 credits)</td>
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<td>Political Violence &amp; Terrorism (Level 6, 15 credits)</td>
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<td>Restorative and Alternative Justice (Level 6, 15 credits)</td>
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<td>State Crime (Level 5 or 6, 15 credits)</td>
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<td>Surveillance, Intelligence and Control (Level 5 or 6, 15 credits)</td>
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<td>Uprisings: Revolution, Rights and Law (Level 6, 15 credits)</td>
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<td>Victims, Crime and Protection (Level 5 or 6, 15 credits)</td>
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<td>White Collar &amp; Corporate Crime (Level 6, 15 credits)</td>
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<td>Youth, Crime and Justice (Level 5 or 6, 15 credits)</td>
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<td>Work-based Learning Module (Level 5, 30 credits)</td>
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<td>Researching the Workplace (Level 6, 60 credits)</td>
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<td>Undergraduate Dissertation (Level 6, 30 credits)</td>
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BSc Criminology and Criminal Justice Option Selection

Important Information

In this booklet you will find a list of the optional modules that are available as part of the BSc Criminology & Criminal Justice Programme. The booklet notes which modules are running in the 2017-18 academic year and provides key information to help you make your choices. You will be asked to submit your choices online and will be allocated a timetable accordingly.

Why do I have to pick my modules?
During your first year, all modules are compulsory and were added to your student profile automatically when you joined. The compulsory modules you have been studying to date have been taught at level 4 and are worth 30 credits each towards your final degree. Full-time students are required to complete 120 Credits per year and Part-time students 90 Credits.

As you progress along your programme you are required to select option modules, depending on your interest. Option modules are offered at level 5 (intermediate) and level 6 (honours). Please refer to your programme handbook on Moodle for further information on the course structure of the degree.

How many modules do I need to pick?
Optional modules are worth 15, 30 or 60 credits, and the number you select will depend on your year of study (2 or 3), mode of attendance (full-time or part-time). Your option modules will run alongside your new Core modules which are allocated automatically.

**Full-time Students**

<table>
<thead>
<tr>
<th>Going into Year</th>
<th>Number of Options Needed</th>
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<tbody>
<tr>
<td>2</td>
<td>60 credits at Level 5</td>
</tr>
<tr>
<td>3</td>
<td>90 credits at Level 6</td>
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### Part Time students

<table>
<thead>
<tr>
<th>Going into Year</th>
<th>Number of Options Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>30 credits at Level 5</td>
</tr>
<tr>
<td>3</td>
<td>30 credits at Level 5</td>
</tr>
<tr>
<td></td>
<td>30 credits at Level 6</td>
</tr>
<tr>
<td>4</td>
<td>60 credits at Level 6</td>
</tr>
</tbody>
</table>

The options timetable is subject to student interest and staff availability. It may be the case that some modules listed in this booklet will not be run in the 2017-18 year. If this is the case, you will be contacted and asked to choose another module. Course descriptions, topics and reading lists are indicative only and may be subject to change.

**What are the options available to me?**

In this booklet you will find a list of the modules that are available in the 2017-18 academic year, and more information including:

- module convenor/tutor name and email address;
- brief outline of the module;
- type of assessment (exam, assignment);
- the level of module (5 or 6);
- number of credits the module is worth (15, 30 or 60);
- who is able to take the module (i.e. if there are any restrictions / limits)

Please note: Options will only run if there are enough students, and therefore undersubscribed options may be cancelled.

Some options are listed in this booklet but are not running in 2017-18 due to staff sabbatical or other scheduling reasons. They are clearly indicated as not running. However, there are included in the booklet so that you are aware of the full range of options, particularly those that are likely to run in the 2018-19 academic year.
How will I know when the modules run?

Please consult the Options Timetable that will be circulated with this Options Booklet. You may also wish to consult the BSc Criminology & Criminal Justice Programme page of Moodle to see which dates your compulsory modules run, so you can plan your timetable accordingly.

How do I pick my options?

You will be sent a specific link to an online selection tool which will list all the available modules available in 2017/18. See key dates below.

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Event Description</th>
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<tr>
<td>Friday 2nd June</td>
<td>Module Option Fair followed by School of Law Staff/Student party (see here: <a href="http://www.bbk.ac.uk/law/departments/department-of-criminology/information-for-students-2">http://www.bbk.ac.uk/law/departments/department-of-criminology/information-for-students-2</a> for more details)</td>
</tr>
<tr>
<td>Monday 12th June midday</td>
<td>Online module selection tool OPENS</td>
</tr>
<tr>
<td>Friday 30th June 5pm</td>
<td>Online module selection tool CLOSES</td>
</tr>
<tr>
<td>Late August/early September</td>
<td>Allocations will be made once progression has been confirmed via Exam Boards. Student timetables will be released via MyBirkbeck.</td>
</tr>
</tbody>
</table>

All optional modules have limited space (normally capped at 30 students), so allocations will be made on a first come basis.

Who do I speak to for help?

The School of Law will be running a Options Module Fair on Friday 2nd June 6.00pm -7.30pm where you can come along and find our more information about the process and also speak to many of the module convenors/tutors who will be at the event. You can also email the relevant module convenor/tutor as listed in this booklet.

If you have any queries around completing the online selection tool, you should contact your course administrator:

BSc Criminology & Criminal Justice: CRIMINOLOGY@BBK.AC.UK
Things to consider when making your choices

1) Course structure – your choice in option modules will be dependent on your year and whether you are studying full-time or part-time. Some modules run at both level 5 & 6 and you will be taught in the same class. You must choose the level at which you wish to study the module (i.e. 5 or 6) as you cannot take it across both levels. The assessment will differ across the different levels.

2) What subject areas or topics are you most interested in? Please note: not all option modules will run as they are subject to academic availability and student demand.

3) Do you have a preference for the type of assessment – e.g. do you prefer written assignments to exams? This is stated in the module descriptions.

4) Can you manage the workload? Make sure you distribute your options across the academic year. Please note: Students are normally not permitted to take more than two modules in the summer term. This is because of the short turnaround time between the last class and the date that final assessments are due.

5) Are you eligible to take the module? There are some modules which you can only take in your final year, because you need to have completed the Level 5 compulsory modules first. Likewise, in most cases students can only take the Undergraduate Dissertation option if they have a minimum 2.1 average on their modules to date.

There are also some modules that cannot be taken together. For example, you cannot do the Dissertation Module and the Researching the Workplace as both are considered independent study options.

Any restrictions are normally noted with the module descriptions, so please read them carefully.

6) Availability - Some modules have restricted availability and places are allocated on a first-come, first-served basis. For example, a student who makes their module selections on the last day will have lower priority within their year of study than a student who makes their module selections promptly. You will be asked to select a second option should your first choice be full or is not running.

Students who make their module selections late will be allocated to whichever modules still have places and which meet their degree requirements. Options will be confirmed via MyBirkbeck in late August/early September.
Borders, Migration and Criminal Justice (Level 5 or 6, 15 credits)

Module code: LACN005H5 (Level 5) / LACN006H6 (Level 6)

Module Convenor: Dr Sarah Turnbull s.turnbull@bbk.ac.uk

This module offers an introduction to the emerging field of study known as border criminology, which considers the shifting nature of criminal justice under conditions of mass mobility. It examines the connections between security, migration control, criminal justice, and penalty, while paying attention to issues of race, gender, and class in how different jurisdictions respond to and govern human mobility. The module provides an overview of criminological theories and methodologies for understanding such topics as immigration detention, deportation, border policing, ‘crimmigration’ law, and the imprisonment of foreignnationals, both in the UK and elsewhere. Students who take this module will develop foundational knowledge of the field of border criminology and the skills to explain how countries are responding to mass migration in the contemporary context.

MODULE FORMAT: 1.5 hour combined lecture and seminar

ASSESSMENT:

One essay (3000 words - Level 5 students) / (4000 words - Level 6 students)

READING LIST (INDICATIVE):


Crime Fiction and the Law (Level 5, 15 credits)

Module Code: LALA148S5
Module Convenor: Professor Fiona Macmillan f.macmillan@bbk.ac.uk

There is a growing body of scholarly works that has sought to elucidate the relation between the law (legal principles, doctrines, institutions and processes) and literary works, including fictional works. Against this background, this module examines insights produced within crime fiction into questions surrounding the state regulation of individual violence, which takes place mainly through the criminal law.

The module does not assume knowledge of either criminal law or the discipline of law and literature. Instead, it will provide students with an introduction to many of the theoretical debates they will encounter during the study of criminal law (year two) and legal theory (year three or four). In particular, the module uses crime fiction to examine and interrogate dominant approaches concerning the relation to law and violence which asserts that the state retains the monopoly of violence through outlawing individual violence. Drawing on Italian crime fiction in particular, the module reveals how the traditional position is complicated by instances of state complicity in organised crime. The module explores how notions of due process are played out and negotiated in fictional depictions of police work and procedures. It explores how individual and group identities are formed through and against law, with particular reference to the importance of sexual identity in contemporary works of crime fiction and it reads classic British detective fiction within the frame of still dominant forms of legal argument and analysis, with its emphasis on truth, reason and closure.

The module begins with a two week introduction. The first week will examine the relevance of literature in the study of law. The second week will explore connections between crime fiction and key ideas within legal theory. Thereafter, the module will use classic works of crime fiction to examine:

- The relation between law and psychoanalysis.
- The importance of the distinction between violence committed by state or state organs and violence committed by individuals in the maintenance of law.
- The relation between dominant traditions of legal reasoning and dominant conventions of crime fiction.
- The criminal mind

**MODULE FORMAT**
1.5 hour combined lecture and seminar

**ASSESSMENT**
3,000 word essay
Crime, Law and Performance (Level 5 or 6, 15 Credits)

Module code: LACN001H5 (Level 5) / LACN002H6 (Level 6)
Module Convenor: To be confirmed

Analogy between crime, law and performance are very common, (the ‘criminal actor’, the ‘trial as a theatre’ and so on) but what this means usually remains unexplored. This module seeks to address these metaphors directly and dig deeper: what are we talking about when we talk about crime, law and performance? What can performance theory teach us about the practice and study of criminology, and vice versa?

During the first half of this course, students will explore the theatrical and performative dimensions of criminal justice. This will involve attending and analysing criminal trials, studying the performative burdens of participants in the criminal justice system, such as victims and witnesses, as well as considering the relationship between space, body and power in criminal justice institutions, by looking at things such as the embodied experience of the prisoner. The focus here will be to understand what role performance plays in law and criminal justice.

