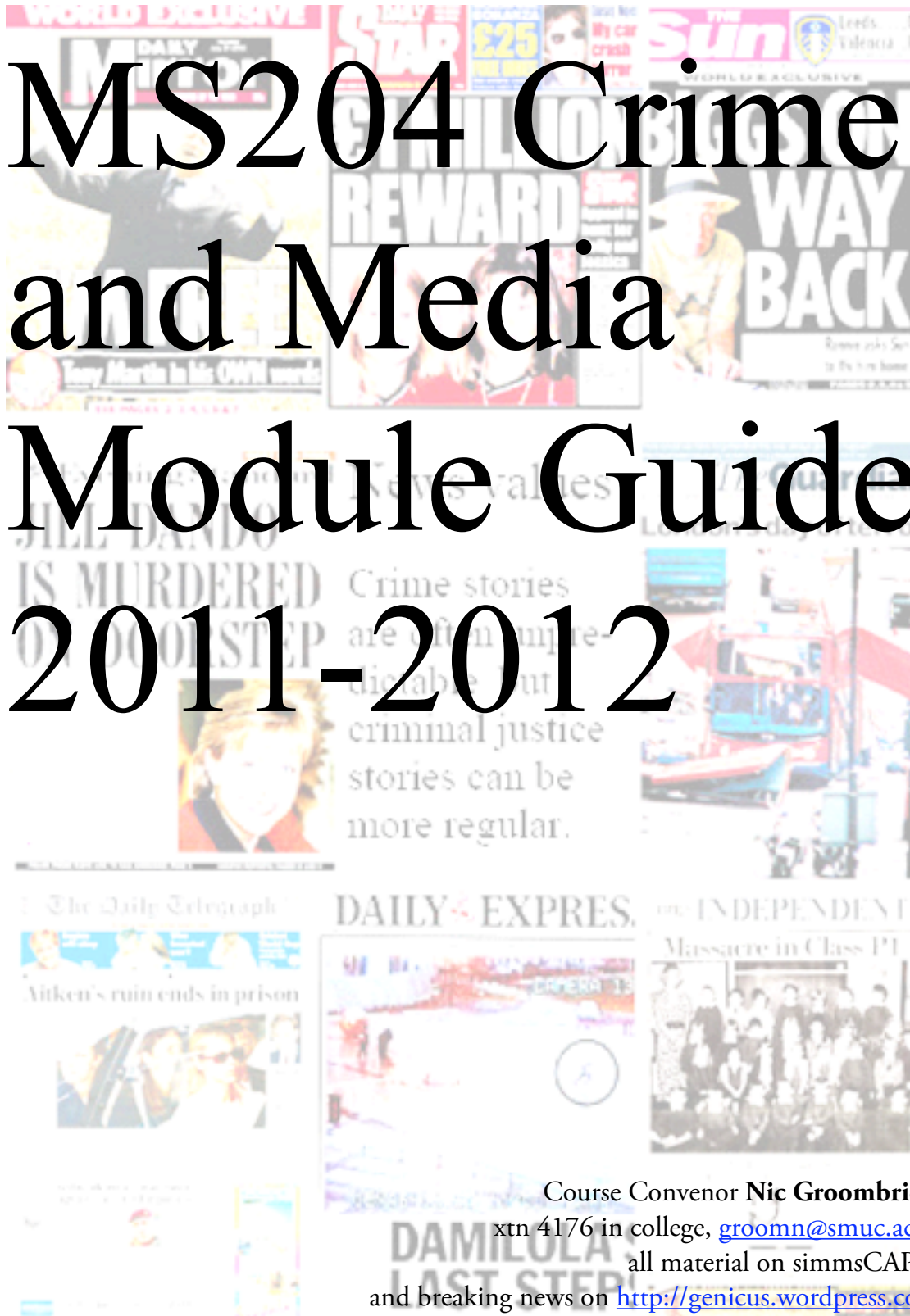


MS204 Crime and Media Module Guide 2011-2012



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all material on simmsCAPital

and breaking news on <http://genicus.wordpress.com/>

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What is Crime and Media module all about?

