Crime and the London Underworld

Module Code 4CRIM005X
Module Level 4
Length Session Two, Three Weeks
Site Central London
Host Course London International Summer Programme
Pre-Requisite None
Assessment 50% Reflective Report, 50% Essay

Summary of module content

This module explores London and its criminal areas from the earliest times; changing nature of London criminal 'underworld' from modernity to late modernity; notorious criminal families as well as colourful underworld characters will be explored. Finally, the emergence of specialised law enforcement agencies to deal with this newly discovered threat will also be considered.

Learning outcomes

By the end of the module the successful student will be able to:

1. demonstrate an ability to explain fundamental concepts and principles of organised crime in relation to London (4.1/4.2);

2. demonstrate some breadth and depth of understanding of the changing historical, political, social, cultural and economic processes through which London's criminal underworld was constructed, sustained and ultimately re-imagined (4.2);

3. demonstrate an ability to use literature from a prescribed range of sources (4.6);

4. demonstrate an ability to use evidence and argument to reach and support reasonable conclusions (4.6).

5. demonstrate an ability to convey information in English which is accurate and has clarity (4.2);

6. demonstrate an ability to write a report employing academic conventions in line with guidance provided (4.6/4.7).

Indicative syllabus content

• social construction of organised crime, including historical and sociological analysis of clichés such as ‘criminal underworld’ and the notion of the criminal ‘firm’.
• exploration of sociological and historical processes through which London’s criminal ‘underworld’ was i) constructed, ii) sustained and iii) ultimately re-imagined;
• notorious crime families and individuals in London, kinship ties and community bonds;  
• normalisation of criminality.

Teaching and learning methods

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

Daily 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.

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.

<table>
<thead>
<tr>
<th>Activity type</th>
<th>Category</th>
<th>Student learning and teaching hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>12</td>
</tr>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>24</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Scheduled</td>
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<tr>
<td>Project supervisor</td>
<td>Scheduled</td>
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<tr>
<td>Demonstration</td>
<td>Scheduled</td>
<td></td>
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<tr>
<td>Practical Classes and workshops</td>
<td>Scheduled</td>
<td></td>
</tr>
<tr>
<td>Supervised time in studio/workshop</td>
<td>Scheduled</td>
<td>6</td>
</tr>
<tr>
<td>Fieldwork (Virtual Field Trip or in person TBC)</td>
<td>Scheduled</td>
<td>6</td>
</tr>
<tr>
<td>External visits</td>
<td>Scheduled</td>
<td></td>
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<tr>
<td>Work based learning</td>
<td>Scheduled</td>
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</tr>
<tr>
<td><strong>Total Scheduled</strong></td>
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<td><strong>48</strong></td>
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<tr>
<td>Placement</td>
<td>Placement</td>
<td></td>
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<tr>
<td>Independent study</td>
<td>Independent</td>
<td>152</td>
</tr>
<tr>
<td><strong>Total student learning and teaching hours</strong></td>
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<td><strong>200</strong></td>
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</table>

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

Assessment rationale

This module is 100% assessed by coursework and takes the form of two written pieces of work both weighted at 50%.

The assessment for this course is made up of two pieces of coursework, a Reflective Report (1500) words and an essay (1500 words)
The Reflective Report is specifically aligned to module learning outcomes 1, 3, 5 and 6.
The Essay is aligned to module learning outcomes 1, 2, 3, 4 and 5.

Assessment criteria

In marking student’s work, tutors will consider:

- the extent to which to remit of the assignment has been met/the question addressed;
- the accuracy with which relevant theoretical arguments, concepts and evidence are described and analysed;
- the degree to which the theories and concepts discussed are integrated and contextualised;
- the range 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.

Assessment methods and weightings

<table>
<thead>
<tr>
<th>Assessment name</th>
<th>Weighting %</th>
<th>Qualifying mark %</th>
<th>Qualifying set</th>
<th>Assessment type (e.g. essay, presentation, open exam or closed exam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Report</td>
<td>50%</td>
<td>35%</td>
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<td>Report</td>
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<tr>
<td>Essay</td>
<td>50%</td>
<td>35%</td>
<td></td>
<td>Essay</td>
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</table>

Synoptic assessment: Not Applicable.

Sources

Essential reading list


Further Reading:


Gamman, L (1996). *Gone Shopping: the story of Shirley Pitts, Queen of Thieves*. (Signet Book)


Periodical References;
*British Journal of Criminology*

WWW References
http://www.thekrays.co.uk/

Link to the online reading list
https://rl.talis.com/3/westminster/lists/1FDA401F-F6F4-1A6C-C548-C7D1DA38FEE3.html?lang=en-GB&login=1