During the second half of this course, students will explore the depiction and production of criminal justice in theatrical productions. There will be a particular focus on documentary drama – plays that draw on legal transcripts – such as the key work of the Tricycle Theatre and their play *The Colour of Justice* about the murder of Stephen Lawrence, as well as the role of applied theatre and rehabilitation, examining the output of companies run by inmates and ex prisoners, such as the work of *Clean Break*. The focus here is to understand the role of the arts in interpreting and disseminating information about criminal justice.

Throughout the course, students will be required to attend criminal courtrooms and conduct performance analysis, study play texts, attend a live performance (if possible) and examine key critical scholarship including the work of Judith Butler, Maurice Merleau-Ponty, and Michel Foucault.

**MAJOR TOPICS**

Major topics will include:
- The Theatricality of the Trial
- The Burden of Performance: Victims, Witnesses and Defendants
- Performance and Spatial Power: Prisons and institutions
- Crime as Performance: Theatrical Depictions of True Crime
- Applied Theatre: Performance as Rehabilitation

**ASSESSMENT**
The coursework will be assessed by:

- One essay (1500 words - Level 5) / (2500 words - Level 6)
- One performance analysis of 1000 words
- One Field notes diary of 500 words

**READING LIST (INDICATIVE)**

**Crime, Media and Culture (Level 5, 15 credits)**

**Module Code:** LALA107H5  
**Module Convenor:** Professor Leslie Moran l.moran@bbk.ac.uk

**Please note this module is not running in 2017-18**

**AIMS AND OBJECTIVES**

- To develop a broad understanding of the major debates about the nature and role of image, representation and meaning in the formation and operation of the criminal justice system.
- To develop a broad understanding of the complex interface between culture, crime and criminal justice and its impact on scholarly debates, policy development and practice.
- To critically examine the role of a range of media forms (including traditional media (newspapers, film, live performance), new and alternative media (YouTube, facebook, twitter) upon image making, image management and image consumption.
- To critically examine practices of image making, image management and image consumption in the context of criminal justice institutions
- To develop an ability to critically examine the historical, ethical, social, political, cultural and economic context of cultural, policy debates and practical initiatives that bring together crime criminal justice and media.
- Develop an understanding of the importance of multi-disciplinary approaches to study.
- Develop confidence in a range of subject specific and transferable skills which can prepare them for employment or further studies. These include skills in writing, IT literacy (including accessing statute and cases from law databases), group work, independent research, analysis and critique, oral presentation, independent research and critique.
- Develop an ability to exercise sound academic judgement, take personal responsibility for your course of study and demonstrate initiative.

**COURSE STRUCTURE AND CONTENT**

The following is indicative of themes and topics that will be considered on this half option.

- Introduction to contemporary debates about the relationship between crime, media and culture
- Representing crime and criminality in news media
- Representing victims
- Crime and celebrity
• Crime and criminal justice in film
• Police image: Police media and communications
• Court communications: the social media revolution
• Prison museums and prison tourism

TEACHING AND LEARNING FORMAT

The course will be run as a seminar. Each seminar will be made up of a variety of learning formats, ranging from short summaries of key debates to active learning that involves work on examples of a variety of media. If you are interested in taking this module it is important that you make a firm commitment to participation at all levels; pre class reading and preparation, active participation in group and individual work in the class with fellow students and responding to questions from the tutor. Student feedback has indicated that participation is a learning method that adds to understanding.

To be successful, active learning demands that you make every effort to complete reading tasks set for seminars prior to the seminars and use that reading as a basis for participation in discussions.

Wherever possible some of the seminar time will be spent in small group discussions.

ASSESSMENT

Critical reading notebook (1500 words) (34%)
Essay (2000 words) (66%)

COURSE MATERIALS

• Moore, Sarah E.H. (2014) Crime and the media (Palgrave)

NB: This is a US text book and the examples used are from the US. Use with caution and this about the application of the arguments to domestic examples.
Crime and Science (Level 5 or 6, 15 credits)

Module Code: LALA151H5 (Level 5) or LALA152H6 (Level 6)
Module Convenor: Professor Renata Salecl r.salecl@bbk.ac.uk

This module builds on a range of concepts introduced in Criminology and Criminal Law, and will expand the range of options available to students in the LLB/LLM (QLD). It also covers themes that are currently neglected in other courses, like neuroscience, genetics, forensics and psychiatric and psychological expertise.

This module first presents historical attempts of criminology to ground the problem of criminal subjectivity in science (like work of Lombroso). Second, it looks at the way genetics and neuroscience has been introduced into the field of criminology and criminal law. Third, it analyses how media and contemporary culture influenced the turn towards science in legal practice. And forth, it addresses the power of the experts and the form of forensic fraud.

Key Topics include:
- History of introduction of science into criminology and criminal law
- Turn to genetics in criminology and criminal law
- Introduction to neuroscience and law
- Case studies of the use of genetics in contemporary legal practice
- Case studies of the use of neuroscience in legal practice
- The power of the experts in legal practice
- Case studies of psychiatric and psychological experts
- CSI effect – the power of the media in law
- Forensic fraud
- Innocence projects and their attempts to use science in exonerating the innocent prisoners

MODULE FORMAT
The course will run on Saturdays from 10 am until 1 pm on the following dates:
Oct 14, 28
Nov 4, 18
Dec 2

ASSESSMENT
One Essay (3000-words for Level 5 students and 3500 word essay for Level 6 students). Each student will also be asked to make a short class presentation.
Criminal Evidence (Level 5 or 6, 15 credits)

Module Code: LALA198H5 (Level 5) or LALA199H6 (Level 6)
Module Convenor: Dr Beverly Brown Beverley.Brown@bbk.ac.uk

Understanding the “world” of legal proof in the courtroom is an important part of grasping the criminal justice process. This module builds on the compulsory core course in Criminal Justice Process (level 4) and complements the compulsory core courses in Criminal Law and Advanced Criminal Law (level 5).

Criminal Evidence examines how law constructs and contests the proof of criminal activity through the law of evidence that governs the criminal trial. This module is specifically designed for non LLB students/non law specialists, offering an accessible account of the core legal issues and topics and framed by reference to wider readings in the social sciences. Students will be expected to attend a crown court trial for at least two days and prepare a report on their observations.

Starting with an institutional and theoretical overview examining the adversarial process and different approaches to conceptualising the nature of proof in the courtroom, the module then goes on to examine the core areas governed by the law of evidence.

Main topics:
- Evidence and the adversarial criminal trial
- Evidence, proof and the law of evidence: conceptual issues
- Confessions
- The right to silence and the burden of proof
- Forensic and expert evidence
- Character
- Sexual history evidence
- Hearsay
- Other topics partially covered include competence and compellability, previous consistent statements, jury warnings and directions.

TEACHING AND LEARNING FORMAT

The course will consist of 8 x 2 hour sessions (run in the Summer Term), with the first 45 minutes in a lecture-like form while the rest will be taken as a seminar or small group discussions. Students will be expected to have read at least two items from the reading list in preparation for the seminar.
**ASSESSMENT** (to be confirmed)

- One Court observation report (based on at least two days of observation at a Crown Court): 1,000 words (worth 20%)
- One Essay (3,500 words) (worth 80%)

**COURSE MATERIALS**

Indicative Reading List:


Cyberspace Law (Level 6, 15 Credits)

Module code: LALW001H6
Module Convenor: Damian Bielicki d.bielicki@bbk.ac.uk

The main aim of the course is to look into the legal regime governing cyberspace and see how it copes with the breakdown of national barriers and the cross-border implications of the interlinking of computers worldwide. A critical approach to legal education will be considered involving multidisciplinary nature of cyberspace, with studies ranging from law, politics, history, science, philosophy, sociology, economy, to ethics and international relations. Moreover, we will look into cyberspace law from the national and regional perspective but also at the international dimension. It will help students describe, analyse and evaluate different issues, and to look beneath the surface of laws and regulations, to see the 'bigger picture'. The course is intended to foster pluralist ideas and opinions. Therefore, we will not look only for the most important aspects of cyberspace law but will question the information, ideas and arguments that will come across the studies, and learn with an open mind.

The course will also focus on how the recent technological developments (e.g. virtual money or artificial intelligence) influence the development of cyberspace law and policy. The various sessions address a whole host of separate cyberspace related activities from E-commerce, intellectual property, cybercrime, international security, ethical and moral issues and many others. The aim is to look into the major rules and concepts governing space activities de lege lata and de lege ferenda (the law as it exists and what the law should be). We will also look into the implications of the use of information technology, and the intended and unintended consequences of regulating that use.

On successful completion of this module a student will be expected to be able to:

- Explain how the Internet works and what is the role of law and lawyers in Cyberspace;
- Critically evaluate ongoing developments in law relating to information technologies and recognise how these developments relate to one another;
- Discuss how the information society and law function in terms of free speech, censorship, discriminatory behaviours (including cyber bullying and cyber-racism);
- Recognise what is cybercrime and how to fight it and protect yourself against it;
- Explain how electronic commerce works and what are the related issues, including contracting, electronic payments, taxation, intellectual property and many more;
- Introduce the national, regional and international approaches to cyber security, surveillance, cyber terrorism and cyber warfare;
• Recognise what is artificial intelligence (AI) and what are the social, economic, political, technological, legal, ethical and philosophical issues related to AI;

• Discuss the ethical and moral issues raised by cyberspace, including hacking, social networking, intercultural information ethics, plagiarism, online file sharing, whistleblowing and many more;

• Examine areas of doctrinal and political debate surrounding rules and theories and evaluate them in terms of internal coherence and practical outcomes;

• Identify what potential careers provides cyberspace;

Present your own ideas about issues addressed on the course

SYLLABUS:

1: An introduction to cyberspace law

2: Jurisdiction in cyberspace and dispute resolution

3: E-Commerce

4: Digitisation and society

5: Cybercrime

6: Cyberspace and human rights

7: International security and military operations in cyberspace

8: Ethical and moral issues raised by cyberspace

9: Artificial Intelligence (AI) and law

10: Future challenges for cyber law

ASSESSMENT:

During the course students will be asked to write a 4,000 word essay on a topic related to the aspects covered in the module. Students will be given five different topics and will be asked to select one for their assignment.
Drugs, Crime and Criminal Justice (Level 5, 15 credits)

Module Code: LALA150H5
Module Convenor: Paul Turnbull p.turnbull@bbk.ac.uk

This course aims to provide students with a solid grounding in the key policy and research issues relating to illicit drug use, crime and justice. Illicit drug use and the associated implications for crime and criminal justice have become central issues for criminal justice and criminology over the last fifteen years. Dependent use of illicit drugs such as heroin and crack has increased steeply. With it there have been new crime problems and new responses to these problems. The increasing popularity of drugs such as cannabis, dance drugs and - to a lesser extent - cocaine has fuelled the debate about the laws governing drug use and possession. The emergence of so-called legal highs has also posed significant challenges to the current system of control. The increasing societal acceptance of recreational drug use coupled with questions about the effectiveness of the ‘War on Drugs’ has led to successive governments being questioned about their reluctance to reform current drug policy and their unwillingness to find new ways to tackle a complex problem.

