

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook
40 School of Social Policy, Sociology and Social Research

| SA503 A Future for the Welfare State? Social Change, Challenge and Crisis | | | | | | |
|--|------------|------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Whole Year | H | 30 (15) | 100% Coursework | |
| 2 | Canterbury | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | |

Availability

Autumn (term 1) and Spring (term 2) terms

Contact Hours

44 contact hours including lectures, seminars and workshops
 256 hours of private study
 300 total hours for the module

Department Checked

Yes - LSSJ - 14/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Be familiar with the major theories and conceptual approaches to the structure of welfare states
2. Have an understanding of the major challenges facing contemporary welfare states
3. Understand the value of comparative methods in general and the strengths and weaknesses of the main comparative frameworks
4. Be aware of the impact of globalisation and post-industrial shifts in the development of welfare states
5. Be able to apply the above to current social policy debates in the UK through analysis of particular areas of social provision.
6. Be aware of, and able to evaluate, the relevant social scientific literature and empirical evidence (including both quantitative and qualitative evidence) in the field (in particular, policy monitoring and evaluation)

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Presentation and debate, verbal and written
2. Utilisation of research and statistical data
3. Synthesising knowledge across a range of disciplinary fields within the social sciences
4. Self-assessment and working towards the goal of individualised learning and improvement

Method of Assessment

Main assessment methods

Coursework - Essay 1 (2000 words) - 40%
 Coursework - Essay 2 (3500 words) - 60%

Reassessment methods

100% coursework

Preliminary Reading

Castles, F. et al (eds. 2010). *The Oxford Handbook of the Welfare State*, Oxford University Press
 Cochrane, A., Clarke, J. and Gewirtz, S. (2002) *Comparing Welfare States* 2nd Edition Open University Press & Sage.
 Esping-Andersen, G. (1999) *Social Foundations of Postindustrial Economies*. Oxford: Oxford University Press.
 Gough, I., Wood, O, Barrientos, J. Bevan, J. & Davis, P. (2004) *Insecurity and Welfare Regimes in Asia, Africa and Latin America. Social Policy in Development contexts* Cambridge University Press
 Yeates, N. (2008) *Understanding Global Social Policy*, Bristol: the Policy Press.
 Yeates, N. & Holden, C. (2009) (ed.) *The Global Social Policy Reader*, the Policy Press.

Pre-requisites

None

Restrictions

Stage 3 students only

Synopsis

Welfare states face many challenges in the contemporary world. This course takes a comparative approach by systematically analysing key fields to show how a variety of countries have identified and tackled problems of social policy. It starts with a consideration of theoretical frameworks but most of the course is directed at consideration of welfare issues in different countries and to specific topics such as globalisation, migration, population ageing, disability and austerity measures.

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| SA519 The Social Politics of Food | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 80% Exam, 20% Coursework | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

11 hours of lectures and 11 hours seminars

Department Checked

Yes

Learning Outcomes

At the end of this module you will:

have gained an understanding of the diverse meanings of food and food ways in modern Britain

be able to analyse food and eating in terms of its symbolic meanings

have gained an understanding of the main debates concerning food and public policy

be able to discuss policy issues in relation to the production and retailing of food and the role of globalisation in debates concerning food

have had an opportunity to evaluate and criticise research evidence

Method of Assessment

100% coursework (2 x 2500-3000 word essays)

Preliminary Reading

Ashley B et al (2004) Food and Cultural Studies

Bell D and Valentine G (1997) Consuming Geographies

Germov J & Williams L (2010) A Sociology of Food and Nutrition

Lang, T et al (2009) Food Policy

Lupton D (1996) Food, the Body and the Self

Restrictions

Not available for Stage 1 students to take

Synopsis *

The module provides an introduction to social and political issues raised by food and its provision, exploring how sociologists, social anthropologists and policy analysts have addressed this area. The module examines the role of food within the household and beyond, exploring the ways in which food and food practices make manifest social categorisations such as gender, age, ethnicity and religion. Using the examples of vegetarianism and religion, it examines the way food is entwined with symbolic and moral categorisations. The module also addresses the political and policy issues raised by food, exploring government involvement in the area of ingestion, drawing parallels between food, alcohol and tobacco. In doing so it addresses the political issues raised by the large corporate interests of the food industry, and the role of the market in shaping provision. It addresses questions of public health, dietary adequacy and the future of the welfare state through sessions on schools meals and food banks.

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| SA531 The Care and Protection of Children and Families | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

Yes

Learning Outcomes

Demonstrate understanding of the key policy and practice issues associated with family support, child protection, and substitute (family) care, including adoption

Demonstrate familiarity with competing perspectives relating to child care – their differing interpretations of, and emphases upon; the rights of children's and families, and the role of the state – and their influence on policy and practice

Demonstrate a critical understanding of the legal framework within which social care services for children and families are delivered

Demonstrate a critical appreciation of 'evidence-based practice' in relation to work with children and families

Method of Assessment

Main assessment methods

Exam – 2 hours: 50%

Essay – 2,500 words: 35%

Seminar Participation Mark: 15%

Preliminary Reading

Davies, M. (ed) (2012) *Social Work with Children and Families*, Basingstoke: Palgrave

Frost, N. & Parton, N. (2009) *Understanding Children's Social Care: Politics, Policy and Practice*, London: Sage

Kirton, D. (2009) *Child Social Work Policy and Practice*, London: Sage

Rogowski, S. (2013) *Critical Social Work with Children and Families*, Bristol: Policy Press

Stein, M. (2009) *Quality Matters in Children's services : messages from research*, London: Jessica Kingsley

Holland, S. (2011) *Child and Family Assessment in Social Work Practice*. London: Sage

Jowitt, M. and O'Loughlin, S. (2012) *Social Work with Children and Families (3rd edn)* Exeter: Learning Matters

Pre-requisites

None

Restrictions

None

Synopsis >*

In broad terms, this module explore the workings of child social care and relationships between children, families and the state. This includes a range of interventions and service provision – covering the areas of family support, child protection and out-of-home care for looked after children. In social scientific terms, the focus is on the dynamic social construction of problems such as child abuse or neglect, their intersection with social divisions and the shaping of state and civil society responses.

The following is an indicative list of topics:

- Social Work & Social Care for Children
- Supporting Families and Children in Need
- Child Protection – An Historical Overview
- What is Child Maltreatment? Contemporary Debates
- (Re)Discovering Child Sexual Abuse and Exploitation
- Understanding Child Maltreatment: private troubles and public issues
- The State as Parent: Looked After Children and Leaving Care
- Adoption: Private Lives and Public Policy
- Interethnic and International Adoption
- Child Welfare and Disabled Children

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| SO5011 Policing & Society | | | | | | |
|--------------------------------------|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 15 (7.5) | 70% Exam, 30% Coursework | |
| 1 | Canterbury | Autumn | I | 15 (7.5) | 70% Exam, 30% Coursework | |

Contact Hours

Total Contact Hours: 22
Private Study Hours: 128
Total Study hours: 150

Department Checked

Yes - LSSJ - 23/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successful completion of this module students will be able to:

1. Comprehend the theoretical, conceptual, and practical issues in the study of the policing
2. Demonstrate an understanding of the origins, historical development and contemporary transformation of policing
3. Critically consider the impact of organisational cultures, social divisions and inequalities on policing
4. Appreciate the complex nature of the police role and functions, and the factors that influence police effectiveness and performance.
5. Demonstrate critical reflection in developing alternative policing provision
6. Understand the complex nature of police accountability, governance and legitimacy

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate skills of independent and collaborative learning in both individual and group work settings
2. Demonstrate strong research skills drawing on a range of literature
3. Demonstrate good communication skills, in both written and oral form
4. Demonstrate analytical and critical reflective skills
5. Demonstrate greater understanding of the relationship between theory, policy & practice

Method of Assessment

Main assessment methods

Coursework - Proposal for Change Report (1500 words) - 30%

Examination (2 hours) - 70%

Reassessment methods

Like for like

Preliminary Reading

- Brown, J. (ed) (2014) *The Future of Policing* Routledge
- Bowling, B. and Sheptycki, J. 2011. *Global Policing*, London Sage
- Cockcroft, T. (2012) *Police Culture: Themes and Concepts*. London: Routledge
- Lister, S. & Rowe, M. (eds) (2016) *Accountability of Policing* Oxon: Routledge
- Newburn, T. (Ed.) 2005. *Policing: Key Readings*. Cullompton, Willan.
- Reiner, R. 2010. *The Politics of the Police*, 4th Edition. Oxford University Press.
- Rowe, M. (2011) *Introduction to Policing* Sage.