This module is clearly about crime and media and some thoughts about both are set out below. But who are the audiences for ‘texts’ about crime, how is crime represented and how are those representations produced – often by a media industry. The module will examine each of these. Current social structures and past history are relevant too. Moreover a number of recurrent interlocking themes will be examined.

Crime

This course covers everything from the deviant to the seriously criminal and the policing, punishment and prevention of crime etc; from individual crimes to discussions of ‘crime’: from murder to industrial pollution or ‘accidents’ via ‘mugging’, celebrity shoplifting and drink driving. In media cultures even difference can be labelled deviant and both easily criminalised.

Media

For purely practical purposes newspapers and internet news sources will be to the fore in illustrating the course but all media whether newspapers, magazines, TV (including CCTV), film, books, comics, videogames and internet etc are considered. Moreover, factual, fictional and all genres are allowed even if not all covered. Whilst sometimes ‘the media’ are covered *en bloc* the differences between each are often important too, particularly when one bit of the media has a go at another. Within the media, owners, editors and journalists may have different perspectives.

Sociology and History

Criminals, deviants, victims, criminal justice all have sociological characteristics. So there will be class, ‘race’/ethnicity, gender, sexuality, age and other differences between those reporting and those reported on which may impact on coverage/attitudes.

Much off the course focuses on the present or recent past but the persistence of the interest in crime is telling: for instance, the media aspects of the Jack the Ripper case are examined.

Themes

The course is about all the above but, as has been mentioned, three, often interlocking, themes are key:

Media effects

News values

Moral panics

Does the media have an effect? Is it benign or malign? Destructive of society or supportive of capitalism/patriarchy/'the system'? Long term or short? On all people or just some?

What stories are covered? Small burglaries (so Liverpool players' houses don't count here) or a juicy murder? Even all murders? Some sociological analysis of this but what about journalistic imperatives too? Surette's Law of Opposites states the less frequent the crime or criminal the greater amount of coverage. Clearly frenzies arise in the media – sometimes about a supposed media effect – but are these moral panics? Are moral panics inadvertent or deliberately stoked by 'moral entrepreneurs' or those with a PR mission?

So the course, essentially, only about one thing how the media (multiple numbers and types) cover crime/deviance and criminal justice (again multiple instances) and using criminology to give some context (i.e. figures for actual crimes instead of those focussed on by media) and sociology and cultural/media/film/literary studies for analytical methods.

In many respects the course is very easy as we are surrounded by the media. The difficulty is in standing back from that and asking why we enjoy police chases on *Sky Cops*, for instance or are horrified by what might have happened to Maddy McCann, the activities of Gary Glitter, expenses claiming politicians, cheating footballers and hacking journalists.

Media effects, moral panics and news values will each be covered separately for analytical purposes. In addition some other relevant contemporary issues will be addressed. Discussions of crime often focus on 'good' and 'bad' but media representations also offer black and white, male and female, straight and gay or young and old in similar and interlocking ways.

Teaching methods, books etc

In many respects the teaching is fairly standard in using lectures and seminars but a considerable use will be made of *simmsCAPital*, the internet and augmented by my own [website](#) and [blog](#). The set book, which you should obtain, is [Crime, Justice and the Media](#) by Ian Marsh and Gaynor Melville. The overall shape of the module is derived from the book though material placed on online will augment it. You are also highly advised to look at Yvonne Jewkes's [Media and Crime](#) from Sage which has been the set book in past years. Other useful books are: *Crime and Media: A Reader* by Chris Greer (Editor) and Eamonn Carrabines's [Crime, Culture and the Media](#) from Polity. Each week time will be given for any crime or criminal justice stories covered by the media to be looked at.