TOPICS COVERED

- Patterns of drug use
- Drugs, crime and the law
- Policing drugs
- Drug treatment, coercion and testing
- Drug trafficking, dealing and the markets
- Drugs and the virtual marketplace
- Drugs and prisons
- Sex work and drugs
- The legalisation debate

ASSESSMENT

One essay (3000 words)

MODULE FORMAT

Weekly 1.5 hour combined lecture / seminar.
Equality and Diversity (Level 5, 15 credits)

Module Code: LADD002H5
Module Convenor: Qudsia Mirza q.mirza@bbk.ac.uk

The course focuses on the ways that law has conceptualised and sought to remedy social inequalities. While employment law is a key focus, the course also branches out into the provision of services, immigration law, family law and policing. The core jurisdiction is English law, including the impact of both European Union law and the European Convention on Human Rights, but the course also includes comparative background material from the United States in respect to the wider debates on law, sex and race.

Topics covered in the course (indicative)

1. Introduction: Concepts of equality and inequality
   - Overview of different strands of ‘equality law’
   - Overview of legal remedies and institutions

2. Inequality as discrimination: I Sex and Gender
   - Sex discrimination law and its limitations
   - Theoretical and political analysis

3. Inequality as discrimination II: Race and Ethnicity
   - Race discrimination law and its limitations
   - Theoretical and political analysis

4. Critical use of published information (including statistics)

5. Legal perceptions of sexual orientation and religious affiliation

6. Critical approaches to identity and the role of law

7. Law beyond discrimination law I: Policing and immigration

8. Law beyond discrimination law II: Debates about human rights

9. Legal visions of citizenship - Including age and disability law

10. Law, policy and practice: what role can you play?
Background Reading and Useful websites:

- Equality Act 2010 Explanatory Notes [official government notes]
- Government Equalities Office, Equality Act 2010: What do I need to know?
- Spencer Keen’s Guide to the Equality Act June 2010
- Incomes Data Services has published the first authoritative, in-depth analysis of the Equality Act 2010: 
  http://www.incomesdata.co.uk/areas-of-expertise/employment-law/downloads/Feature900.pdf

MODULE FORMAT

Weekly 1.5 hour combined lecture / seminar.

ASSESSMENT

One Essay (3000 words)
European Perspectives on State Violence (Level 6, 15 credits)

Module Code: LALA108H6
Module Convenor: Dr Eddie Bruce-Jones e.bruce-jones@bbk.ac.uk

In this course examines cases of police brutality and deaths in police custody in Europe. It introduces students to frameworks for understanding the power relations between the police, citizens and marginalised groups (e.g., women, racial, ethnic and religious minorities, asylum applicants, LGBTIQ, etc.). The course examines legal documents, sociological research and media narratives in an effort to critically interrogate the legal and social consequences of state violence. It examines structures that aim to prevent such violence, compares practices across Europe, and ultimately requires students to (1) articulate the social processes that make such violence systematic and institutional and (2) compose suggestions on how to eliminate systemic police violence.

Part I: Introduction
Session 1: Policing, Power and Invisibility
- What is police power?
- What is ‘state violence’?
- How do we discuss citizens’ rights to fair treatment by law enforcement?
- What other institutions are involved in ‘state violence’?

Part II: Deaths in Custody in the UK 1970 – present
- Analyse the relationship between police violence and identity (e.g., race, sex, sexuality and class)
- Critically analyse the purpose and outcome of the Scarman Report vis-a-vis the Brixton Riots

Session 3: Shifts in UK policing: the Macpherson Report
- Analyse the intense social response to the 1993 Stephen Lawrence murder
- Critically assess the outcomes of the 1999 MacPherson report

Part III: European Perspectives
Session 4: Deaths at the borders of the European Union
- Discuss the term ‘fortress Europe’ and its tension with the notion of Europe as a space of Human Rights
- Examine mechanism of violence used to excluding certain groups from entering the EU

Session 5: Germany: Oury Jalloh Case
- Examine parallels between the Oury Jalloh case and the Stephen Lawrence case
- Critically discuss the role of the media in shaping the course of the proceedings
Session 6: Ribbitsch v Austria: ECHR Articles 2 and 3
- Analyse states’ obligations under ECHR Articles 2 and 3 with respect to police violence
- Assess whether enough is being done on a European level to monitor police violence

Session 7: UK, France, Germany, Italy: Inquests and Police Commissions
- Discuss what is being done on a domestic level in European countries to monitor police violence
- Discuss how the UK, France, Germany and Italy might share best practices to address systemic violence

Session 8: Police violence and movement politics: Comparative lessons from Baltimore
- Discuss the goals of community activism and public demonstration
- Discuss Relevance of community resistance to law enforcement abuses of power relate to citizenship
- Critically review our new vocabulary for discussing state violence

Part IV: Proposals
Session 9: Presentations of Proposals and Group Discussion
- Peer analysis of proposals
- Final written submission

INDICATIVE READING LIST

Cases
Oury Jalloh – Case Summaries; Stephen Lawrence – Case Summaries; Ribbitch v. Austria, ECHR Case (excerpts)

Reports

Books / Articles

ASSESSMENT
One Essay (3500 words)
Gender, Crime & Criminal Justice (Level 6, 15 credits)

Module Code: LALA169H6  
Module Convenor: Dr Tanya Serisier t.serisier@bbk.ac.uk

This module introduces students to key theories and debates exploring the relationship between gender, sexuality, violence and criminal justice. It explores the gendered nature of violence in society, as well as looking at the criminal justice system’s relationship to gender and sexuality. We explore the reasons behind gendered and sexual violence, the limits of criminalisation in responding to and preventing this violence, as well as the ways in which the criminal justice system itself may be an agent of gendered violence or harm.

Indicative topics include:

1) The Gendered Nature of Violence: Why do men have such higher rates of violent offending than women? Why are men the victims of most instances of non-sexual public violence? Why is violent crime among women increasing?
2) Gender, Sexuality and Intimate Violence: How can we understand the high rates of sexual and intimate partner violence? Why does the criminal justice system fail to adequately respond to ‘private’ or ‘intimate’ violence? Does the criminal justice system excuse this kind of violence?
3) LGBT communities and violence: In what circumstances are LGBT individuals and communities vulnerable to victimisation? Is ‘hate crime legislation’ an effective response?
4) Gendering the Criminal Justice System: Does the criminal justice system police and punish sexual and gender deviance? How does this work in courts? Is prison a cruel and unusual punishment for LGBT individuals and women? What about men?
5) Sex work and trafficking: Is prostitution inherently violent? How do we explain choice and victimisation in relation to trafficking?

AIMS AND OBJECTIVES

- To develop an in-depth critical understanding of the development of feminist criminological theories/research, and their impact upon criminological discourse.
- To position the concepts of gender and sexuality in criminology and criminal justice research.
- To scrutinise the social and political factors underpinning inequality and crime, including an intersectional examination of how gender, sexuality, race, class and geography can explain certain criminal behaviours, forms of victimisation and institutional crime control practices
- To explore key themes in feminist criminology and creatively consider future directions.
MODULE FORMAT

Weekly 1.5 hour combined lecture / seminar.

ASSESSMENT

- A critical review of an empirical/theoretical study chosen from a feminist criminological journal published between 2011-2015 (1,000-1,500 words) – worth 30% [a list of appropriate journals and review instructions will be provided]
- And, a 3,000-3,500 word research essay answering one question (a list of questions will be distributed in class by week 3) – 70% of the overall mark.

Indicative reading:

- Ball, Crofts and Dwyer (eds) *Queering Criminology*, Palgrave.
AIMS AND OBJECTIVES
A great paradox lies at the heart of human rights. Human rights have become a dominant discourse after the end of the cold war; but at the same time more human rights violations are committed today than ever before. This course aims to examine the contemporary significance of human rights in the United Kingdom and internationally.

In the first term a leading human rights barrister will lead a seminar examining the significance and impact of human rights law in the UK, drawing from his experience in extradition and other cases. Students will engage with the ongoing debates concerning a possible Bill of Rights for Britain, repeal of the Human Rights Act 1998, and the uneasy relationship between the UK and the Council of Europe, European Convention on Human Rights, and European Court of Human Rights.

In the second term students will learn about the complex contemporary systems of human rights instruments (UN and regional treaties, conventions and covenants) and mechanisms (UN treaty bodies, regional human rights courts. We will focus on specific rights issues, such as women’s rights and social and economic rights, as well as examining the issues of cultural relativism and state compliance with human rights.

This course will be of interest to anyone intending to practice law, anyone with an interest in the protection of human rights and anyone with an interest in working for an NGO. This course compliments more specialized modules in the area and can be done in the second, third or fourth year of a degree.

TEACHING FORMAT
The course will be conducted through weekly seminars. Participation by all students will be mandatory. Students from Criminology and Politics are more than welcome and whilst this class is a law class it is designed to be understood by students from all disciplines.

A full Course Outline will be sent to all students at the start of the course. Seminar materials and lists of further readings, other than those already included in the Course Outline, will be issued from week to week. Extensive materials are placed on Moodle.