Restrictions

Cannot be taken with LAWS5420 (LW542) Policing or SAPO5770 (SA557) Contemporary Issues in Policing: Concepts, Theories, Debates

Synopsis <span style =

This module seeks to demonstrate a critical insight into policing and society. It provides an overview of some of the key issues and controversies in the delivery of justice and social control. It encourages students to think critically about the role and function of the state in the regulation of behaviour and protection of citizens through a focus on the public and private spheres. Key issues confronting contemporary policing are explored together with an enhanced theoretical awareness of the historical context within which contemporary policing has developed. Broad base reform agendas are explored and debates about policing are situated within wider discourses of social control, governance, accountability and legitimacy; together with a critical appreciation of the impact of organisational culture, social divisions and inequalities on policing. Whilst the curriculum is predominantly concerned with policing in England & Wales, the module will explore and reflect upon policing in a range of jurisdictions to develop understanding.

| SO5012 Analysing Data in the Real World | | | | | | |
|--|------------|------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 100% Coursework | |

Contact Hours

Total contact hours: 66
Private study hours: 234
Total study hours: 300

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Department Checked

Yes - LSSJ - 29/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Have a proficient ability to use appropriate statistical software (e.g. R);
2. Have a critical understanding of the limitations of common analytical techniques;
3. Critically understand the strengths and limitations of advanced methods for investigating causality
4. Demonstrate careful data visualisation skills in communicating quantitative research;
5. Demonstrate an ability to thoroughly critique quantitative analytical claims made in public debates and in academic research;
6. Demonstrate an ability to present the rationale and results of advanced statistical methods using a range of methods to non-technical audiences;
7. Be able to manipulate and clean data

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate an ability to use statistical packages to use, analyse and present quantitative data;
2. Critically understand the strengths and weaknesses of advanced quantitative methods, and apply sound judgement in real-world scenarios;
3. Demonstrate proficiency in the use of one or various statistical software packages;
4. Organise information clearly and persuasively communicate research using a variety of methods;
5. Create visualisations and presentations of analysis;
6. Work in a group and to produce clear communication using a variety of methods of research results.

Method of Assessment

Main Assessment methods:

- Coursework - module engagement tasks - 20%
- Coursework - personal report 1 (2000 words) - 30%
- Coursework — personal report 2 (3000 words) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Angrist, J.D. and Pischke, J.S., (2014). Mastering 'metrics: the Path from Cause to Effect. Princeton, Princeton University Press.

Cook, T., & Campbell, D. (1979) Quasi-experimentation: Design and analysis issues for field settings. Chicago, Rand McNally College Publications.

Grolemund, G. & H. Wickham. 2017. R for Data Science. <https://r4ds.had.co.nz/>

Healy, K. 2018. Data Visualization: A practical introduction. <https://socviz.co/>

Imai, K. 2018. Quantitative Social Science: An Introduction. <http://qss.princeton.press/>

Morgan SL (2nd edition 2015), Counterfactuals and Causal Inference: methods and principles for Social Research, New York, Cambridge University Press

Murnane, R.J. and Willett, J.B., (2010). Methods Matter: Improving Causal Inference in Educational and Social Science Research. Oxford University Press.

Robson, C and McCartan, K (2016), Real-World Research : a resource for users of social research methods in applied settings, 4th edition., Chichester, Wiley.

Pre-requisites

Pre-requisites:-

SOC13410 (SO341) Critical Thinking

SOC16020 (SO602) Social Research Methods

OR

An introduction to quantitative research (to the level of basic (OLS) regression

Restrictions

Compulsory stage 3 module for any bachelor degree course that includes 'with Quantitative Research'

Synopsis *

This module aims to develop standard research skills into a quantitative research skillset that will enable the student to work with data, from working with different types of datasets/variables to analysing this data and presenting it in oral and written form.

Learning will be orientated towards:

- Learning ways to work with and manipulate datasets to make them ready for statistical analysis (i.e. to create tidy data)
- Critically understanding the limitations of simple (OLS) regression, with particular emphasis on endogeneity/confounding and causal heterogeneity;
- Learning a number of advanced methods for investigating the social world through quantitative research (e.g. associative and causal methods). For each method, students will first consider the rationale for the method (its strengths and limitations), and then use the method in hands-on statistical analysis sessions using appropriate statistical software (e.g. R);
- Learning how to communicate and present data and quantitative analysis (e.g. with various types of data visualisations).

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| SO505 Sociology of Crime and Deviance | | | | | | |
|--|------------|------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Whole Year | I | 30 (15) | 50% Coursework, 50% Exam | |

Availability

Every Year

Contact Hours

Total contact hours: 44

Private study hours: 256

Total study hours: 300

Department Checked

Yes - LSSJ - 13/10/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successful completion of this module students will be able to:

1. Be able to critically assess a range of theoretical accounts of crime and deviance and their control;
2. Have developed a critical understanding of the social, economic and cultural dimensions of crime and deviance;
3. Be able to demonstrate awareness of classical and contemporary ideas about the cultural and ideological character of crime and deviance;
4. Have developed an understanding of the links between sociological theorizing of crime and deviance and the socio-historical context in which these theories emerged;
5. Be able to apply research evidence to develop a critical understanding of deviance, social control and related social problems.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

On successfully completing the module students will be able to:

1. Effectively communicate information in a clear and coherent manner
2. Synthesise items of knowledge from different schools and disciplines of enquiry
3. Perform advanced library investigations in order to demonstrate a critical awareness of complex issues

Method of Assessment

Main assessment methods

Examination - 3 hours - 50%

Coursework - Essay (2000 words) - 50%

Reassessment methods

100% coursework.

Preliminary Reading

There is no text that covers the course as a whole. The following books are recommended for this course.

Carrabine, E. et al. (2014) *Criminology: A Sociological Introduction* (3rd ed.). London: Routledge

Lilly, J. et al (2018) *Criminological Theory: Context and Consequences*. (7th ed.) Thousand Oaks, Ca.: Sage

Tierney, J., (2013) *Criminology: Theory and Context*. (3rd ed.). Edinburgh: Pearson.

McLaughlin, E., J. Muncie and G. Hughes (2013) *Criminological Perspectives: Essential Readings* (3rd ed.). London: Sage.

Downes, D and Rock, P (2016) *Understanding Deviance: A Guide to the Sociology of Rule Breaking* (7th ed.). Oxford:

Oxford University Press

M. Maguire, R. Morgan, and R. Reiner, *The Oxford Handbook of Criminology*, various editions. Oxford: Oxford OUP

Morrison, W. J., (1997) *Theoretical Criminology: From Modernity to Postmodernism*. London: Cavendish

Pre-requisites

SOC13050 (SO305) Introduction to Criminology or SOC13330 (SO333) Crime Culture & Control

Synopsis *

The aim of this module is to provide students with a critical understanding of the nature and extent of crime and deviance in contemporary society, and the main ways in which they can be explained and controlled. Focusing upon contemporary sociological theories of crime against a background of the classical ideas within the field, this module will provide undergraduates with an opportunity to engage with the most up-to-date debates in an area of great interest in contemporary society.

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| SO509 Health, Illness and Medicine | | | | | | |
|---|------------|------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 90% Exam, 10% Coursework | |
| 1 | Canterbury | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Whole Year | H | 30 (15) | 70% Coursework, 30% Exam | |

Contact Hours

Total contact hours: 44
Private study hours: 256
Total study hours: 300

Department Checked

Yes- LSSJ- 03/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows.