Further useful resources are these book and websites:

Armstrong, Nancy (Ed) Tennenhouse, Leonard (Ed) [The violence of representation: literature and the history of violence](#) London Routledge 1989

Barak, Gregg (ed) [Crime and crime control: a global view](#) Westport, Connecticut: Greenwood Press 2000

Barker, Martin (ed) [Ill effects: the media/violence](#) London:Routledge 2001

Boyle Karen [Media and Violence: Gendering the Debates](#) Sage

Brown, Sheila [Crime, law and media culture](#) OUP 2003

Chibnall, Steve. [Law-and-order news : an analysis of crime reporting in the British press](#) London : Tavistock Publications, 1977

Collins, Philip [Dickens and crime](#) Macmillan 1994

Curtis LP (2002) [Jack the Ripper and the London Press](#)

Ericson, Richard V [Representing order : crime, law and justice in the news media](#) Milton Keynes : Open University Press, 1991.

Eysenck, H. J. Sex, violence, and the media. London : Temple Smith, 1978.

Fishman, Mark (ed) Cavender, Gray (ed) [Entertaining crime: television reality programs](#) New York: Aldine de Gruyter 1998

Fowles, Jib [The Case for television violence](#) London: Sage 1999

Gauntlett, David (ed) [Web studies: rewiring media studies for the digital age](#) London: Arnold 2000

Green, Jen (Ed) Reader, I murdered him: an anthology of original crime stories Women's Press 1989('95)

Hollingsworth, Keith [The Newgate novel : 1830-1847](#) ; Bulwer, Ainsworth, Dickens & Thackeray Detroit: Wayne University Press 1963

Howitt, Dennis [Crime, the Media and the Law](#) John Wiley 1998

Kerekes, David. [See no evil : banned films and video controversy](#) David Kerekes & David Slater.

Kidd-Hewitt, David (ed) Osborne, Richard (ed) [Crime and the media: the post-modern spectacle](#) London: Pluto Press 1995

Krutnik, Frank [In a lonely street : film noir, genre, masculinity](#) Frank Krutnik. London ; New York : Routledge, 1991.

Leishman, Frank and Mason, Paul [Policing and the Media](#) Cullumpton: Willan 2003

Maguire, Mike (ed) Morgan, Rod (ed) Reiner, Robert (ed) [The Oxford Handbook of Criminology](#) Oxford: Oxford University Press 2007

Mason Paul (ed) [Criminal Visions: media representations of crime and justice](#) Cullumpton: Willan 2003

Millwood Hargrave, Andrea [Violence in Factual Television](#)

Potter, W James [On media violence](#) London: Sage 1999

Rafter, Nicole Hahn, [Shots in the mirror: crime films and society](#) Oxford ; New York : Oxford University Press, 2000.

Schlesinger, Philip Tumbler, Howard [Reporting Crime: The Media Politics of Criminal Justice](#) Oxford Uni Press 1994

Soothill, Keith Walby, Sylvia [Sex crime in the news](#) Routledge 1991

Wall David S. (ed) [Crime and the internet](#) London : Routledge, 2001
Wilson David (2006) [Serial Killers: Hunting Britons and Their Victims, 1960 to 2006](#)
Waterside

Men and violence research <http://www.fms.stir.ac.uk/mvv/violence.html>
Crimeinfo <http://www.crimeinfo.org.uk/>
American Society of Criminology <http://www.asc41.com/>
British Society of Criminology <http://www.britisoccrim.org>
Centre for Crime and Justice Studies <http://www.kcl.ac.uk/depsta/rel/ccjs/home.htm>
The Guardian <http://www.guardianunlimited.co.uk/>
The Home Office <http://www.homeoffice.gov.uk/>
BBC Crime page <http://www.bbc.co.uk/crime/>
See also the DVD [the fear factory](#)

Assessment

A 2,000 word essay (40%) due in on 25 November. There is a 2 hour examination (60%) later in December. The questions for the essay are:

- a) In what ways can it be said that the media created and continue to create ‘Jack the Ripper’?
- b) Using the concepts and sources provided by this module critically analyse the Rihanna [Video for Mandown](#) and the [media coverage](#) thereof.