ASSESSMENT
The assessment takes place in three stages spread out, this enables students to develop by obtaining feed back on their assessments over the course and obtain practical and academic skills:
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500 word question on a scenario involving the application of Human Rights Law in the UK. Students will receive specialized teaching on how to deal with this assignment which will test your analytical skills and give you transferable legal problem solving skills.</td>
<td>January</td>
<td>30%</td>
</tr>
<tr>
<td>15000 word blog post on a recent development in international human rights law. Students will receive specialized teaching on how to deal with this assignment which will test your rearsreach skills and give you transferable IT and legal research skills.</td>
<td>April</td>
<td>30%</td>
</tr>
<tr>
<td>Two hour exam – Students will answer two essay questions from a choice of eight questions. You will be allowed to take a designated unnotated statute book into this exam.</td>
<td>May</td>
<td>40%</td>
</tr>
</tbody>
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**INDICATIVE READING**

**Term 1**

- Amos, M *Human Rights Law* (Hart, 2nd edition, 2014) – you should purchase this if possible

**Term 2**

You must purchase a copy of
- Alston, P and Goodman, R *International Human Rights* (OUP, 2012)

Other useful texts
- Bantekas, I, and Oette *International Human Rights Law and Practice* (CUP, 2014) – contains an interview with Prof Bowring

**Restrictions:** This is a law-based module and includes considerable legal content. Criminology students who have taken Crime and Law, and Advanced Crime and Law will have sufficient legal background to take this module, but should be advised that the module is law-focussed and will require students to read legal sources (i.e. cases, Treaties etc.).

Students who wish to take this module are advised to take it in their final year (i.e. Year 3 for full-time students and Year 4 for part-time students)
Punishment through imprisonment arguably serves as the lynchpin of contemporary criminal justice systems. The threat of imprisonment underpins logics of deterrence, incapacitation and ‘just desserts’, as well as rehabilitative aims. Yet the success of imprisonment—both as a crime control measure and as an institution of rehabilitation—remains limited. So while the prison is a core feature of western liberal democracies, it is also a source of much controversy and debate. Particularly as prison populations in England, Wales and elsewhere continue to grow at unprecedented levels, and as technologies of punishment extend well beyond the physical boundaries of the prison walls, the stakes of these debates are high. The expansion of imprisonment also raises broader questions about the relationship between imprisonment, law, democracy, and justice.

This module provides students with a critical introduction to the meaning, purpose, and limits of imprisonment within western liberal democracies. Situating the modern prison within its broader social, historical, political and economic context, the module will examine current trends, theories and debates on prison policy in Britain and other liberal democracies. The module will explore key social and legal issues arising from imprisonment by: assessing the theoretical, philosophical and empirical justifications for imprisonment; examining key legal policy debates; evaluating challenges of prison reform; and exploring alternatives to incarceration.

**Weekly Topics Include**

1. Introduction: Mass Incarceration and the Contemporary Prisons Crisis
2. The Penal Subject: Inequality, Discrimination and Criminalisation
3. Putting the Penal Crisis in Perspective: Historical Overview of Imprisonment
5. Explaining Imprisonment: Divergent Perspectives on Role of Prison in Society
6. Neoliberalism, Punishment and the Prison Industrial Complex
7. Beyond the Walls: Impacts of Imprisonment on Communities
8. Prisoners Rights and Resistance Inside
9. Alternatives to Imprisonment & the Reform versus Abolition Debate
**MODULE FORMAT**

Weekly 1.5 hour combined lecture / seminar.

**ASSESSMENT**

- “Critical reflection” reading journal comprised of three 500-600 word entries (worth 30%)
- One 2,500-3,000 word essay (worth 70%).

**CORE TEXTBOOK**


**SUGGESTED PRE-READING**

For students who would like to do preparation readings over the summer, any of the following books are recommended:

AIMS AND OBJECTIVES

After the Nuremburg and Tokyo trials following World War II, international criminal justice appeared to have stalled. Provisions for ‘universal jurisdiction’ for the prosecution of war crimes, crimes against humanity, genocide, and torture were scarcely implemented. But the 1990s saw the birth of a huge, complex and growing new field of criminal law, with the creation by the United Nations of the International Criminal Tribunal for former Yugoslavia (ICTY) in 1993 and the International Criminal Tribunal for Rwanda (ICTR) in 1994, and the adoption in 1998 of the Rome Statute of the International Criminal Court (ICC).

The ICC is based on a treaty, which has now been joined by 124 countries. Out of them 34 are African States, 19 are Asia-Pacific States, 18 are from Eastern Europe, 28 are from Latin American and Caribbean States, and 25 are from Western European and other States. However, China, India, Russia and the USA have so far refused to join, challenging the effectiveness of the new institution.

In its focus so far on Africa, is the ICC guilty of double standards?

At the present time a number of African states have for these reasons stated their intention to leave. Does this threaten the continued existence of the Court? And see Mark Kersten “How Three Words Could Change the ICC-Africa Relationship”, 9 May 2017, at https://justiceinconflict.org/2017/05/09/how-three-words-could-change-the-icc-africa-relationship/

The ICC Prosecutor, Fatou Bensouda (from Gambia) has now launched preliminary examinations of the situations in Georgia (as a result of the 2008 war with Russia); Crimea and Eastern Ukraine; Gaza, and the UK’s activities in Iraq. What is the significance of these developments?

Students taking this course will engage with international criminal justice historically, theoretically, and critically. First, students will examine the historical origins of the fundamental principle of international criminal law – individual criminal responsibility – and trace the development of the international criminal tribunals that apply that principle. Second, students will learn to evaluate the core theoretical assumptions of the subject, focusing in particular on the rationales for punishment (retribution, creating a historical
record, promoting peace and reconciliation, etc.) and for the creation and operation of international criminal tribunals. Third, the course will engage critically with the core theoretical assumptions of international criminal justice. Students will ask whether alternatives to international trials might better achieve justice and reparation.

**Seminars will discuss topics including:**
- The concept of individual criminal responsibility for violations of international law
- The history of international criminal tribunals
- Core crimes, such as war crimes, crimes against humanity, genocide, and aggression
- Modes of participation, such as orders and command responsibility
- Defences, such as superior orders
- Jurisdiction to prosecute international crimes
- The national prosecution of international crimes
- The context within which the substantive law operates, examining matters such legal procedure, evidence, and fair trial rights
- Palestine, Israel and the ICC

**MODULE FORMAT**

The course will be conducted through weekly seminars. Visiting lecturers may be invited to contribute their specialist expertise and experience. In the last two years a young barrister, Josh Kern, with experience in the war crime court in Cambodia, has led a seminar.

Each seminar will begin with a short introduction to the topic under consideration and its key issues and problems; students will be encouraged to make short presentations. Participation by all students will be mandatory. A full Course Outline will be sent to all students at the start of the course. Seminar materials and lists of further readings, other than those already included in the Course Outline, will be issued from week to week. Extensive materials are placed on Moodle.

**ASSESSMENT**

The course will be assessed by way of a 4000-word essay.

**INDICATIVE READING**

Textbook
- Guilfoyle, D *International Criminal Law* (OUP, 2016, about £37) – this is a completely new and highly rated student-friendly textbook, and comes with an excellent online resource at www.oxfordtextbooks.co.uk/orc/guilfoyle/
Other textbooks

- Bosco, D *Rough Justice: The International Criminal Court in a World of Power Politics* (OUP USA, 2015)

Critical articles

  
  Argues that the triumphalism surrounding ICL and its adequacy to deal with conflict and violence ignores the factors and forces — including specific international legal interventions in countries’ political-economies — that shape or even help establish the environment from which such conflict and violence emanates. In uncritically celebrating ICL and equating it with a pacific international rule of law, ICL scholarship risks shaping passive acquiescence in the status quo and discouraging more through-going efforts to address the systemic forces underlying instances of violence, including political-economic forces shaped by international legal institutions.

Blog

Subscribe to regular free updates on Mark Kersten’s blog Justice in Conflict at [http://justiceinconflict.org/](http://justiceinconflict.org/)
Palestine and the International Criminal Court – A Symposium at
http://justiceinconflict.org/2015/03/31/palestine-and-the-international-criminal-court-a-symposium/

Chantal Meloni – On Palestine, International Law and the International Criminal Court at
http://justiceinconflict.org/2015/03/31/on-palestine-international-law-and-the-international-criminal-court/

Kevin Jon Heller – The ICC in Palestine: Be Careful What You Wish For at

Mark Kersten – The ICC in Palestine: Changing the Narrative, Rattling the Status Quo

See also the Forum for International Criminal and Humanitarian Law (FICHL) – a number of scholarly publications, available for download free of charge, at
http://www.fichl.org/publication-series/

Professor Bowring is since 1992 a Trustee of the Redress Trust, which seeks reparation for torture survivors. See www.redress.org. Redress has a particular focus on universal jurisdiction – see http://www.redress.org/country-work/no-safe-havens-for-torturers-the-application-of-universal-jurisdiction.

With FIDH and TRIAL
http://www.ecchr.de/publications.html

Universal jurisdiction is a key component in the fight against impunity, in addition to a State’s competence to exercise jurisdiction over crimes committed on its territory (territorial jurisdiction), crimes committed by one of its nationals (active personality principle) or against one of its nationals (passive personality principle). This first “Universal Jurisdiction Annual Review: Make way for Justice” is a retrospective of the relevant developments in twelve countries where universal jurisdiction proceedings took place in 2014. Based on 37 case studies the findings in this report demonstrate that despite obstacles to the investigation and prosecution of serious crimes under international law, a significant practice has taken shape globally over the course of 2014. In the majority of the identified countries, civil society, victims and/or lawyers have been the driving force behind universal jurisdiction cases, while, in others, criminal justice authorities pro-actively seek to prevent their territory from being used as a safe haven by suspected perpetrators of international crimes.
International Law of Armed Conflict (Level 6, 15 credits)

Module Code: TBC
Module Convenor: Ali Raiss-Tousi  a.raiss-tousi@bbk.ac.uk

The Law of Armed Conflict (also known as International Humanitarian Law) governs the way in which states conduct warfare. It comprises a set of rules that seek to protect persons and objects that are affected by war, and to limit the rights of conflicting parties to use the methods of warfare of their choice.

This module will introduce students to the legal rules surrounding armed conflict as well as the relevant international treaties. It will demonstrate the practical problems of applying and enforcing the law by evaluating recent armed conflicts. Successful completion of the module will enable students to engage in a critical appraisal of the current state of the law.

The emphasis throughout this module is practical. Examples are taken from real conflict situations and since the law reflects political and military necessities as well as humanitarian concerns, we will examine how respect for the rules could be improved.

