

MODULE PROFORMA		
<i>6CRIM005W Psychology, Crime and the Popular Imagination</i>		
Module code: 6CRIM005W	Credit level: 6	Length: One semester
UK credit value: 20	ECTS value: 10	
Faculty and Department: Social Sciences and Humanities / History, Sociology and Criminology		
Module Leader(s): Andreas Aresti		
Extension: 69046	Email: A.Aresti@westminster.ac.uk	
Host course and course leader: BA (hons) Criminology, David Manlow		
Status: Option		
Subject Board: SHS Level 5/6		
Pre-requisites: None	Co-requisites: None	
Study abroad: Yes		
Special features: None		
Access restrictions: None		
Are the module learning outcomes delivered, assessed or supported through an arrangement with an organisation(s) other than the University of Westminster. No		
Summary of module content: Considers ways in which psychological theories have developed understandings of criminal behaviour and explores influential role of these theories on informing criminal justice policy, crime reduction/prevention initiatives and strategies. Students will evaluate psychology's contribution to study of crime, and consider the arguably contentious role that it plays in this field.		

## Learning outcomes

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

1. describe and explain key concepts, debates and developments within the field of criminological psychology (6.2, 6.3, 6.4);
2. demonstrate a broad knowledge of psychological theories, concepts and developments relevant to psychological understandings of crime (6.3, 6.4);
3. exhibit a critical understanding of criminological psychology's responses to crime and its influence on crime reduction policies and initiatives (6.2, 6.3, 6.4)
4. understand, analyse and critically evaluate all of the above in the wider socio-political context (6.2, 6.3, 6.4, 6.7)
5. critically evaluate the methodological approaches and associative empirical strategies/research utilized in criminological psychology (6.1, 6.2, 6.3, 6.4, 6.7)
6. demonstrate a range of research skills and effective use of learning resources (6.1, 6.2, 6.3, 6.4)

**Course outcomes the module contributes to: 6.1, 6.2, 6.3, 6.4, 6.7**

## Indicative syllabus content

This module explores the nexus between psychology, criminology and criminal justice. Students will consider:

- psychology and crime and its historical context;
- the overlap between psychology and sociology;
- current psychological theories and their contribution to our understanding of crime, the investigation of crime and reduction of crime;
- the psychological investigation of terrorism;
- psychological understandings of the relationship between mental disorder and crime. a particular focus will be on 'the psychopath';
- psychology of torture;
- the contentious role psychology plays in current criminal justice ideology;
- psychology as a system of control and governance;
- alternative psychological approaches to our understanding of criminal behaviour;
- phenomenological and psychosocial approaches.

## Teaching and learning methods

**Weekly lectures** will be used to provide an introduction to the main themes, debates and to provide a common foundation of learning to all students.

**Weekly seminars** will provide students with the opportunity for more student-centred, interactive learning to deepen their knowledge of a particular subject. They will also be used

as workshops in which students will receive formative feedback on the development of their work.

**Practical Classes/workshops;** students will be given the opportunity to develop their knowledge, skills and abilities through a range of practical based tasks relevant to psychology and crime, and in particular topics covered on the module.

**Guided Independent Study.** Students will be expected to do independent reading and research, for which guidance will be provided in the module handbook. Much student learning takes this form in terms of seminar and assessment preparation and personal reflection.

Students with disabilities will be invited to take part in an assessment of their needs through the University's Disability Support Team. Any suitable differentiation will be identified and implemented.

Activity type	Category	Student learning and teaching hours*
Lecture	Scheduled	11
Seminar	Scheduled	22
Tutorial	Scheduled	
Project supervisor	Scheduled	
Demonstration	Scheduled	
Practical Classes and workshops	Scheduled	15
Supervised time in studio/workshop	Scheduled	
Fieldwork	Scheduled	
External visits	Scheduled	
Work based learning	Scheduled	
<b>Total Scheduled</b>		48
Placement	Placement	
Independent study	Independent	152
<b>Total student learning and teaching hours</b>		200

\*the hours per activity type are indicative and subject to change.