On successfully completing the module students will be able to:

1. describe and critically analyse the ways in which concepts of health, illness and medicine are constructed and contested;
2. demonstrate detailed knowledge of key sociology theories concerning health, illness and medicine;
3. demonstrate detailed familiarity with current debates about the development of medicine and the medical profession;
4. engage with contemporary debates concerning health and illness, about 'health panics', the politics of behaviour modification, and new forms of illness;
5. demonstrate a high capacity in the application of social science theory and research evidence to understandings of health, illness and medicine.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. organise information in a clear and coherent manner.
2. demonstrate critical thinking, analysis and synthesis

Method of Assessment

Main assessment methods

Coursework - Essay 1 (2500 words) - 35%
Coursework - Essay 2 (2500 words) - 35%
Examination, 2 hours - 30%

Reassessment methods

100% coursework

Preliminary Reading

Barry, A and Yuill, C (2011) Understanding the Sociology of Health (2nd ed)
Gabe, J and Calnan, M (eds) (2009) The New Sociology of the Health Service
Gabe, J and Monaghan, L (2013) Key Concepts in Medical Sociology (2nd ed.), Los Angeles, Sage
Lupton, D (2000) The Imperative of Health: Public Health and the Regulated Body, London, Sage
Nettleton, S (2013) The Sociology of Health and Illness, Cambridge, Polity, (3rd ed.)
Wainwright, D (ed) (2008) A Sociology of Health London, Sage (core text)

Pre-requisites

None

Synopsis *

'Health', 'illness' and 'medicine' are by no means static concepts. Their meaning has changed over time, and there is competition and conflict over what they mean. For example, in recent decades, health has come to mean much more the absence of disease. This is the age of healthy eating, sexual health, holistic health, healthy lifestyles and healthy living. We live in a time when medicine can mean homeopathy or acupuncture, as well as heart surgery and vaccinations. 'Health' is also something we seem to worry about, and panic over; recent years have witnessed high profile scares about eating beef, using the contraceptive pill and mobile phones, and giving babies the MMR vaccine. 'Health, Illness and Medicine' discusses key ideas and concepts developed by social scientists that can help us understand these, and other, aspects of our society.

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| SO525 | | Environmental Politics | | | | |
|--------------|------------|-------------------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 03-09-2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate in-depth understanding of the varieties of political action concerned with the environment;
2. Critically evaluate the development of environmental protest and environmental movements, and of the changing character of environmental movement organisations
3. Account for the emergence and development of Green institutionalism.
4. Understand political responses to global environmental issues.
5. Critically evaluate the various means by which political ideas about the environment have been translated into political action.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate the skills to communicate effectively using a variety of methods to specialist and non-specialist audiences
2. Demonstrate the ability to synthesise items of knowledge from different sources and critically assess evidence in relation to competing explanations

Method of Assessment

Main assessment methods

Coursework - Essay (2000 words) - 50%

Examination (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Connelly J & Smith G (2012) Politics and the Environment: From Theory to Practice (3rd edition). Routledge, New York

Doyle T (2005) Environmental Movements in Majority and Minority Worlds: A Global Perspective. Rutgers UP, New York

Morin J, Orsini A, Jinnah S (2020) Global Environmental Politics. Oxford

Newell P (2020) Global Green Politics. Cambridge

Pre-requisites

None

Synopsis *

Environmental issues have become central matters of public concern and political contention. In this module we shall consider explanations for the rise and social distribution of environmental concern as well as the forms of organisation that have been adopted to address environmental questions, including the emergence of global environmental issues and the responses to them. The development of environmental protest, environmental movements and Green parties are central concerns, but we shall also consider the 'greening' of established political parties and political agenda. Is it realistic to expect the development of a global environmental movement adequate to the task of tackling global environmental problems. The approach is broadly comparative and examples will be taken from Europe (east and west), North America, Australasia and south-east Asia.

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| SO532 | | Mental Health | | | | |
|--------------|------------|----------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 2 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Contact hours: 22
Private Study: 128
Total study hours: 150

Department Checked

Yes - LSSJ 09/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a sound understanding of the current sociology and social policy of mental health including knowledge that is at the forefront of debates around the contribution of sociology to the mental health field.
2. Demonstrate a critical awareness of the strengths and weaknesses of different approaches to mental health.
3. Critically assess the social inequalities of e.g. social class, gender, race and additional ways in which society disables individuals with mental health problems including stigma
4. Interpret and critique evidence relevant to the issue of mental health.
5. Understand the complex relationship between mental health and other institutions.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to :

1. Communicate using a range of methods to both specialist and non-specialist audiences
2. Think conceptually
3. Synthesize data from the library, internet, etc sources
4. Reflect systematically and analytically

Method of Assessment

Main assessment methods

100% coursework

Coursework - Seminar Participation - 10%

Coursework - Essay (3,500 words) - 90%

Students must attain a mark of at least 40% in the essay to pass the module overall.

Reassessment methods

100% coursework

Preliminary Reading

Davies, J. (2013) Cracked: why psychiatry is doing more harm than good, Icon Books Ltd.

Pilgrim, D. (2017) Key Concepts in Mental Health. 2nd edition or 4th edition, Los Angeles, Sage

Rogers A. and D. Pilgrim (2014) A Sociology of Mental Health & Illness, Maidenhead, Open University Press

Rose, N. (2019) Our Psychiatric Future, Oxford University Press

Pre-requisites

None

Synopsis */span>

This module introduces students to the sociological approach to understanding and critiquing mental health. It begins by outlining historical definitions of mental health; and how policy and practice have changed over time from incarceration in large institutions to present-day community care. Sociological perspectives of mental illness (for example, labelling and social causations of mental ill-health) are considered alongside psychiatric and psychological approaches to treating people with mental illnesses. The module then looks at social inequalities in relation to opportunities to recover, including gender and race, as well as other 'actors' Please note, as this is not a clinical module material covered will not include in-depth investigations of specific diagnoses of mental illnesses

| SO533 | | Gender, Crime and Criminal Justice | | | | |
|--------------|------------|---|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Contact time: 22 hours;
Private study: 128 hours
total study hours: 150

Department Checked

yes - LSSJ -23/03/2021

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Learning Outcomes

The intended subject specific learning outcomes are as follows. On successful completion of this module students will be able to:

1. Use empirical data (including quantitative and qualitative data) to explore and explain different patterns of offending, victimisation and employment in the criminal justice system amongst women and men
2. Critically assess traditional criminological theory, feminist critiques and recent debates about the importance of femininity and masculinity to our understanding of criminal behaviour and the workings of the criminal justice system, through engaging directly with theoretical materials
3. Describe and evaluate the debates surrounding the differential treatment of women and men in the criminal justice systems as victims, offenders and professionals
4. Recognise and evaluate the main empirical and theoretical studies of gender, crime and criminal justice, as well as key policy documents and legislation
5. Identify and gather appropriate library and web based resources, make judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate skills in interpreting and analysing research data and official statistics
2. Assess the merits of criminological research and use it to construct an argument
3. Apply Written and oral communication skills
4. Collate material for essays and seminar preparation using databases and the internet as appropriate
5. Demonstrate time management, independent learning, and group work skills

Method of Assessment

Main assessment methods

Coursework - essay (3,000 words) - 50%

Examination (2 hours) - 50%

Reassessment methods

100% Coursework

Preliminary Reading

Students are required to purchase one set text: Walklate, S. (2000) *Gendering Criminal and Criminal Justice*, Devon: Willan Publishing.

The following books are also recommended:

Carlen, P. and Worrall, A. (1987) (Eds.) *Gender, Crime and Justice*, Buckingham: Open University Press.

Davies, P. (2011) *Gender, Crime and Victimisation*, London: Sage.

Davies, P., Francis, P. and Greer, C. (2014) *Victims, Crime and Society*, London: Sage.

Heidensohn, F. (1996) (2nd ed.) *Women and Crime*, Basingstoke: Macmillan.

Morris, A. (1987) *Women, Crime and Criminal Justice*, Oxford: Basil Blackwell

Silvestri, M. and Crowther-Dowey, C. (2016) *Gender and Crime* (2nd Ed) London: Sage.

Walklate, S. (ed) (2012) *Gender and Crime*, London: Routledge

Students will also be encouraged to make use of relevant websites, particularly the Home Office website.

Pre-requisites

Either SO305 Introduction to Criminology or SO333 Crime, Culture and Control and either SO505 Sociology of Crime and Deviance or SO536 Crime and Justice in Modern Britain.

Single Hons Cultural Studies students must have done either SO305 or SO333 but may take either SO505 or SO536 as co-requisites.

Restrictions

Available to Stage 3 Students Only

Synopsis *

The aims of the module are to:

- Explore gender differences in offending, victimisation, and deployment in the criminal justice system
- Examine theoretical approaches in Criminology and their engagement with issues of gender
- Discuss the main ways in which gender impacts on the operation of the criminal justice system

Topics covered in the module will cover:

- gender and patterns of offending
- a critique of traditional criminology; feminist criminologies; masculinities and crime
- media representations of male and female offenders
- gender in the courtroom, penal system and policing
- women and men as criminal justice professionals
- gender, victimisation and fear of crime.