COURSE STRUCTURE AND CONTENT
Week 1: Historical development of the Law of Armed Conflict, its contemporary legal basis and fundamental principles
Week 2: Types of armed conflict
Week 3: Individual status in armed conflict – combatants, participation in hostilities and Prisoners of War
Week 4: Protection of the wounded, sick and shipwrecked
Week 5: The law of belligerent occupation and the protection of civilians
Week 6: Protection of the environment and cultural heritage
Week 7: Targeting
Week 8: Means and methods of warfare
Week 9: Implementation, enforcement and accountability

MODULE FORMAT
This module will be taught in the spring term (January – March, 2018). There will be nine lecture/seminar sessions of one-and-a-half hour’s duration.

ASSESSMENT
One essay of 3,500 word (max.)
READING

The textbook set for this course is:

Also recommended:
R. Kolb and R. Hyde, An Introduction to the International Law of Armed Conflicts (Hart, 2008)

Further recommendations are available in the module guide and materials and webpage links for readings in each of the subject areas will be provided through Moodle.
Judicial Studies (Level 5 or 6, 15 credits)

Module Code: LALA089H5 (Level 5) or LALA153H6 (Level 6)
Module Convenor: Professor Leslie Moran l.moran@bbk.ac.uk

The judiciary are important political actors whose decisions not only have an immediate impact on those who come to courts for justice but also on the wider population. Media reports relating to the Brexit judicial review called the judges of the High Court, ‘enemies of the people’. In response others have stressed the role of the judge as defender of the rule of law and fundamental liberties. Judges in the UK are not the only judiciary under attack. Nor are attacks such as these new. It is an exciting time to be taking a fresh look at the judiciary.

Despite their importance in the UK the judiciary are an under researched and under studied legal institution. This may be something of a surprise as much time in legal education is spent studying the writings of the senior judiciary. In criminological studies, despite the fact that judges play a key role supervising the operation of the criminal justice process, they are almost invisible in that scholarship. Their sentencing decisions have attracted some scholarly attention but this remains exceptional rather than mainstream research.

This course provides a unique opportunity to break with these traditions. The module opens up a new agenda of study on the institution of the judiciary and shines a light on the work performed by the judiciary. It also brings new perspectives to the study of the judiciary and the roles judges play in society.

The materials we will engage with draw on a variety of disciplines. Some, such as legal methods and sentencing scholarship, are familiar and unsurprising. Others, such as art history, cultural studies, anthropology and media studies are more surprising. We will use these perspectives to examine a range of topics; from popular representations of the judiciary, such as the reality TV judge, Rinder, to examining the different approaches judges adopt to the art of judgment writing, to changes in the role of the judge, the relevance of ceremony and ritual for judging in the 21 century, to analysis of the changing role of the judge, from referee to manager and problem solver.

Every effort will be made to bring judges into the classroom to talk about their work. Much depends upon their availability. In 2016-17 we were fortunate to be joined by the Master of the Rolls, Sir Terence Etherton, one of the School’s visiting professors, Lord Justice Bean of the Court of Appeal District Judge, Tan Ikram and Ruth Herz a retired judge from Germany who also played the role of a judge in a reality TV court show. They provided an opportunity to hear judges talk about their work and to meet with them. These and other judges will be invited to participate in the 2017-18 seminar.
The course will integrate perspectives from other jurisdictions and different legal traditions. There will also be an opportunity to include court visits in the programme of study.

**COURSE STRUCTURE AND CONTENT**

The following is indicative of themes and topics that will be considered on this half option.

1. The judicial role; referee, manager, problem solver
2. Judicial performance in the courtroom
3. Judicial emotions
4. The art of judgment writing
5. Making and management of the judicial image
6. Feminist judgments
7. Judicial appointments and the judicial diversity debates
8. Cameras in the courtroom
9. Reality TV judges

**TEACHING AND LEARNING FORMAT**

The course will be run as a seminar. The course will stress active learning. Participation is essential. Student feedback has indicated that participation is a learning method that adds to understanding.

To be successful, active learning demands that you make every effort to complete reading tasks set for seminars prior to the seminars and use that reading as a basis for participation in discussions.

Wherever possible some of the seminar time will be spent in small group discussions.

**ASSESSMENT**

**Level 5**

1. An essay of 2000 words maximum (70% of the total marks)
2. A learning log 1000 words maximum (30% of the total marks)

**Level 6**

1. An essay of 3000 words maximum (70% of the total marks)
2. A learning log 1500 words maximum (30% of the total marks)
In combination the assessment is challenging and wide-ranging. These two modes of assessment focus on different skills and seek to assess your knowledge of both the course as a whole and a particular area of study. Student feedback suggests that many students find the workbook particularly challenging. It requires you to develop and demonstrate good summarising skills. It also demands skills of critical reflection and evaluation.

**COURSE MATERIALS**

The core readings for the Judicial Studies module will be provided. There is no text book for this course. You will be expected to supplement the core readings with additional scholarly articles, commentaries and cases. The general reading list and recommended seminar reading lists provide a wide range of materials of varying length and complexity.

a whole and a particular area of study. Student feedback suggests that many students find the workbook particularly challenging. It requires you to develop and demonstrate good summarising skills. It also demands skills of critical reflection and evaluation.

**COURSE MATERIALS**

The core readings for the Judicial Studies module will be provided. There is no text book for this course. You will be expected to supplement the core readings with additional scholarly articles, commentaries and cases. The general reading list and recommended seminar reading lists provide a wide range of materials of varying length and complexity.
Law & Disorder: The Criminal Law and Protest (Level 6, 15 credits)

Module Code: LALA172H6
Module Convenor: Dr Nadine El-Enany n.el-enany@bbk.ac.uk

This module explores the relationship between the criminal law and protest activity in a number of jurisdictions, including Britain, Greece, Egypt, Canada and Russia. The idea of protest today potentially includes a wide range of activities, such as marches, occupations and direct action as well as riots. The legal foundations of the right to protest are narrower than what we may conceptualise more broadly as protest, and are considered to lie in human rights law. In Britain, and in Europe more widely, the right to protest is protected by the European Convention on Human Rights 1950 (ECHR), which is incorporated in the UK Human Rights Act of 1998 in Article 10 on freedom of speech and Article 11 on the freedom of assembly and association. These provisions, taken together, provide the foundation, in legal terms, of what is known as the right to protest. In the course of this module we will consider both the way in which the criminal law is used to limit protest activity in a number of jurisdictions, but also surrounding state practices which contribute to the criminalisation of dissent. The scope of the freedom to protest depends not only on the way in which it is legislated, in Britain for instance, this includes the 1986 Public Order Act, which has had the effect of depoliticising protest through its creation of serious and flexible offences, such as violent disorder, but also on the manner in which protest is policed, such as through the use of batons, horse charges, undercover officers and agents provocateurs.

INDICATIVE READING

- Statement by the United Nations Special Rapporteur on the rights to freedom of peaceful assembly and of association at the conclusion of his visit to the United Kingdom


**MODULE FORMAT**

The course will be conducted through weekly seminars.

**ASSESSMENT**

The course will be assessed by way of a 4000-word essay.
Law and Psychoanalysis (Level 6, 15 credits)

Module Code: LADD051H6
Convenor: Maria Aristodemou m.aristodemou@bbk.ac.uk

This course will introduce students to central concepts of psychoanalytic theory in order to address how they may help us understand, analyse and critique legal discourse. The different conceptions of the human subject in law and in psychoanalysis come in for special attention by pitting terms from legal and political theory against their psychoanalytic counterparts and interrogating them through the awry lens of desire, repression, and above all, enjoyment.

AIMS AND LEARNING OUTCOMES

● The student will gain an understanding of central psychoanalytic concepts, in particular: the unconscious; the (metaphorical) notion of castration; Freud’s first and second topologies (Id, ego, superego)

● The importance and implication of these concepts for our understanding of the human subject by the legal system. In particular the legal system’s version of the meaning of concepts such as truth, guilt, justice, freedom, evidence, responsibility.

● An understanding of the concept and importance of ideology for the maintenance of existing legal and cultural order, and the different responses of law and psychoanalysis to the pervasiveness of ideology.

● The student will develop a view a to whether psychoanalysis’ understanding of the human subject supports or undermines central tenets of legal theory or whether, as Freud concluded in his Dostoevsky and Parricide, “it is not psychology that deserves the mockery but the procedure of judicial enquiry”.

COURSE STRUCTURE

The first part of the course (weeks 1-5) will focus on learning and understanding basic psychoanalytic concepts, comparing them to concepts already familiar from legal discourse. We will focus in particular on Freud with a sprinkling of Jacques Lacan and a generous sprinkling of the work of Slavoj Zizek.

For the second part of the course (weeks 6-10) we will focus on particular texts, chosen jointly by lecturer and students. These will vary from legal cases to cultural texts from films, TV series or media stories. We will use these texts to address issues and concepts we
learned in the first part of the course, and can also be used as the basis for students’ essays at the end of the course. The students will be invited to present their chosen text to their peers.

COURSE MATERIALS

Freud, *Outline of Psychoanalysis*, 1938


ASSESSMENT

One essay (4000 words)
Law and Spatial Power (Level 5, 15 credits)

Module Code: LALA001H5
Convenor: Dr Nathan Moore nathan.moore@bbk.ac.uk

This module will explore the spatial dimension of law and power. Law has always been concerned with space, being administered as part of the fabric of the city, and extending to the boundaries of its jurisdiction. To understand the implications of this, we will consider how law manifests in the relationship between city and citizen, with a particular emphasis on the distinction between private and public space. This in turn will be explored in two, connected registers: the militarisation of space (understood as the need for defensible space) and governmentality (as the construction of spaces that prioritise economic efficiency and conditioning). These theoretical explorations will be grounded in contemporary issues concerned with surveillance and anti-social behaviour.

We will draw on a range of materials in this module, and those interested in reading in preparation are recommended to look at any of the following:

Henri Lefebvre – Chapter 1 of The Production of Space
Michel Foucault – ‘Governmentality’ (available in collections such as The Foucault Effect and The Essential Foucault: Power)
Michel Foucault – ‘Panopticon’ in Discipline and Punish
Oscar Newman – chapter 1 of Defensible Spaces

ASSESSMENT

The coursework will be assessed by a single 3,500 word essay on a topic to be agreed between the tutor and student.
AIMS AND OBJECTIVES

Some argue that histories of violence, genocide, trauma, slavery, colonial appropriation should be left in the past. This would free future generations, they say, from acts and omissions that are not their own. But historical violence has a stubborn grip on the present- manifesting itself through injuries that cannot be compensated, violence for which there is no reparation, and benefits that are not being disgorged. In what ways, then, are historical injustices and memories of these events addressed by law? What is the relationship between history, law, and justice?

