**MODULE DESCRIPTOR**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Crime, Deviance and Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI MODULE CODE</td>
<td>66-6948-00S</td>
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<tr>
<td>CREDITS</td>
<td>20</td>
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<tr>
<td>LEVEL</td>
<td>6</td>
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<td>JACS CODE</td>
<td>C640</td>
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<tr>
<td>SUBJECT GROUP</td>
<td>Sport</td>
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<td>DEPARTMENT</td>
<td>Sport</td>
</tr>
<tr>
<td>MODULE LEADER</td>
<td>Dr Donna Woodhouse</td>
</tr>
</tbody>
</table>

**MODULE STUDY HOURS (based on 10 hours per credit)***

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
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<tbody>
<tr>
<td>36</td>
<td>n/a</td>
<td>164</td>
<td>200</td>
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**MODULE AIMS**

The aims of this Module are to enable you to develop a critical perspective on how contemporary concepts of crime and ‘deviance’ have evolved and to examine these issues in sporting and wider contexts.

**MODULE LEARNING OUTCOMES (up to 4 LOs max)**

By engaging successfully with this module a student will be able to

2.1 understand the distinctive contribution made by various approaches to understanding crime and deviance in sporting and wider contexts

2.2 critically evaluate the strengths and limitations of competing theories around crime and deviance

2.3 identify and explain social processes (i.e. race, gender, disability, sexuality, poverty, disadvantage) and how these are associated with concepts of crime, and deviance

2.4 reflect critically on your own ways of working

2.5 critically review the workings of organisations/policy relating to crime, deviance and social control

2.6 use ICT to identify, organise, plan and disseminate information, present written material in a coherent and organised form, with arguments and information set out in a logical sequence, with sources referenced in an appropriate way.
INDICATIVE CONTENT

The content which will relate to the following key broad themes is likely to remain central to this module:

- What is ‘deviance’?
- Understanding the relationship between crime ‘deviance’ and sport
- The risk society and dangerisation
- Consuming sport and deviance
- ‘Policing’ community
- Using sport to address crime and ‘deviance’
- The ‘end of deviance’ thesis

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

You will be supported in your learning to achieve the above learning outcomes in the following ways:

Lectures will be used to introduce you to the key theories and concepts in the study of deviance, related to sport. You will be encouraged to examine contemporary and historical examples studies and theory in relation to the key themes of the module and apply these to your theoretical and practical understanding.

Assessment Activities during the taught aspect of the course will help you to progress your knowledge, understanding and application of theory and concepts to contemporary and historical examples of deviance in a sporting context. Seminar Activities will require you to participate in group tasks and will be research-based. The activities will range from applying theory to current examples of individual and institutional deviance to critiquing the idea of sport as a tool of social policy. You will receive formative feedback in these sessions to help you prepare for your summative assessment tasks.

You will be assessed by 1 task. This will be a written exam focussing on the topics of deviance, power, institutions and social formations, making connections between these areas.

Lectures and practical activities will be supported by directed learning materials that you can work on in your own time and at your own pace. These will take the form of progressive electronic examples of course material and additional readings.

The module makes full use of the University's virtual learning environment in various ways, such as acting as a repository of module information, a communication tool between you and your tutors, or between you and your peers, and a medium through which active learning takes place.

Student-Directed Learning will take the form of your own self-selected activities and directed group tasks. There will be a wide range of resources available on Blackboard which you may choose to use to develop your knowledge and analytical skills. You should use the self and peer-assessment activities to develop your own learning plan and in conjunction with your PPDP you will identify the activities that will best support your own learning.
### ASSESSMENT TASK INFORMATION

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>EX/CW/PR</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration**</th>
<th>In-module retrieval available</th>
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<tbody>
<tr>
<td>1</td>
<td>Exam</td>
<td>Exam</td>
<td></td>
<td>100%</td>
<td>120 minutes</td>
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**Task 1: Learning Outcomes 1, 2, 3, 4, 5, 6.**

To complete this task, you will sit an exam which poses questions around sport and deviance, applying relevant theory to focussed topics.

**FEEDBACK**

Feedback will be provided in a timely way giving appropriately detailed comments on assessments, in order to support you in making ‘feed-forward’ improvements to future learning and assessment. Feedback will also help you to clarify your understanding so that you can reflect on your work and measure your own progress. You will receive feedback on your performance in the following ways:

- Audio or written feedback upon completion of each summative assessment within three working weeks.
- via formative assessment activities
- oral feedback after learning activities within sessions

**LEARNING RESOURCES FOR THIS MODULE**

The module makes full use of the University's virtual learning environment in various ways and will provide the following:

- A repository for lecture and seminar material
- Reading lists
- A communication tool between you and your tutors, and between you and your peers
- Links to internal and external learning resources
- Assessment for learning activities
- Feedback on assessment for learning and other activities
- Electronic learning objects (such as journal articles) and links to external organisations and case study materials
- Facilities for group working

**READING LIST**

CRABBE, Tim. and SLAUGHTER, Pat. On the Eastside: Research Report into the Estate Based Social Inclusion Interventions of Leyton Orient Community Sports Programme (e book)
LIANOS, Michael (2000) 'Dangerization and the End of Deviance' in *British Journal of Criminology* 40 261-78
SECTION 2  MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

<table>
<thead>
<tr>
<th>Module</th>
<th>NEW MODULE</th>
<th>EXISTING MODULE - NO CHANGE</th>
<th>Title Change</th>
<th>Level Change</th>
<th>Credit Change</th>
<th>Assessment Pattern Change</th>
<th>Change to Delivery Pattern</th>
<th>Date the changes (or new module) will be implemented</th>
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<tbody>
<tr>
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<td>N</td>
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<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>09/2015</td>
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MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

<table>
<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tbody>
<tr>
<td>Intake 1</td>
<td>28/09/2015</td>
<td>25/01/2016</td>
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</table>

Is timetabled contact time required for this module? Y

Are any staff teaching on this module non-SHU employees? N

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked

*Overall PERCENTAGE Mark of 40% Y

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module? N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor) Task No. 1

CHECKED

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
</tr>
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<tbody>
<tr>
<td>June</td>
<td>Checked Against SI - modification June 2015</td>
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