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| SO534 Violence and Society | | | | | | |
|-----------------------------------|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

yes - LSSJ - 24/03/2022

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of the relevance of violence to criminological analysis
2. Demonstrate a critical knowledge of key concepts, debates and theoretical approaches to criminology and sociology and their relationship to the study of violence
3. Critically evaluate major theoretical and research themes involved in the analysis of violence
4. Demonstrate an appreciation of the complexity and diversity of violent behaviour

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Effectively communicate theoretical and empirical material and arguments
2. Organise complex information in a clear and coherent manner
3. Synthesise items of knowledge from different schools and disciplines of enquiry

Method of Assessment

Main assessment methods
Coursework - Essay - 50%
Examination (2 hours) – 50%.

Reassessment methods
100% coursework.

Preliminary Reading

Ray, L. J. (2018) *Violence and Society*, London: Sage second edition
Collins, R (2008) *Violence- a Microsociological Theory*, Princeton: Princeton University Press
Kilby, J and Ray L.J. eds (2015) *Violence and Society-Towards a New Sociology Sociological Review Monograph, Sociological Review 16 (3)*
Scheper-Hughes, N and Bourgeois, P eds (2004) *Violence in war and Peace* Oxford: Blackwell

Pre-requisites

ONE of SOCI3360 (SO336) *Sociology of Everyday Life*; SOCI3370 (SO337) *Fundamentals of Sociology*; SOCI3050 (SO305) *Introduction to Criminology*; SOCI3330 (SO333) *Crime Culture and Control*; SAPO3000 (SA300) *Social Problems and Social Policy I*; SAPO3010 (SA301) *Social Problems and Social Policy II*.

Synopsis *

This module will examine the ways in which violence is receiving increasing attention within the social sciences, and will introduce the major theoretical and research themes involved in the analysis of violence. It will examine data on the prevalence, nature and effects of violent crime, and will consider issues of violence, aggression and masculinity. This will be done with particular reference to examples, such as racist crime, homophobic crime and domestic violence. The module will approach violence from interpersonal and societal perspectives and will include consideration of collective violence and genocide. It will further examine solutions to violence and conflict resolution, the effects of intervention strategies and non-judicial responses to violence.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO535 Youth and Crime | | | | | | |
|------------------------------|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 55% Coursework, 45% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact time: 21 hours.

Total Private study time 129.

Total study hours : 150

Department Checked

Yes - LSSJ -24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically understand and recognise the strengths and weaknesses of various criminal justice approaches to youth offending and current debates in youth justice policy
2. Systematically understand the relationship between young people, crime and deviance, within political, media and historical contexts.
3. Understand and critically evaluate the key theoretical debates that underpin the study of young people, crime and deviance in contemporary British society.
4. Have an understanding of youth crime and youth justice policy from an international and global perspective, and be able to apply underlying concepts and principles outside in other contexts

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate effective skills in presentation and debate, both verbal and written, and in utilization of research and empirical data to specialist and non-specialist audiences
2. Synthesise the theoretical contributions of different schools and disciplines of enquiry
3. Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits and use the available evidence, including quantitative data sources and evidence.

Method of Assessment

Main assessment methods

Coursework - essay (3,000 words) - 45%.

Coursework - class participation - 10%

Examination - 2 hours - 45%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Muncie, John (2014) (fourth edition) Youth Crime London: Sage

France, A. (2007) Understanding Youth in Late Modernity Open University Press

Goldson and Muncie (eds.) (2006) Youth Crime and Justice London: Sage

Smith, R. (2006) Youth Justice: Ideas, Policy and Practice Cullompton: Willan

Muncie, J. Hughes, and McLaughlin (eds.) (2002) Youth Justice: Critical Readings London: Sage

Maguire, Morgan, and Reiner, (eds.) (2007) The Oxford Handbook of Criminology, Oxford: Oxford UP (Chapter by Tim Newburn, on youth, crime and criminal justice)

Pre-requisites

Introduction to Criminology SOCI3050 (SO305), Crime and Society SOCI3330 (SO333) and Sociology of Crime and Deviance SOCI5050 (SO505)

Restrictions

Available to stage 3 Students ONLY

Synopsis */span>

This module provides students with a sociological and criminological understanding of contemporary issues relating to youth crime. More specifically, the module provides both a practical and critical understanding of young people's involvement in crime and deviance and the various responses to youth crime, especially how young people are dealt with by the youth justice system. The module begins by examining current trends in youth offending and explores media responses. We then go on to look at 'the youth problem' from an historical context. The module then goes on to focus in depth on how we can research your crime through a lens of four key substantive themes such as; gangs and violent crime; drugs, alcohol and nightlife; young people, urban space and antisocial behaviour; and the youth justice system in England and Wales. Throughout the module, attention is given to the importance of understanding the connections of youth crime with race, class and gender and at the same time, engages with key theoretical ideas, research methodologies and debates that inform our understandings of youth crime. This unit provides an opportunity to engage with the most up-to-date debates in an area of great interest in contemporary society.

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| SO536 Criminal Justice in Modern Britain: Development, Issues and Politics | | | | | | |
|---|------------|------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | I | 30 (15) | 50% Coursework, 50% Exam | |

Availability

Autumn term (term 1) and Spring term term (term 2)

Contact Hours

Total contact time: 44 hours

Private study hours: 266 hours

Total learning hours: 300 hours

Department Checked

yes - LSSJ - 03-09-2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Show understanding of the structure and history of the main institutions of the Criminal Justice System
2. Consider the relationships between the formal and informal structures for preventing and reducing crime
3. Identify, retrieve and interpret information (including quantitative data) on patterns of crime and punishment and to relate these to specific debates and issues
4. Follow and critically assess debates and controversies surrounding the CJS and how these relate to broader social policy strategies in particular in promoting social exclusion or inclusion
5. Assess CJS policies in terms of their impact upon issues concerning race, gender and class
6. Indicate awareness of the historical, cultural and political conditions which have moulded the institutions of the CJS
7. Examine current debates around crime and crime prevention and relate these to the relevant theoretical perspectives

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Display well developed communication skills through their essay writing
2. Complement their own learning and performance through independent learning and library research
3. Apply quantitative and problem solving skills

Method of Assessment

Main assessment methods

Coursework - reflective report (1500 words) - 20%

Coursework - essay (3000 words) - 30%

Examination (3 hours) - 50%

Reassessment methods

100% Coursework

Preliminary Reading

Cavadino, M., (2007) The penal system: an introduction, 4th ed, London, SAGE Publications

Davies, M., (2005) Criminal justice : an introduction to the criminal justice system in England and Wales, 3rd ed., Harlow, Longman

Hale, C., (2009) Criminology, 2nd ed, Oxford University Press

Maguire, M., (2007) The Oxford handbook of criminology, 4th ed, Oxford University Press

Pre-requisites

SOCI3050 (SO305) Introduction to Criminology OR SOCI3330 (SO333) Crime Culture and Control

Synopsis *

The module will be organised around the following themes:

- The history, development and structure of the institutions of the Criminal Justice System(CJS)
- Current issues facing the Criminal Justice System
- Crime, crime control and social exclusion
- Crime prevention and community safety

Within the organisation of the module students will be encouraged to cooperate on issues based around the above themes and to participate verbally within the context of class discussions, group presentation and class debate.

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| SO537 | | Race and Racism | | | | |
|--------------|------------|------------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 3 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 3 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ -24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. clarify and debate the meanings surrounding the term 'racism'. 'Racism' has come to be used so broadly, so that it is in danger of becoming an inflated term. Students taking this module should be able to demonstrate their understanding of the historical evolution of this term, and the contemporary debates surrounding this term;
2. critically assess how changing conceptualizations of racism arise in specific historical, sociopolitical contexts;
3. rethink and refine the traditional emphasis upon racism, as something which predominantly affects 'Black' people. Much recent work in this area has addressed the need to explore the potentially disparate experiences of racism by various ethnic minority groups;
4. explore the comparative experiences of ethnic minorities, for example the ways in which they experience and respond to forms of racial discrimination and abuse in Western advanced capitalist societies;
5. assess the effectiveness of state policies to combat racism, for instance through 'positive discrimination' and EO policies.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. understand and disseminate complex theoretical material;
2. develop an ability to present arguments orally in seminar discussions;
3. organize information in a clear and coherent manner through essay writing and seminar discussion;
4. develop research skills via use of online sources and e-journals.