What does it mean to do justice to the past? Is justice a question of putting things right, compensation, finding the truth, or punishing perpetrators? How is law constitutively tied to the (in)justices of the past? This module will consider these questions.

Drawing on case-studies related to how law structures and reflects memorial practices across the world; this module introduces a range of strategies and devices through which law responds to the problem of justice. It explores multiple mechanisms that attempt to address violence, trauma, and justice in post-conflict and post-colonial societies, as well as the memorial aspect of the law.

The module will introduce students to:

- the legacies of slavery, colonialism, and genocide
- the legal case as ‘archive of the present’
- truth commissions, inquiries, and political trials
- case law and political theory in relation to transitional justice
- archival and psycho-social aspects of the law
- multiple genres for critical engagement with the law (e.g. case law, social theory, film, and the novel as modes of addressing the relationship between violence and law)

By the end of the module students will be able to:

- Draw on interdisciplinary materials to examine cases and other legal texts
- Read complex cases and link them to debates and discussions in the humanities
- Examine juridical problems through various texts drawn from outside law
- Examine social relations as a problem of doing justice to the past

MODULE FORMAT
The course will be conducted by means of weekly seminars, in which discussion will be an important feature.
ASSESSMENT
Essay - 2,500 words (Level 5 & 6)
Level Six students must also complete an additional book review of 1,500 words.

INDICATIVE READINGS

- Christina Sharpe, *In the Wake: On Blackness and Being* (2016)
- Ralph Ellison, *The Invisible Man* (1947)
- Franz Fanon, *Black Skin, White Mask* (1952)

You are not required buy any or all of these books. Reading one or two of these can serve as preparatory reading; and Level 6 students may choose one of these books for the book review assessment.
Organised Crime in Contemporary Society (Level 5 or 6, 15 credits)

Module Code: LALA196H5 (Level 5) LALA197H6 (Level 6)
Module Convenor: Dr Steven Hutchinson s.hutchinson@bbk.ac.uk

Over the past several decades, organized crime has become an acute problem for contemporary societies. Governments throughout the world now continuously look for new ways of confronting its diverse forms, and mitigating its various harms. Across Europe and in the United Kingdom, as well as in North America and other Western jurisdictions, the problem of organized crime has moved steadily upwards on the national security agenda, such that it is no longer seen as merely a problem of domestic ‘law and order’ but rather one which threatens the very existence of modern liberal states. As a consequence, increasing government and scholarly attention has focused upon trying to understand the nature, extent and forms that organized crime takes in contemporary Europe, as well as the different sorts of harms it generates. This module will provide you with an opportunity to learn about and critically explore one of the most pressing national security concerns of the 21st century, including the complex criminal groups that engage in organized crime, the effects that such activities have upon different individuals, communities, and societies, and the ways in which the United Kingdom and her allies seek to address them.

The module aims to provide students with a comprehensive introduction to organized crime in the contemporary world, including what we know about it, how we study it, and what is being done to counter it. Students will be led through a series of topics set out in a logical sequence that will provide them with a critical understanding of organized crime and its diverse contemporary manifestations. This will include: the different academic approaches to understanding and studying organized crime; the key characteristics of organized crime groups and the types of crimes they typically engage in; the nature and extent of current research on organized crime in Britain, Europe and beyond; several well-known theories of organized criminal behaviour; how we police and prosecute organized crime in Britain and in Europe more widely; and the nascent problem of ‘transnational organized crime’.

Main topics:

(1) Introduction & Overview of Module
(i) Understanding Organized Crime – Complex Criminal Organisations or Crimes with an Organizational Component?
(ii) Characteristic Organized Crimes
(iii) Contemporary Organized Crime Groups

(2) Models & Typologies of Organized Crime
(i) Albanese’s 3 Part Typology of Organized Crime
(ii) The Rise of the Criminal ‘Network’
(iii) Case Study I – To Be Determined by Student Vote
(iv) Case Study II – To Be Determined by Student Vote

(3) Policing Organized Crime
(i) Her Majesty’s Serious and Organised Crime Strategy
(ii) Intelligence, Surveillance and the National Crime Agency

(4) Prosecuting Organized Crime
(i) Targeting the Take: Proceeds of Crime Laws and Anti-Money Laundering Initiatives
(ii) Finance-Oriented Crime Control
(iii) The Admissibility of Evidence and Threats to Jurors and Witnesses

(5) Transnational Organised Crime
(i) Understanding and Confronting Transnational Organized Crime
(ii) Policing Transnational Organized Crime

Indicative Reading List:

MODULE FORMAT
Weekly 1.5 hour seminars.

ASSESSMENT
Level 5 Students: One 3000-word essay
Level 6 Students: One 4000-word essay
Policing and Society (Level 5, 15 credits)

Module Code: LALA112H5
Module Convenor: Tiggey May t.may@bbk.ac.uk

This module aims to provide a critical introduction to the complex interface between the police and society in contemporary Britain. During the term we will identify and discuss the key issues surrounding contemporary policing policy and practice. Offering a general overview of the history, cultural norms and legal-institutional framework of modern policing in Britain, the course aims to enable students to be able to debate the various social, legal and political dimensions of policing work. Specific areas of focus include police legitimacy, police accountability, police culture, policing diversity, and the professionalisation of the police. Integrating a range of subject-specific and transferable skills, the course aims to provide students with a solid methodological and theoretical basis from which to pursue their own independent learning in the specific field of policing studies, as well as within the criminology and criminal justice field more broadly.

MODULE STRUCTURE

History and Context of Policing:
1. What is Policing? Introduction to Key Concepts
2. The Emergence of 21st Century Policing: Historical Origins to the Modern Day Police Service

Policing Today
3. Police Cultures: The Importance, Impact and Diverse Range of Police Cultures
4. Policing the Public: From Dedicated Neighbourhood Ward Officers to Chief Officer Teams

Policing Diversity, Ethics, Legitimacy and Accountability
5. Policing Diversity: Problem Populations or Problematic Policing?
6. Police Legitimacy: Organisational and Procedural Justice
7. Guarding the Guardians: Accountability, Police Complaints and Ethical Policing

The Future of Policing
8. Plural, Global and Transnational Policing
9. The Professionalisation of the Police

INDICATIVE READING LIST
The textbook for this module is:

Other select texts include:


**ASSESSMENT**

3000-word essay
The phrase ‘political violence’ can evoke an enormous range of actions and dynamics including war, genocide, police brutality, politically-motivated assassinations, suicide attacks, hunger strikes, riots and so on. In some analyses, institutionalised discrimination, labour exploitation, poverty, lack of infrastructure, environmental devastation, the absence or withdrawal of welfare systems, austerity measures and the like are also considered forms of political violence (i.e., ‘structural’ or ‘infrastructural’ violence). In this course, we work with a relatively limited, albeit common, understanding of ‘political violence’ as the politically motivated recourse to violence by non-state actors, and we focus on terrorism as a specific form of such political violence. However, we consider this sense of political violence and terrorism always against the background of wider contexts of violence, namely, structural, infrastructural and state violence.

As an urgently topical issue, terrorism has played a key role in global politics in the 21st century. However, rather than taking a short-sighted view of the matter and pivoting our examination on the 9/11 attacks and their aftermath, we take a longer view and try to place contemporary dynamics and discourses of terrorism within wider histories of violence. What are the different ways in which violence has been conceptualised? How have the influential 20th century political movements, such as the suffragette, anti-colonial, civil rights, communist, black power and anti-apartheid movements, defined their relationship to violence? How have states framed, responded to and governed violent acts coming from within their boundaries and arising from the populations that they govern?

This module has a strong theoretical focus, and will primarily be of interest to students who have so far enjoyed studying social, critical and political theory.

**MODULE STRUCTURE**

Topics covered in this module include:

**Key Concepts and Definitions**

1. What is Political Violence?
2. What is Terrorism?
3. Terrorism Discourse
Violence and Politics
4. Violence as Political Strategy: The Question of Instrumentality
5. Violence and Critical Thought
6. Suicide as Political Violence: Critical Perspectives

Terrorism and State Power
7. The Legal Domain: Exception, Dual Laws, Hyperlegality
8. Mirroring Violence: Counterterrorism and Imitative Violence
9. Radicalisation Discourse and the Creation of Suspect Communities

MODULE FORMAT
Weekly 1.5 hour seminars.

INDICATIVE READING LIST


**ASSESSMENT**

4000 words written essay (100%)
Restorative and Alternative Justice (Level 6, 15 credits)

Module Code: LALA113H6
Module Convenor: Dr Sarah Lamble s.lamble@bbk.ac.uk

** Please note this module is not running in 2017-18 **

This module provides a comprehensive introduction to contemporary debates around restorative and alternative justice. Starting with a theoretical overview of the motivations, principles and values of restorative and transformative justice, the module then proceeds by way of case study analysis, offering a number of specific empirical examples of practices in context. Exploring both state-based and non-state based strategies, the module provides students with a foundation from which to critically assess alternative forms of justice in contrast to conventional state-based ‘law, order and punishment’ strategies. The module offers students a theoretically informed, yet empirically grounded foundation from which to explore the limits and possibilities of restorative and transformative justice policy and practice.

INDICATIVE TOPICS INCLUDE

Week 1: Why Alternative Justice? Reviewing the limits of conventional criminal justice approaches
Week 2: Restorative Justice for State-Level Injustices: The Truth & Reconciliation Commission in South Africa
Week 3: Emotions, Shaming and Healing: Family Group Conferencing in New Zealand and Australia
Week 4: The Role of Community and Civil Society: Indigenous Justice in Nigeria and South Africa
Week 5: State Institutionalisation of Restorative Justice: Victim Offender Mediation in the UK, France and Germany
Week 6: Meeting Victims / Survivors Needs? Sentencing Circles in Canada
Week 7: Sexual Violence and Community Safety: Circles of Support and Accountability in Canada and the UK
Week 8: Grassroots Approaches to Perpetrator Accountability: Community Accountability Groups in the USA
Week 9: Addressing Systemic Injustice through Transformative Approaches
MODULE FORMAT

Weekly 1.5 hour seminar.