The Module in brief

Wk1	16 Sept	Introduction to module and discussion
Wk2	23 Sept	Video: Jack the Ripper
Wk3	30 Sept	Hackgate/Metgate
Wk4	7 Oct	Introduction – A Brief History of the Media Portrayal of Crime and Criminals
Wk5	14 Oct	Applying Theoretical Perspectives on the Media to Crime
Wk6	21 Oct	The Media and Moral Panics – Theories and Examples
Wk7	28 Oct	Moral Panics 2 - Drugs
Wk8	4 Nov	The Media Portrayal of Criminals
Wk9	11 Nov	The Media Portrayal of Victims
Wk10	18 Nov	The Media and the Criminal Justice System
Wk11	25 Nov	New Media Technology and Crime – Cybercrime Essays in
Wk 12	2 Dec	The Media, Punishment and Public Opinion and Revision
Wk13	9 Dec	Revision
Exams 12-16 Dec		

The Module in full

Wk1

Introduction to module and discussion based on last couple of month's news etc.

The module will be introduced through a guided reading of this module guide and looking at some of the resources available.

The introductory lecture reminds students about the significance of audiences, representations and the industries that serve those audiences and produce those representations (or texts).

In the remaining time we can all discuss some of these issues.

For next week you should skim read the preface and introduction to the set book and read up on media coverage of Jack the Ripper from the past and more recently. See <http://www.met.police.uk/history/ripper.htm> for Met Police take on this and http://www.casebook.org/press_reports/ for very full details of press coverage from around the world. Other material has been placed online.

Wk2

Video: Jack the Ripper

In the lecture a video about Jack the Ripper ([TO KILL AND KILL AGAIN: JACK THE RIPPER 2002](#)) will be shown because of its references to the media interest in the case (then as now) and how the media might, itself, be implicated. This recent [article](#) suggests papers still interested. The case of Jack the Ripper is history but it shows things weren't necessarily better then.

In the seminar we'll discuss media coverage of the Ripper, then and now, factual and fictional.

For next week check out stuff on the recent hacking scandal. There is obviously little academic work on this but look at these links. An interactive [timeline](#). And journalist Nick Davies [video](#). This should be a basis for discussion.

Wk3

Hackgate/Metgate/*News of the World*

At the time of writing - and possibly by the time of delivering the module - this is 'unfinished business'. However, it clearly involves the media and there has been crime

and punishment, with more expected. Moreover social media has been important but perhaps forgotten has been the doggedness of the Guardian in pursuing this issue.

In the seminar we'll discuss the issues raised by the case - it is not clear at time of writing (27 July 2011) what all these are.

For next week read *When Serial Killers go unseen* by Wilson (online)

Wk4

Introduction – A Brief History of the Media Portrayal of Crime and Criminals

In the lecture a brief history is set out of media coverage of crime and criminal justice. This based on chapter 1 the introduction to set book, but see also Judith Flanders *The Invention of Murder* - see this review in [Daily Mail](#).

In the seminar we'll discuss Serial Killers and Signal Crimes

For next week read *Misogyny in Rap Music* by Weitzer and Kubrin on line.

Wk5

Applying Theoretical Perspectives on the Media to Crime

In the lecture 'Media effects' - the hypodermic model, Bobo doll, copycat crime are examined and critiqued. Moving on to examine media power and even postmodern/cultural criminological responses to media. This is based on Chapter 2 of the set book.

In the seminar we can examine the 'effects' of films, TV, cartoons or videogames.

For next week read *On the concept of moral panic* by David Garland available on line.

Wk6

The Media and Moral Panics – Theories and Examples

In the lecture the work of Cohen, Young, Goode and Ben-Yehuda are examined and critiqued. For instance, moral panics - past and present. More than just mods and rockers - witches to paedophilia. This is based on Chapter 3 of the set book.

In the seminar we can review this and consider future panics.

For next week read *Distorted? a quantitative exploration of drug fatality reports in the popular press* by Alasdair J.M. Forsyth and *'Binge' drinking, British alcohol policy and the new culture of intoxication* by Fiona Measham and Kevin Brain both of which are online.

Wk7

Moral Panics 2 - Drink and Drugs

This lecture, in part based on Chapter 3 of the set book, focusses on media coverage of drink and drugs, often by young people.

In the seminar we discuss specific panics around drink and drugs past and present.