Method of Assessment

Main assessment methods

Coursework - Essay (3000 words) (35%)
Coursework - Seminar Participation (15%)
Examination - 2 hours - (50%)

Reassessment methods

100% coursework

Preliminary Reading

Eds. Martin Bulmer & John Solomos, *Racism* (1999)
George Fredrickson, *Racism: a Short history* (2002)
Andrew Pilkington, *Racial Disadvantage and Ethnic Diversity* (2003)
John Solomos & Les Back, *Racism and Society* (1996)
Mairtin Mac an Ghaill, *Contemporary Racisms and Ethnicities* (1999)
Ali Rattansi, *Racism: an Introduction* (2008)

Pre-requisites

None

Synopsis *

What is meant by 'racism'? Charges of racism are seemingly everywhere – in the workplace, in the streets, in everyday interactions. But what exactly is racism? Is it beliefs about racial inferiority or superiority? Is it found in actions and consequences whether people intended to be racist or not? We will first review various theories of racism, and critically assess how changing conceptualisations of racism arise in specific, socio-political contexts. We will also consider whether a colour-blind future is desirable and/or possible.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO538 Childhood, Society and Children's Rights | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ -24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Have a critical understanding of the ways in which childhood is 'socially constructed'
2. Articulate competing perspectives on children's rights and apply them to analysis of the national and international frameworks for their implementation and monitoring
3. Demonstrate how the above knowledge helps to understand social problems facing children
4. Demonstrate an ability to critically analyse the ways in which policy interventions in children's lives are shaped by and shape concepts of childhood and children's rights
5. Understand the complex relationship between 'universal' concepts of childhood and the lives of children as shaped by social and other divisions

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate skills in presentation and debate
2. Critically analyse and utilise research and statistical data
3. Synthesise knowledge across a range of disciplinary fields within the social sciences

Method of Assessment

Main assessment methods

Coursework - essay (3000 words) – 60%
Coursework - seminar presentation (15 minutes) – 30%
Coursework - seminar participation -10%

Reassessment methods

100% coursework

Preliminary Reading

Wyness, M (2014) *Childhood*, Policy Press
Kehily M (ed) (2nd edn. 2008) *An Introduction to Childhood Studies*. Open UP
Qvortrup J (2011) *The Palgrave Handbook of Childhood Studies*, Palgrave
James A & James A (2008) *Key Concepts in Childhood Studies*. Sage
Kehily M (ed) (2013) *Understanding Childhood: a cross-disciplinary approach*, Policy Press
Leonard M (2016) *The Sociology of Children, Childhood and Generation*. Sage

Pre-requisites

None

Synopsis >*

In broad terms, the curriculum aims to use historical and cross-cultural material to examine the ways in which childhood can be viewed as 'socially constructed'. This includes a focus on recent changes relating to the effects of social media and the 'digital revolution' on children's lives. Children's rights are explored both conceptually, in terms of their theoretical and philosophical underpinnings and their implementation in the UK and internationally. In turn, theorisation of the sociology of childhood and understandings of children's rights are applied to social issues such as child labour, sexuality and exploitation.

The following is an indicative list of topics:

- Introduction – the Social Construction of Childhood?
- Modernity and the Emergence of Childhood
- Childhood in an Age of Uncertainty
- Theorising Childhood – the dominant framework and the new paradigm
- Childhood, Consumption, Media and Technology
- Perspectives on Children's Rights
- Securing Children's Rights
- Children, Work and Child Labour
- Childhood Innocence and Sexual Exploitation

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| SO539 Environmental Policy and Practice | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ -24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1 demonstrate an understanding of how selected environmental policies are made, how they are implemented and with what effects.
- 2 demonstrate an understanding of how businesses and other interest groups and citizens contribute to environmental policies
- 3 Show they have examined in depth the process of environmental policy-making and practice. 8.4 Demonstrate they have acquired understanding at a high level of some of the concepts in and approaches to environmental policy.
- 4 Possess a detailed knowledge of the policies and the processes by which they are elaborated and implemented, and of the obstacles they encounter.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

- 1 demonstrate skills in the organisation of information as demonstrated in their coursework and in responding to information. They will have developed skills in presenting information.
- 2 interpret tables and graphs and integrate numerical and non-numerical information
- 3 make use of journal article abstract services, electronic journals and internet sites. They will use the library resources to find relevant information for their coursework and seminar readings
- 4 critique and evaluate various sources of information, work in small groups, debate and resolve conflict
- 5 reflect upon their own experience in a systematic and analytical way.
- 6 synthesize items of knowledge from different schools and disciplines of enquiry and critically assess environmental policy options

Method of Assessment

Main assessment methods
Coursework – essay (2500 words) – 33%
Coursework - seminar presentation (1000 words) – 17 %
Examination (2 hours) – 50%

Reassessment methods

100% Coursework

Preliminary Reading

Carter N (2007) *The Politics of the Environment* (2nd edition)
Connolly J & Smith G (2012) *Politics and the Environment: From Theory to Practice* (3rd edition)
Beder, S *Environmental Principles* (2006)
Roberts, J. *Environmental Policy* (2011)
Garner, R. *Environmental Politics*, 3rd edition (2011)

Synopsis *

This module aims to give you an understanding of the ways in which governments have attempted to address environmental issues such as climate change, energy security and pollution control. It discusses the role of government and other interest groups in formulating and implementing environmental policy, the various forms of policy mechanism that are employed, and the constraints upon their effective implementation.

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| SO551 BSC Social Sciences Dissertation (UKM) | | | | | | |
|---|--------|------------|-------|---------------|--------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Whole Year | H | 30 (15) | 100% Project | |

Availability

Runs every year

Contact Hours

Total contact hours: 44

Private study hours: 256

Total study hours: 300

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Identify and investigate a chosen problem or topic in depth using primary and secondary source materials.
2. Make use of an appropriate range of research techniques previously studied in the research methods modules.
3. Demonstrate the relationship of the study to existing theories and debates.
4. Demonstrate a firm grasp and critical awareness of methodological principles.
5. Produce a dissertation, presenting findings in a structured form, properly referenced and with a full bibliography, making use of ICT.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Undertake an extended piece of writing that demonstrates a highly developed skill in written communication.
2. Gather library, internet and other sources, make judgements about their merits and use them to construct a critical argument.
3. Make good use of appropriate IT packages to analyse and communicate results.
4. Study independently, setting personal targets for completion of work and reviewing progress

Method of Assessment

Main assessment methods

Coursework - Dissertation (10,000 words) (100%)

Reassessment methods

100% coursework

Preliminary Reading

- Abbott, M. (ed.) (2008) *History Skills: A Student's Handbook*. London: Routledge.
- Bryman, A. (2008) *Social research methods*. Oxford: Oxford University Press.
- Denzin, N.K. and Y.S. Lincoln (eds.) (2000) *Handbook of Qualitative Research*. London, Sage.
- Girden, E. (2001) *Evaluating research articles from start to finish*. London: Sage.
- May, T. (2001) *Social Research: issues, methods and process* (3rd edition). Buckingham: Open University Press
- Mills, C. Wright (1999) *The Sociological Imagination*. New York: Oxford University Press.
- Perks, R. and A. Thompson (eds.) (2006) *The Oral History Reader*. London: Routledge.
- Punch, K. (2005) *Introduction to social research: Quantitative and qualitative approaches*. London: Sage.
- Silverman, D. (2005) *Doing qualitative research: a practical handbook*. London: Sage.
- Stevenson, A. (2007) *Studying Psychology*. Basingstoke: Palgrave Macmillan.

Pre-requisites

SOC16470 (SO647) *Research Methods in Sociology*

Restrictions

It is normally expected that students have achieved a minimum of a strong 2:2 grade in SO647: *Research Methods in Sociology*

Synopsis *

The aim of the Dissertation is to enable students to undertake independent research. In the course of their projects, students will deepen their critical understanding of research design and the application of specific techniques, and will further develop theoretical and practical understandings of the approaches of the relevant discipline.