ASSESSMENT

Case Study Analysis (2 x 1,000 words) – worth 30%
Essay (3,000 words) – worth 70%

INDICATIVE READING LIST


Recommended pre-reading:


https://login.ezproxy.lib.bbk.ac.uk/login?url=http://www.tandfonline.com/doi/abs/10.5235/20504721.1.2.159

State Crime (Level 5 or 6, 15 credits)

Module Code: LALA174H5 (Level 6) or LALA175H6 (Level 6)
Module Convenor: Saeb Kasm s.elkasm@bbk.ac.uk

Long-standing debates exist within criminology about the scope and subject matter of state crime. The debates are reflected in the polarity of definitions of the concept, which locate breaches of the law by states at one end of the spectrum, and definitions based on non-statutory breaches of human rights at the other. How could the state be a criminal actor when legally it is the state itself that defines criminal behaviour by making and enforcing the law? In other word, it could only be criminal on those rare occasions when it denounces itself for breaking its own laws. Yet, if criminology is to develop as a discipline that studies and analyses criminal, violent, abusive and deviant behaviours, then it is necessary to include state criminality in its field, on the grounds that the consequences of state crimes are more widespread and destructive than those of conventional crimes.

This module critically explores the definition and nature of state crime in criminological and political discourse. It aims to develop a critical understanding of the nature of the state; the scale and type of crimes committed by state agents and agencies; the definitional processes involved in state’s labelling acts as criminal and; the forces which explain why and how states enter into deviant or ‘criminal’ practices and omissions. A range of crimes will be explored in both the domestic and international spheres.

Weekly topics include:
- State Terror
- Torture
- Terrorism and Counterinsurgency
- Natural Disasters
- State-Corporate Crime
- War Crimes
- Genocide
- Resistance and Civil Society

MODULE FORMAT

Weekly 2-hour lecture / seminar (8 sessions)

ASSESSMENT

Level 5 students: a 3,000 word research essay (worth 100%)
Level 6 students: a 4,000 word research essay (worth 100%)

**CORE TEXTBOOK**


**SUGGESTED PRE-READING**

Surveillance, Intelligence and Control (Level 5 or 6, 15 credits)

Module Code: LACN003H5 (Level 5) / LACN004H6 (Level 6)
Module Convenor: Dr Steven Hutchinson s.hutchinson@bbk.ac.uk

** Please note this module is not running in 2017-18 **

In this module we engage in a comprehensive analysis of the nature, role and extent of surveillance in contemporary society. Whilst our interest is primarily with modern day Britain, we will also make frequent strategic comparisons to the United States, Europe and beyond. The module will provide students with a critical understanding of contemporary surveillance, the myriad forms that it takes, the (increasing) articulation of surveillance and intelligence, and the different costs and benefits associated with what has come to be known as ‘mass’ or even ‘universal’ surveillance.

By taking this module, students will learn about some of the most pressing issues in 21st century societies, including the heated debates about the balance between security and human rights, and the often tense relationship between surveillance and personal privacy. This will include an examination and analysis of who surveils and why they surveil, the various bits of legislation that govern surveillance in Britain and internationally, the place and role of surveillance in policing, intelligence and military actions, and the complex relationships between surveillance, privacy and human rights. We will also explore various theoretical explanations for the recent expansion and extension of surveillance activities, the myriad technologies that have been developed to assist in these efforts and the role of the private sector therein. At the end of the module, in order to test students’ knowledge and understanding of these issues, each will prepare a written essay.

**Indicative Topics:**

**Part 1 - Introduction**
- Module Overview
- What is Surveillance?
- Who Surveils and Why Do They Surveil?

**Part 2 - Surveillance and Intelligence**
- What is Intelligence?
- Understanding the Relationship Between Surveillance and Intelligence

**Part 3 - Surveillance Technologies**
- Human Surveillance
- Electronic Surveillance
- Virtual and Cyber Surveillance

**Part 4 - Surveillance and the Law**
- Surveillance and Policing
- Surveillance and Intelligence Agencies
- Military Surveillance
- Private Surveillance

**Part 5 - Surveillance, Privacy and Human Rights**
- ‘Mass Surveillance’ and Human Rights

**Part 6 - Theorizing Surveillance**
- Panopticism, Synopticism, and the Pollomatic Principle
- Deleuze: Societies of Control
- Lyon: Surveillance Societies
- Bauman: Liquid Surveillance

**Part 7 - Resistance and Counter-Surveillance**

**Part 8 – Surveilling the Future..?**

**Indicative Reading List:**


**MODULE FORMAT**

The Module runs for 1 and a half hours once a week during the allocated Term (please see draft timetable), and combines Lectures with discussions and other seminar type activities.

**ASSESSMENT**

Level 5 Students: One 3000-word essay
Level 6 Students: One 4000-word essay
Uprisings: Revolution, Rights and Law (Level 6, 15 credits)

Module Code: LALA218H6
Module Convenor: Ozan Kamilogulu & Paddy McDaid

COURSE DESCRIPTION & AIMS

This module will provide an introduction to history of law-making both within a national and international framework. The module will, on the one hand, consider the revolutions that the law is rooted in and, on the other hand, the forgotten struggles that have been rendered invisible from the dominant legal point of view. This module will examine how the national becomes the international through revolutions, how the ideas behind revolutions pass from one place to another and, likewise, the counter-revolutionary response to them. And while not forgetting the founding revolutions such as the French and American ones, this module will try to track the forgotten revolutions in relation to the founding myths of current international regime of law. The second half of the module will connect these stories to some of the current struggles-revolts, and particularly development of the idea of human rights as an answer to ongoing conflicts.

MAIN TOPICS OF STUDY

1: Introduction to the course
2: Revolution and The Founding of the Modern world
3: The Nation-State and The Containing of Violence
4: The Production of Universal Order
5: The Decolonial Moment
6: Neocolonialism & The Struggle for Economic Sovereignty
7: Contemporary questions of Human Rights, Law, and Revolution
8: Violence and Human Rights in International Law
9: The 'Boomerang effect'
10: Armed Conflict, Peace and the Human rights

MODULE FORMAT
Weekly 1.5 hour combined lecture / seminar.

ASSESSMENT
Assessment will be via one Case study oral presentation and 1,000 report and Written Essay 3,000 words.
Victims, Crime and Protection (Level 5 or 6, 15 credits)

Module Code: LALA154H5 or LALA154H6
Module Convenor: Dr Adrian Howe adrian.howe1@bbk.ac.uk

COURSE DESCRIPTION AND AIMS

This module focuses on the victims of crime and on the nature, extent and scope of victimisation. This is a rapidly growing and innovative area of criminological and criminal justice scholarship exploring the often neglected complex interface between crime, victimisation, victim policy and the participation of victims within the criminal justice system. This optional module will focus on theories of victimisation and on national and international developments in the areas of victim policy and the victim movement. Hence, it will consider the value and impact of raising victims’ voices in the criminal justice system and it will draw on theoretical and empirical analyses (case studies) to introduce students to theoretical and practical aspects of victimology. This module will foster understanding of the nature of victimisation and of the criminal justice responses to it. Further, it will enable students to critically evaluate the complex debates and concepts about the nature of victimisation.

Starting with a theoretical discussion of the often contested concept of the victim, the module then proceeds to critically discuss the nature of victimisation and the interplay between criminality and victimhood. In doing so, the module seeks to provide students with: 1) a foundation from which to critically evaluate the complex debates and concepts about the nature of victimisation; 2) a platform to consider the practical importance of addressing victims’ needs and of promoting victim satisfaction within the justice process; 3) a tool to understand and critically discuss the participation of victims in the criminal justice system. Ultimately, the skills obtained from this course will be pertinent to a range of specialist areas and transferable for employment or further postgraduate study.

In this course we aim to:

• Provide an overview of the key policy considerations pertinent to victims’ participation in the criminal justice process
• Introduce students to contemporary debates and problems in key victimological theories
• Consider both state-based and community-based models of victims’ participation in the criminal justice system
• Explore the extent to which victims’ voices have the potential to reform the criminal justice system and critically explore the strategies that have informed this venture thus far
Equip students with strong employability skills

By the end of this course you should be able to:

- Demonstrate an appreciation of the diversity and range of theories that link victims, crimes and state protection
- Demonstrate a comprehensive understanding of key principles, values and practices pertinent to victims and victimology
- Identify key challenges and debates in policy and practice around victims and victimology
- Critically analyse, evaluate and compare a range of theoretical and policy approaches related to victims

ASSESSMENT

Level 5 students: One 3,000 word essay (100%)
Level 6 students: One 3,500 word essay (90%) and one in-class presentation (10%)

READING LIST

There are no required textbooks for this class. Instead you will be provided with a printed reading pack that contains copies of most of the required reading materials. Any other essential readings will be available in the library or online via Moodle. In terms of general reading on the topic, the following books/chapters are recommended:

White Collar & Corporate Crime (Level 6, 15 credits)

Module Code: LALA178H6
Module Convenor: Dr Sappho Xenakis s.xenakis@bbk.ac.uk

MAIN AIMS OF THE MODULE

➢ To equip students with an appreciation of the political, social and financial costs of white-collar crime, as well as the particular challenges that exist to its effective detection, measurement and interdiction;
➢ To enable students to recognise and engage with the political, social and economic considerations that shape policies towards white-collar and corporate crime;
➢ To provide a wide-ranging research-led module that provides a rounded introduction to key literature and debates in the field from an international comparative perspective.

SYLLABUS

WEEK 1. Introduction to White-Collar Crime
In the first session, we consider the development of the study of white-collar crime within the field of Criminology, and address debates about what constitutes white-collar crime and what distinguishes it from the category of common crime.

WEEK 2. Causes of White-Collar Crime
This week we explore explanations for the causes of white-collar crimes, ranging from those focused on the individual to those placing responsibility on culture, and compare these with prevalent theories of causation applied to common forms of crime.

WEEK 3. Petty Corruption
In the third session, we examine what is regarded to be a scourge in many parts of the world, considering how, why, and to what extent, petty corruption is regarded as both a socio-economic menace and as a crime in different societies across the world.

WEEK 4. Grand Corruption
This week’s session uses topical case studies to explore key forms of grand corruption and related debates concerning the degree to which such acts and behaviours can and should be criminalised.
WEEK 5. White-Collar Crime in the Private Sector
This session explores white-collar crime through the prism of occupational deviance, using case studies to consider the motivations that lie behind it, the point at which occupational deviance is criminalised, and the range of sanctions used to tackle white-collar crime in different working environments.