For next week read *Bad, mad or sad? Mothers who kill and press coverage in Israel* by Gabriel Cavaglioni

Wk8

The Media Portrayal of Criminals

In the lecture the age, gender, sexuality, class and ethnicity of criminals and their representation, including fictional representation, is considered. This is based on chapter 4 of the set book.

In the seminar the issues raised in the chapter and lecture - but particularly gender and sexuality - will be considered.

For next week read *Monsters and angels Visual press coverage of child murders in the USA and UK, 1930–2000* by Claire Wardle

Wk9

The Media Portrayal of Victims

In the lecture victimology is introduced and media representation of victim examined (who counts?) plus surveillance and CCTV (a media and staple of media reporting of crime now). This is based on chapter 5 of the set book.

In the seminar these matters are discussed - particularly CCTV and surveillance.

For next week read Reiner on *Media Made Criminality*.

Wk10

The Media and the Criminal Justice System

In the lecture representations of police, courts and prisons both factual and fictional are considered. Dick Barton to Dixon to CSI. This is based on chapter 6 of the set book.

In the seminar representations of the CJS are examined - don't forget radio. For instance this excellent series [Voices from the Old Bailey](#).

For next week read Policing diversity in the digital age : Maintaining order in virtual communities by Wall and Williams.

Wk11

Essays in

New Media Technology and Crime – Cybercrime

In the lecture cybercrime - child porn, violence, hatred, attacks, stalking and criminals are examined. This is based on chapter 7 of the set book.

In the seminar we ask can we police the net?

For next week read both the work of Solomon on the punitiveness of the press and Allan on informing the public.

Wk 12

The Media, Punishment and Public Opinion

In the lecture Does the media influence you or others on matters about punishment or fear of crime? For instance are inaccurate media portrayals of the UK legal system adding to juror confusion? For instance see this article in [the Barrister](#). This is based on chapter 8 of the set book.

In the seminar we look forward to the exams and give broad feedback on essays.

Wk13 Revision

The Legal stuff

Academic Misconduct

Academic misconduct is taken very seriously. Tutors guide students through the learning process with the aim of helping them to attain their own academic achievements, ultimately so they can graduate with a degree that they have gained through their own work, not by cutting corners, copying, or using other people's work. Below are examples of academic misconduct, where it appears that students have:

copied work from reference sources or other students (**plagiarism**);
worked too closely together to produce very similar submissions (**collusion**);
allowed another student to copy their work (**unfair advantage**)

fabricated results or other outcomes that form part of the work (**falsification of data**); brought unauthorised materials into an examination room or behaved in other ways that could bring an unfair advantage (**examination cheating**).

More details on these forms of misconduct can be found in the course handbook on pages 24-28. Plagiarism is the most frequent type of misconduct and, as such, is discussed in a little more detail below.

Plagiarism

As mentioned, this is the most common type of academic misconduct. Be very careful to avoid plagiarism in your written work. Plagiarism is defined as ‘taking and using (the thoughts, writings, inventions etc of another person) as one’s own’ (Concise Oxford Dictionary, 1990). Whilst it is perfectly acceptable to paraphrase the wisdom of others or quote verbatim, you must acknowledge the author i.e. reference with surname, date (and page number where applicable). The quality that will gain most marks is original thought. Reproducing your own work for different modules also constitutes academic misconduct. For more information regarding plagiarism and correct referencing please refer to the course handbook.

Plagiarism constitutes academic misconduct and is treated very seriously.

All coursework will be subjected to the Turnitin plagiarism prevention software which generates an originality report for your work. This plagiarism detection service enables staff to carry out a comparison of your work against a huge range of sources including journal articles, periodicals, books, and other pieces of student work. Plagiarism will be penalised in accordance with the Academic Regulations. Please see pages 33-73 of undergraduate student handbook (available at: http://portal.smuc.ac.uk/fileadmin/media/Downloadable_Documents/Key_Information_for_Students/General_Study_Information/UG_H-Book_09-10-MAIN.pdf) for further information regarding plagiarism and the penalties for plagiarism.

YOU MUST KEEP A COPY OF YOUR WORK, both in hard copy and electronic format, until you have graduated