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| SO556 | | Social Ethics | | | | |
|--------------|--------|----------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Medway | Whole Year | H | 30 (15) | 100% Coursework | |

Availability

Runs every year

Contact Hours

Total contact hours: 44

Private study hours: 256

Total study hours: 300

Department Checked

Yes - LSSJ -29/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate detailed knowledge, key concepts and theories in moral philosophy particularly where they are relevant to contemporary ethical issues and social problems.
2. Effectively articulate knowledge of how competing ethical perspectives offer different solutions to ethical and social problems.
3. Demonstrate advanced scholarship in terms of accounting for the varying ways in which individuals and groups engage with ethical issues.
4. Critically evaluate the relevance of ethical theory to understanding contemporary public life.
5. Draw upon social science theories to describe and explain how social relationships and structures (including power) affect people's moral deliberations and actions.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate enhanced communication skills, evidenced through their participation in group work, seminar discussions and essay writing.
2. Have developed skills in finding and using library and internet resources
3. Have developed skills in working collaboratively in teams.
4. Have developed skills in synthesizing theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Assessment for this module is based 100% on coursework:

Coursework - Essay 1 – Analytic Essay (2500 words) - 40%

Coursework - Essay 2 - Argumentative Essay (2500 words) - 40%

Coursework - Debate - 20%

Reassessment methods

100% coursework

Preliminary Reading

James Rachels and Stuart Rachels (2012), *The Elements of Moral Philosophy*, 7th Edition, McGraw-Hill, Boston

Christopher Bennett (2010), *What is This Thing Called Ethics?*, Routledge, London

Sandel, Michael (2009), *Justice: What's the right thing to do?*. London: Penguin Books

Tom Beauchamp (2001), *Philosophical Ethics: An Introduction to Moral Philosophy*, McGraw-Hill, Boston

Pre-requisites

None

Synopsis *

This module aims to provide a broad introduction to social ethics. It will give students moral frameworks with which to address contemporary issues affecting social and professional practices and relationships. The module explores how everyday encounters and practices have ethical dimensions, which are often neglected in sociological accounts.

A range of topics will be examined, including euthanasia, abortion, capital punishment, prostitution, cannibalism, lying, charity and fair wage. It will draw upon several ethical perspectives, such as utilitarianism, deontology, virtue ethics, feminist ethics and theories of justice, to understand these topics.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO575 Poverty, Inequality and Social Security | | | | | | |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total Contact Hours: 22
Private Study Hours: 128
Total Study Hours: 150

Department Checked

Yes- LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate understanding of competing perspectives on poverty, inequality and welfare rights and how these are reflected in social security policies;
2. Demonstrate some knowledge of the historical development of social security;
3. Demonstrate knowledge of social security policy concerns in several substantive areas;
4. Demonstrate an awareness of social security policy as it relates to key groups vulnerable to poverty;
5. Demonstrate understanding of the potential and limitations of social security in maintaining income security;
6. Apply this knowledge to analyse and evaluate critically the potential for and constraints on future reform of social security.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate an ability to make oral arguments (through participation in seminars);
2. Demonstrate an ability to write in a clear and coherent manner (through essay writing);
3. Demonstrate an ability to analyse and interpret numerical data; progression in ability to integrate numerical and non-numerical information (through data presented in lectures and seminars);
4. Demonstrate an ability to produce written documents (through essay writing and note-taking);
5. Demonstrate an ability to work co-operatively on group tasks (through tasks in seminars).
6. Explore personal strengths and weaknesses (through reflection on essay feedback);
7. Demonstrate an ability to identify and define problems; explore optimal and alternative solutions (through application of theory and research evidence to understanding of social policy).

Method of Assessment

Main assessment methods

Coursework - assignment 1 (essay 2500 words) 50%
Coursework - Assignment 2 (short answer assignment) 50%

Reassessment methods

100% Coursework

Preliminary Reading

Alcock, P. (2006). *Understanding Poverty*. 3rd edition. Palgrave
Ridge, T and Wright, S eds (2008) *Understanding Inequality, Poverty and Wealth: Policies and Prospects*. Policy Press
Spicker, P (2011) *How Social Security Works*. Policy Press

Pre-requisites

None

Synopsis *

This module focuses on poverty and inequality and how such social security policies impact upon them. Students will analyse the nature, extent and causes of poverty and inequality, with reference to the UK. The module will make students aware of current issues in welfare reform as it relates to groups vulnerable to poverty including: people who are unemployed; people who are sick or disabled; older people; children; lone parents; people from Black or minority ethnic groups. The module also shows how social security policies encompass different principles of need, rights and entitlement for users of welfare services.

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| SO594 Terrorism and Modern Society | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Understand the key concepts in relation to terrorism and political violence;
2. Recognise and interpret a range of theoretical accounts of terrorism and radicalization
3. Recognise how terrorism functions in variety of different social and national contexts;
4. Understand the social, political and cultural (including in many cases the religious) dimensions of some of the main terrorist movements (both contemporary and historical);
5. Situate terrorist and extremist action within the context of contemporary social theoretical debates about late/post modernity
6. Understand the changing nature of terrorist action (including introductions to the concepts of 'cyber-terrorism' and 'hyper-terrorism')
7. Understand basic counter terrorism measures, including the importance of accurate risk assessment

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate skills in presentation and debate, both verbal and written, and in utilization of research and empirical data;
2. Synthesis items of knowledge from different schools and disciplines of enquiry;
3. Understand the particular theoretical relationships between the academic research on terrorism, criminology and sociology
4. Have acquired research skills through library investigation, critical debate and essay writing.
5. Have developed an ability to read and disseminate complex theoretical material

Method of Assessment

Main assessment methods
Coursework – essay (3000 words) – 50%
Examination – 2 hours – 50%

Reassessment methods
100% coursework

Preliminary Reading

Burke, J (2007) *Al-Qaeda*, London: Penguin
Carr M (2006) *Unknown Soldiers: How Terrorism Transformed the Modern World*. London: Profile
Sageman, M (2004) *Understanding Terrorist Networks*, Philadelphia: Pennsylvania University Press
Jenkins P (2003) *Images of Terror*. New York: Walter de Gruyter
Martin G (2003) *Understanding Terrorism: Challenges, Perspectives and Issues*. London: Sage
White J (2002) *Terrorism: An Introduction*. Belmont, CA: Wadsworth
Whittaker DJ (ed) (2nd edn. 2003) *The Terrorism Reader*. London: Routledge

Pre-requisites

None

Restrictions

Available to Stage 3 Students ONLY. Available to Criminology, Sociology, and Social Policy students. It is also available as an Elective ('Wild') module.

This module can not be taken if you are taking/have already taken POLI6290 (PO629) Terrorism and Political Violence.

Synopsis *

Following the events of September 11 2001 public concerns surrounding the related threats associated with terrorism have inevitably deepened. This course provides a general introduction to terrorism and poses a series of questions that rarely feature in mainstream criminological and sociological discourse. Central elements of the course include an examination of the historical roots of terrorism; an analysis of threat posed by the various terrorist factions associated with the 'global Salafi jihad'; the contextualization of terrorism within the context of late modernity; and an analysis of terrorism at the macro, meso, and micro levels

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO595 Reproductive Health Policy in Britain | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Possess an understanding of competing explanations about how health policies emerge and are made.
2. Identify the main policy developments in Britain about contraception, abortion, teenage sex and pregnancy, and assisted conception.
3. Discuss the origins of these policy developments, drawing on relevant social scientific literature and empirical evidence.
4. Identify areas of current concern and debate their validity for the future development of reproductive health policy
5. Possess experience of doing research using library and on-line resources

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Conduct research, by using library e-journal and other on-line resources.
2. Organise and communicate information and arguments in a clear and coherent manner, through essay writing, and seminar-based group discussion of completed essays.
3. Apply social science theory and research evidence to understandings of social problems and policy responses.