WEEK 6. Corporate Crime
The conditions and environments that have appeared to be particularly conducive to the emergence of corporate conspiracies are the subject of this week’s session, leading us to focus on key forms of corporate crime, from price-fixing and tax evasion to bribery, environmental crimes, and human rights abuses.

WEEK 7. Money Laundering
In this session we consider the criminalisation of money laundering, core debates concerning the harms associated with it, and draw on recent highly publicised case studies to explore the reasons why it occurs and the difficulties involved in reducing its prevalence.

WEEK 8. White-Collar Crimes and the Economy
The starting point for this week’s session will be reviewing research on the relationship between white-collar crimes and the business cycle, and the session will go on to explore the debates that surround the relationship between white-collar crime and national economic advancement more generally.

WEEK 9. Tackling White-Collar Crimes
The final session brings together the different forms of white-collar and corporate crimes to have been addressed throughout the course in order to review in more detail the range of strategies used to counter white-collar and corporate crimes as well as the key challenges that states and societies face in seeking to do so.

ASSESSMENT

The mode of assessment is a class presentation (including hand-out), and a 3,000-word essay.

ADVANCED READING


Youth, Crime and Justice (Level 5 or 6, 15 credits)

Module Code: LALA115H6
Module Convenor: Tiggey May t.may@bbk.ac.uk

This optional module aims to provide students with the opportunity to study one of the key areas within criminology: youth crime and justice. This course will examine the causes and consequences of young people’s offending, whilst also providing an overview of the youth justice system, looking in particular at the policing of young people, youth courts, youth justice services and the secure estate. It will also explore some of the current debates within youth justice, focusing on serious offending by young people and debates surrounding the doctrine of joint enterprise. All the debates will be set within the wider social and political context. By the end of the course students will have a grounded understanding of many of the key debates within youth justice and have learnt to critically examine youth justice policy.

WEEKLY TOPICS

1) Introduction to the course: Youth crime – causes and societal response
2) Understanding youth crime and the development of the youth justice system
3) International perspectives on youth crime
4) Young people and the police
5) Young people and the secure estate
6) Young people and the court process
7) Current debates: Serious offending: Gangs, serious youth violence and sexual offending
8) Current debates: Youth justice & the joint enterprise principle/ Essay Writing clinic

MODULE FORMAT

Eight two-hour sessions (combined lecture and seminar). Offered in the summer term.

ASSESSMENT

One 3,000 word essay (Level 5 students)
One 4,000 word essay (Level 6 students)
Work-based Learning Module (Level 5, 30 credits)

Module Code: FDPD023S5
Module convenor: Nick Pronger n.pronger@bbk.ac.uk

This module will provide you with the opportunity to exercise the skills you have acquired on your course through undertaking a project based in your workplace, or through the simulation of workplace practice. Through this experience you will have the chance to develop and demonstrate a range of professional skills, such as project planning and presentation skills. In addition, you will be able to apply theory that you have been taught to a 'real-life' project.

For most of the module you will undertake independent work, during which you will be supported by a supervisor (you will meet with them periodically and be supported online). However, at the beginning of the module and at stages as you work through it, you will take part in some workshops, which will:

- Prepare you for planning and undertaking your project.
- Give you the chance to report on your progress, both formally through a report and informally through group discussion.
- Provide you with the opportunity to make a PowerPoint presentation outlining your approach to your project and your findings.
- Let you know other students' experience of their projects so that you can gain insights into the kind of things people explore and how they go about it.

The taught workshop and tutorial/supervision sessions take place on Wednesday evenings (6pm-9pm) in the spring term and then move to Monday evenings in the summer term.

** Important Note: ** Students are only eligible to take this module if they are currently in a job or volunteer position that is related to the field of criminology or criminal justice. If you are not currently undertaking paid or volunteer work in a relevant field (or if you are unlikely to be able to secure such a position through your own efforts) you should not choose this module.

MODULE FORMAT

9 Workshop sessions (including tutorials)
All other sessions are workshop/individual tutorial based
ASSESSMENT

The module will be assessed as follows:

<table>
<thead>
<tr>
<th>Assignment title</th>
<th>Instructions</th>
<th>Length</th>
<th>Deadline</th>
<th>Percentage weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Proposal</td>
<td>Write a project proposal outlining the project that you hope to complete at your workplace.</td>
<td>1000 - 1500 words</td>
<td>To be confirmed</td>
<td>20%</td>
</tr>
<tr>
<td>Project Progress Report</td>
<td>Deliver a report on the progress you are making with your project</td>
<td>1500 words</td>
<td>To be confirmed</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>Present your findings/experience to fellow students and staff</td>
<td>10 minutes, plus questions</td>
<td>To be confirmed</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>Written report which should discuss both your project and what you learned in undertaking the project</td>
<td>2000 words</td>
<td>To be confirmed</td>
<td>40%</td>
</tr>
</tbody>
</table>

SUGGESTED READING

- [http://vufind.lib.bbk.ac.uk/vufind/Record/410228](http://vufind.lib.bbk.ac.uk/vufind/Record/410228)
- Durrant, A, G. Rhodes and D. Young (Eds) (2009) *Getting Started with University-Level Work-Based Learning*
You will also need to undertake other reading relevant to your research topic, and your supervisor will give you advice on this.

REstrictions: For timetabling reasons, only part-time, year 3 students are eligible to take the Work-Based Learning module. Please do not choose this module if you are a year 2 full-time or part-time student as it will clash with your core modules.

Students are strongly advised to contact their Personal Tutor or Year Tutor for advice before signing up for this module to make sure they have an appropriate work or volunteer placement to carry out the research.
The Researching the Workplace module gives you the opportunity to undertake an applied research project, focusing either on your workplace or on another appropriate context. You will build on the work you have done in the module Approaches to Research, and on the research project proposal which you submitted as part of that module to ensure that it is fit for purpose.

There are a limited number of workshops at the beginning of the module, but most of the work for this module will be undertaken independently with the support of a supervisor. You will be allocated your supervisor at the beginning of the module, and will have on-going contact with them for the duration of your research.

*** Important Note: *** Students are only eligible to take this module if they are currently in a job or volunteer position that is related to the field of criminology or criminal justice. If you are not currently undertaking paid or volunteer work in a relevant field (or if you are unlikely to be able to secure such a position through your own efforts) you should not choose this module.

RESTRICTIONS: Students are also only permitted to take this module in their final year (i.e. Year 3 for full-time students and Year 4 for part-time students).

**WEEKLY TOPICS**
- Literature Review
- Ethics
- Time Management and Risk
- Writing Up

**MODULE FORMAT**
Five sessions, plus tutorials. Since this module comprises an individual applied research project, the four initial sessions are taken with the group, but subsequently there is individual supervision via one to one meetings which are arranged when necessary.

**ASSESSMENT**
Literature Review – 1500 words (20%)
Interim Report – 1000 words (15%)
Presentation – 10 minutes plus questions (15%)
Final Project Report , 8,000 words (50%)
SUGGESTED READING

Please note: Students are strongly advised to contact their Personal Tutor or Year Tutor for advice before signing up for this module to make sure they have an appropriate work or volunteer placement to carry out the research.
Undergraduate Dissertation (Level 6, 30 credits)

Module Code: LADD049S6
Module Convenor: Dr Basak Ertur  b.ertur@bbk.ac.uk

The BSc Undergraduate Dissertation is a full year module that culminates in the final production of a 12,000 to 15,000 word dissertation. This is a research-based module in which students attend seminars on research skills and work closely with an individual supervisor in the development of their dissertation. This module provides an excellent opportunity for students who wish to engage in an in-depth research project on a topic they have a strong interest in, and provides valuable experience for those who wish to pursue further academic study after the BSc Criminology and Criminal Justice. Admission on the module is at the discretion of the School and is only available to students in their final year (i.e. Year 3 for full-time students and Year 4 for part-time students).

TAUGHT COMPONENT

- Two Research Skills Seminars delivered in first and second academic terms.

ASSESSMENT

- Dissertation (12 000 – 15 000 words)

NON-ASSESSED COMPULSORY COMPONENTS

There are several, non-assessed compulsory components in the module. These include a Research Proposal (distinct and more involved than the Research Statement) submitted in the first term, and a draft of the dissertation submitted in the second term.

OBSERVING COURSES

Dissertation students have the option to observe (without being assessed) any course in their programme which is relevant to their dissertation. Students who wish to pursue this option should contact the relevant course tutor in advance.

ENROLLING ON THE MOODLE

Writing a Dissertation is a difficult, but potentially highly rewarding, task. You will need to be more independent than at any other stage of you studies at Birkbeck. A Dissertation is
submitted in lieu of a taught subject. You are expected to devote as much time to researching and writing your Dissertation as you would to a taught course.

This Module is available at the discretion of the School. It is generally expected that students should be on a 2.1 trajectory for admittance on the module as demonstration of strong writing skills are essential. The support and availability of an appropriate supervisor is essential to enrolment on the module.

**** IMPORTANT NOTE****
To be considered for enrolment on the module, you will need to submit your research statement and confirmed or proposed supervisor(s) to the module convenor. This can be done any time prior to the commencement of the academic year you will be taking the module.

THE RESEARCH STATEMENT

The Research Statement should be approximately 500 words and include a description of the central research question you envision addressing in your research. This will need to be sent to the module convenor before you can enrol on the module. This can be done at any time before the beginning of the academic year. The Research Statement is non-assessed.

Finding an appropriate supervisor

- Visit faculty profiles on the Law School Website http://www.bbk.ac.uk/law/about/ft-academic
- Contact the potential supervisor directly to discuss your project and potential supervision.
- Although it is advisable to already have the support of a supervisor at the time of submitting your research statement to the module convenor, you may also list three potential supervisors in order of preference. This way the module convenor can help you in identifying appropriate members of staff to approach. Enrolment on the module cannot be confirmed until a member of the faculty has agreed to supervise the project.

For information on the process for admittance onto the module, or for general information, please contact the module convenor. Once on the module your supervisor should be your primary point of contact for questions relating to the research and writing of your dissertation.

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1 The Regulations allow a student to submit a dissertation in lieu of one full subject required by Regulation 7.1.
Birkbeck School of Law
Dissertation Module: Enrolment Request Form
Research Statement and Supervisor(s)

Student name:
Student Number:
Part-Time or Full-time:
Year of Study:

Confirmed supervisor or proposed supervisors in order of preference:

1) ............................................
2) ............................................
3) ............................................

Provisional Title:

Attach Research Statement (approximately of 500 words)
Submit to Module Convenor.