### Assessment rationale

The module is 100% assessed by coursework with pieces of assessment. The first piece of coursework, an annotated bibliography/essay plan is weighted at 25%. The second piece of coursework is an essay weighted at 75%.

The first piece of coursework is an annotated bibliography/essay plan. The idea is that it feeds into assessment 2. The rationale for the assessment is to encourage students utilise and demonstrate a range of research skills, and a variety of intellectual skills, including concise exposition, succinct analysis, and an informed library research. This assessment will prepare students, by providing a platform for the second, more substantive piece of coursework. This is aligned with learning outcomes 2, 5, 6.

The second piece of coursework is a 3000-word essay chosen from a list of options provided and relevant to criminological psychology. Essay questions will be contextualised within the syllabus content and students will be tasked with critically evaluating a specific topic or issue. The rationale for this assessment is to encourage students to consider the broader connections between psychology, crime and the criminal justice system, and more specifically and relative to the learning outcomes, to develop and assess their understanding of some of the key theoretical and methodological debates and issues within the field of criminological psychology. Students will also be assessed on their ability to critically evaluate the effectiveness of psychology's contribution to the study of crime, and their understanding of the 'arguably' contentious role that it plays. This is aligned with learning outcomes 1, 2, 3, 4, 5, 6.

### Assessment criteria

In marking students' written work, tutors will consider:

- the extent to which the remit of the assignment brief has been met / the question has been addressed;
- the accuracy with which relevant theoretical arguments and supporting empirical work, concepts and debates are described;
- the degree to which debates, arguments, concepts and evidence/empirical work are discussed, integrated and contextualised;
- the extent to which synthesis of ideas are apparent;
- the degree to which critical analysis and evaluation are present;
- the range and scope of source material used;
- the coherence and integration of the structure of the work presented;
- the clarity (spelling, grammar, etc.) and technical accuracy with which ideas are expressed;
- the use of properly referenced sources to support the arguments made

### Assessment methods and weightings

Assessment name	Weighting %	Qualifying mark %	Qualifying set	Assessment type (e.g. essay, presentation, open exam or closed exam)
Annotated bibliography/essay plan	25%	35%		Bibliography/essay plan
Essay (3000-words)	75%	35%		Essay

**Synoptic assessment**

Not applicable

**Sources****Essential Reading**

- Bartol, C. R., and Bartol, A. M. (2013). *Criminal and Behavioural Profiling*. London: Sage
- Horgan, J. (2003). 'The Search for the Terrorist Personality' in A. Silke (ed.). *Terrorists, Victims, and Society: Psychological perspectives on Terrorism and its consequences*. Chichester: Wiley
- Thomas, T. (2005). *Sex Crime: Sex Offending and Society*, (2<sup>nd</sup> ed.). Cullompton, Devon: Willan

**Further Reading**

- Beaver, K. M., Barnes, J. C., and Boutwell, B. B. (2015). *The Nature Versus Biosocial Debate in Criminology: On the Origins of Criminal Behaviour and Criminology*. London: Sage
- Blackburn, R. (2008). *The Psychology of Criminal Conduct: Theory, Research and Practice*. Chichester, West Sussex: Wiley
- Gadd, D. and Jefferson, T. (2007). *Psychosocial Criminology: An Introduction*. London: Sage
- Gavin, H. (2014). *Criminological and Forensic Psychology*. London: Sage
- Hollin, R. C. (2013). *Psychology and Crime*. An Introduction to Criminological Psychology. London: Routledge
- Pakes, F., and Winstone, J. (2011). *Psychology and Crime: Understanding and Tackling Offending Behaviour*. London: Routledge
- Rose, N. (1999). *Governing the Soul: The Shaping of the Private Self* (2nd ed.). London: Free Association Books
- Walters, G. D. (2012). *Crime in a Psychological Context; From Career Criminals to Criminal Careers*. London: Sage
- Webb, C. (2010). *Psychology and Crime*. London: Sage.

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**Date of initial validation:** June 2015  
**Dates of approved modifications:**  
**Date of re-validation/review:**