Method of Assessment

Main assessment methods

Coursework - Essay (2500 words) - 50%
Examination - (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

There is no single text book for the module. Students are expected to read two or three journal articles/book chapters for each seminar, which are compiled as a reading pack available from the office in SSPSSR. The following, while they do not cover the breadth of the course, are also highly recommended reads:

Luker K (2006) *When Sex Goes to School, Warring Views on Sex - and Sex Education - since the 1960s*

McLaren A (1990) *A History of Contraception, From Antiquity to the Present Day*

Sheldon S (1997) *Beyond Control: Medical Power & Abortion Law*

Lee E (2003) *Abortion, Motherhood and Mental Health, The Medicalisation of Reproduction in the US and Britain*

Arai L (2009) *Teenage Pregnancy, the Making & Unmaking of a Problem*

Pre-requisites

None

Synopsis *

Contraception, abortion, and teenage pregnancy are the subjects of public controversy in Britain. This module takes these aspects of 'reproductive health' as its main examples. We will consider why contraception, abortion and teenage pregnancy became the subject of policy-making, and look at how policy about them has changed over time. Attention will be drawn to areas of debate that are currently particularly controversial, to encourage students to consider the ways in which policy could develop.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO601 | | Welfare in Modern Britain | | | | |
|--------------|------------|----------------------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 100% Exam | |
| 1 | Canterbury | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | |

Availability

Every Year

Contact Hours

Total Contact hours: 44

Private study hours: 256

Total study hours: 300

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successful completion of this module students will be able to:

1. Display systematic understanding of, and coherent and detailed knowledge of the relative roles of the following sources of welfare in England: the state, the private sector, the voluntary sector.
2. Display systematic understanding of, and coherent and detailed knowledge of the organisation in England of at least one of the following welfare services: health, social care, housing, education.
3. Display systematic understanding of, and coherent and detailed knowledge of the sources of funding for welfare services and the policy processes through which welfare services evolve.
4. Describe and comment upon current debates regarding the organisation and delivery of welfare services.

Critically evaluate arguments, assumptions, abstract concepts, and data to analyse and evaluate the organisation, cost and impact of welfare services.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Display progression in ability to communicate information, ideas, problems, and solutions through essay writing and seminar-based group discussion.
2. Display progression in ability to deploy accurately techniques of analysis and enquiry using statistical data drawn from research and official sources.
3. Display progression in ability to devise and sustain arguments, both verbal and written.
4. Display progression in ability to apply scholarly social science theory and refereed research evidence to understanding social problems and policy responses.
5. Display progression in the exercise of initiative and personal responsibility, and the ability to manage their own learning through reflection on essay feedback.

Method of Assessment

Main assessment methods

Coursework 1 (essay) 5%

Coursework 2 (essay) 20%

Coursework 3 (essay) 25%

Examination (3 hours) 50%

Reassessment methods

100% Coursework

Preliminary Reading

Alcock, P. with M. May (2014). *Social Policy in Britain*. Palgrave. 4th edition.

Hudson, J., Kuhner, S. and Lowe, S. (2015). *The short guide to social policy*. Policy Press. 2nd edition.

Alcock, P., M. May and K. Rowlingson eds. (2012). *The Student's Companion to Social Policy*. Blackwell. 4th edition.

Aveyard, H., P. Sharp and M. Woolliams (2011). *A Beginner's Guide to Critical Thinking and Writing in Health and Social Care*. Open University Press.

Spicker, P. (2014). *Social Policy: Theory and Practice*, 3rd edition. Policy Press.

Glennister, H. (2017). *Understanding the Cost of Welfare*. Policy Press.

Pre-requisites

None

Synopsis *

This module provides a broad introduction to welfare services in modern Britain, with a focus on England. Successful students will improve their understanding of the recent history and current organisation of the following areas of social welfare provision. These include education, health, social care, and housing.

The module starts with a basic mapping and description of key institutions and issues. It then moves on to: The policy-making process: paying for welfare services; social policy implementation by government and professions; assessing the impact of social policies.

The teaching will emphasise debates, arguments and controversies. Students will learn how to put together an argument and persuade others.

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| SO6011 'Selfies': Individualization and Society | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 60% Coursework, 40% Exam | |

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate an in-depth understanding of the changing character and implications of individualization in contemporary society
2. Demonstrate a critical and systematic knowledge of different forms of individualization in different societies, particularly the European, East Asian and American contexts, and understand why these have developed
3. Achieve an in-depth and critical understanding of some of the key texts associated with the sociological understanding of individualization
4. Critically analyse how social class, ethnicity, gender, age, and sexuality may influence the experience of individualization
5. Achieve a sophisticated and nuanced understanding of how individualization can foster our ability to reflect upon our and others' social experiences, and explore how problematic implications of individualization might be critically contested

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;
2. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
3. Communicate information, ideas, problems, and solutions to specialist audiences;

Method of Assessment

Main assessment methods

40% Exam and 60% Coursework:

Coursework - Essay – no more than 2,500 words: 50%

Coursework - Seminar Participation: 10%

Examination - (2 hours): 40%

Reassessment methods

100% Coursework

Preliminary Reading

Ishikawa, S. 2007. Seeking the Self: Individualism and Popular Culture in Japan. Frankfurt: Peter Lang.

Beck, U. and Beck-Gernsheim, E. 2002. Individualization: Institutionalized Individualism and its Social and Political Consequences, London: Sage Publications

Putnam, R. 2001. Bowling Alone: The Collapse and Revival of American Community. New York: Simon and Schuster.

Storr, W. 2017. Selfie. London: Picador.

Hansen, M. and Svarverud, R. 2010. IChina: The Rise of the Individual in Modern Chinese Society, Copenhagen: NIAS Press

Pre-requisites

None

Restrictions

None

Synopsis *

This course will provide students with a sociological understanding of the changing and central importance of individualization for contemporary society, situated both in historical and global comparative terms. The fracturing of collective bonds and assumptions and the casting of individuals into a 'life of their own making' is driven by a combination of economic, technological and cultural forces and is becoming apparent across the globe. This has provoked concern with the implications for social order, mental health and even the future of families and populations. The neglected theme of individualization allows us to examine changing social norms, the changing boundaries of private and public, the management of social order and cohesion in increasingly diverse societies and how anxieties concerning these developments may be overstated or misplaced. At the same time, this module will also emphasize the importance of attending to the ethical and practical implications of unchecked individualization in a variety of contexts and through different case studies

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| SO602 Social Research Methods | | | | | | |
|--------------------------------------|------------|------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | I | 30 (15) | 100% Coursework | |
| 1 | Canterbury | Whole Year | I | 30 (15) | 80% Coursework, 20% Exam | |

Contact Hours

Total contact hours: 44
 Private study hours: 256
 Total study hours: 300

Department Checked

Yes - LSSJ - 29/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Judge and evaluate the validity of research evidence.
2. Identify a range of different research strategies and methods, and their respective advantages and disadvantages, as well as their philosophical underpinnings
3. Seek out and use statistical and other data derived from social surveys and other research publications
4. Read and interpret tables of statistical data
5. Initiate research questions and conduct preliminary empirical research using both quantitative and qualitative research techniques.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Gain skills in the written presentation of research ideas and findings
2. Analyse and utilise in argument basic empirical data drawn from research and official sources

Method of Assessment

Main assessment methods

- Coursework- Qualitative research quizzes - 15%
- Coursework - Qualitative research project - 35%
- Coursework - Quantitative research proposal quizzes - 15%
- Coursework - Quantitative research project - 35%

Reassessment methods

100% coursework.

Preliminary Reading

- Abbott, A. (2003). *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton
 Babbie, E. (2005/2011) *The Basics of Social Research* (5th edn) Intl Edition. Belmont, CA: Thomson/Wadsworth.
 Bryman, A. (2015) *Social Research Methods*, 5th edition, Oxford, UK: Oxford University Press.
 Hesse-Biber, S.N. and Leavy, P. (2006) *The Practice of Qualitative Research* (2nd edn), London: Sage

Pre-requisites

This module is a pre-requisite if you wish to undertake a dissertation in stage 3 [module SOCI6790 (SO679) Research dissertation]

Synopsis *

In this module you will begin to understand the process and debates surrounding how researchers learn more about the social world. What techniques and approaches do social researchers draw upon to organise, structure and interpret research evidence? How do we judge the quality of research? What are the strengths and weaknesses of the range of frameworks and methodologies? The first part of the module introduces you to the conceptual issues and debates around the 'best' way to explore social questions, forms and issues, and an overview of some popular methods for doing so. In the Spring Term, you will spend most of your time applying what you have learned in a group research project and an individual research design project.

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| SO603 | | Health Policy, Power and Politics | | | | |
|---------|------------|-----------------------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact time: 22 hours.
Private study: 128 hours
Total Study hours: 150 hours

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. have an understanding of recent developments and contemporary debates in health and health policy in the UK
2. have an understanding of the influence of the state, professional medicine, the pharmaceutical industry and patient groups in shaping these policies
3. apply different theories to the analysis of policy development in this field
4. evaluate and criticise research evidence, engaging directly with research materials (both quantitative and qualitative) and official data and statistics.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Show their verbal and written skills through essay writing and debate.
2. Demonstrate their critical and analytic thinking.
3. Show their research skills through library based investigation and through essay writing.
4. Demonstrate an understanding of contemporary research evidence and debates.
5. Evaluate empirical material both quantitative and qualitative and apply theoretical ideas to it.
6. Study independently

Method of Assessment

Main assessment methods
Coursework – essay (2500 words) – 50%
Examination (2 hours) – 50%

Reassessment methods

100% Coursework

Preliminary Reading

*Alaszewski A and Brown P (2012) Making Health Policy: A Critical Introduction, Polity
Annandale E (2014) The Sociology of Health and Medicine, Polity (chapter 7 and chapter 8)
*Baggott R (2015) Understanding Health Policy, Palgrave MacMillan
Bambra C (2016) Health Divides; Where you live can kill you, Policy Press
Exworthy M et al (eds) (2016) Shaping Health Policy, Policy press
**Gabe J and Calnan M (eds) (2009) The New Sociology of the Health Service, Routledge
*Gabe J and Monaghan L (2013) Key concepts in medical sociology, Sage
* Greener I (2008) Health care in the UK: Understanding Continuity and Change, Polity
Ham C (2019) Health Policy in Britain: Palgrave MacMillan
*Harrison S and McDonald R (2008) The Politics of Health Care in Britain, Sage
Crimson I (2009), Health Policy, A Critical Perspective, Sage
Hunter, D (2016) Health Debate, Policy Press

Pre-requisites

None

Synopsis *

'This module provides an analysis of health policy primarily focusing on recent policy changes in the UK and identifying the major influences which have shaped these policies. There have been considerable changes in health service policy and public health policy in the UK over the last two decades involving changes to existing policies and the development of new policy themes. The latter have included the rise and fall of policies aimed at social inequalities and the decline in life expectancy in some areas; the increasing emphasis on 'nudging' lifestyle change and on wellbeing in public health policy; a continued focus on the views and/or the voice of the user and the public and increasing emphasis on democratizing the health service and co-production; the re-emergence of the importance of environmental health policy; the marketisation and privatisation of health care in the context of a reduction in public funding; the introduction of managerialism and the attempts to regulate the medical profession and the effectiveness of priority setting agencies such as NICE with their emphasis on evidence based decision making This module is theoretically informed and the approach taken lays emphasis on the interplay of powerful structural interests such as the influence of professional medicine and other occupational groups, the media (including the social media), the pharmaceutical industry, the food industry, commercial health care companies, the State and the socio-political values associated with the government in power, patient's groups, the third sector and the wider global environment.'

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| SO605 Crime , Media and Culture | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 65% Exam, 35% Coursework | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ -24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 8.1 Systematically and critically evaluate the relationships between crime, justice, media representations and cultural dynamics.
- 8.2 Display a systematic and critical understanding of the links between crime, justice, the media and cultural contexts.
- 8.3 Offer critical evaluation and analysis of the degree to which cultural contexts and media representations shape crime control policy.
- 8.4 Make links between and possess systematic understanding of important debates and theoretical developments in media and crime and cultural criminology.
- 8.5 Discuss, critically evaluate and devise and sustain arguments relating to issues of crime, media and cultural within a late-modern global context.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate skills in communication in a variety of forms to both specialist and non-specialist audiences and in the utilisation of research and empirical data.
- 9.2 Synthesise and demonstrate a systematic and critical understanding of the theoretical contributions of different schools and disciplines of enquiry.
- 9.3 Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits and use the available evidence to construct, communicate and sustain an argument.

Method of Assessment

Main assessment methods
Coursework - 3,000-word essay - 50%
Exam - 50%

Reassessment methods
100% coursework

Preliminary Reading

Ferrell J, Hayward K, Young J (2008) Cultural Criminology, London. Sage
Jewkes Y (2010) Media and Crime, second edition. London. Sage
Presdee M (2000) Cultural Criminology and Carnival of Crime, London. Routledge
Greer C (ed) (2009) Crime and the Media: A Reader. London. Routledge

Pre-requisites

One of SOCI3050 (SO305) Introduction to Criminology, SOCI3330 (SO333) Crime Culture and Control; SOCI3340 (SO334) Modern Culture; SOCI3350 (SO335) Contemporary Culture, SOCI336 (SO336) Sociology of Everyday Life or SOCI3370 (SO337) Fundamentals of Sociology

Restrictions

Stage 2 and 3 students.

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Synopsis *

The module provides students with an understanding of the contested cultural meanings underpinning crime. Too often criminology is satisfied taking definitions of criminality at face value, when really it means very different things to different people and in different contexts. The module examines how media representations propagate particular perceptions of crime, criminality and justice. It goes on to consider the manner in which those who 'offend' experience and interpret their own behaviour, which may be focused on the attainment of excitement or indeed on attaining their own conception of justice. The module explores these contradictions in a world where crime, control and the media saturate everyday life. In doing so it considers a diverse range of concepts; youth culture, hedonism, hate crime, risk taking, moral panics, the image, emotionality and consumerism. We examine the nature of a late-modern society where criminality inspires great fear and resentment, whilst at the same time it provides imagery which is harnessed to produce entertainment and sell a range of consumer goods. Students will become familiar with cutting edge research and theory in the fields of Cultural Criminology, Visual Criminology, and Media and Crime, placing issues such as music, photography, street gangs, extreme sports, newspapers and nights on the town in new and exciting contexts.

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| SO606 | | Year Abroad Mark One | | | | |
|--------------|------------|-----------------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 60 (30) | Pass/Fail Only | |
| 1 | Medway | Whole Year | H | 60 (30) | Pass/Fail Only | |
| 1 | Canterbury | Whole Year | H | 60 (30) | 100% Coursework | |

Contact Hours

Contact hours are set by the University at which the exchange takes place.

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.A detailed knowledge and understanding of contemporary issues and debates in a relevant social sciences discipline i.e. Social Policy/Sociology/Cultural Studies/Criminal Justice.
- 2.A detailed knowledge and understanding of international and comparative approaches to issues appropriate to a relevant social sciences discipline i.e. Social Policy/Sociology/Cultural Studies/Criminal Justice.

The intended generic learning outcomes are as follows. Upon successful completion of this module students will:

1. Have gained the skills and abilities needed to study in a new learning environment, including demonstrating the communication skills and confidence necessary to access learning resources and successfully complete assessments.
2. Have enhanced the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.
3. Have augmented their employment skills through formal and informal learning in an international context.

Method of Assessment

Main assessment methods

Students will undertake the assessments set for them on the modules in which they are registered at the host institution. The SSPSSR International Coordinator will be responsible for determining students' performance for this period abroad based on a transcript from the host institution. This will lead to students either passing or failing the allocated 60 credits for this module.

Pass/Fail

Reassessment methods

100% coursework

Preliminary Reading

Compulsory modules previously taken at Kent are sufficient preparation.

Pre-requisites

Students must meet the programme requirements to undertake this module.

In addition, they must take co-requisite SOCI6070 (SO607) which accounts for the other 60 credits of the year abroad.

Progression

Students who successfully complete this module SOCI6060 (SO606) and SOCI6070 (SO607) will graduate as follows: Degree Title 'with a Year Abroad'.

Synopsis *

Students will spend one academic year studying in a University with whom Kent has agreements for such exchanges. The specific institutions will change over time but will normally include a range of institutions across Europe and in selected countries elsewhere in the world. The curriculum will be dependent of the student's selection of modules at the host institution. The Director of Studies will ensure the suite of modules selected is appropriate in terms of covering the subject specific and generic learning outcomes stated above. Students will undertake study as directed by programme directors and module convenors in the institutions where they are enrolled.

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| SO607 Year Abroad Mark Two | | | | | | |
|-----------------------------------|------------|------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 60 (30) | 100% Coursework | |
| 1 | Canterbury | Whole Year | H | 60 (30) | Pass/Fail Only | |
| 1 | Medway | Whole Year | H | 60 (30) | Pass/Fail Only | |

Contact Hours

Contact hours are set by the University at which the exchange takes place.

Department Checked

Yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.A detailed knowledge and understanding of contemporary issues and debates in a relevant social sciences discipline i.e. Social Policy/Sociology/Cultural Studies/Criminal Justice.
- 2.A detailed knowledge and understanding of international and comparative approaches to issues appropriate to a relevant social sciences discipline i.e. Social Policy/Sociology/Cultural Studies/Criminal Justice.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to: Upon successful completion of this module students will:

1. Have gained the skills and abilities needed to study in a new learning environment, including demonstrating the communication skills and confidence necessary to access learning resources and successfully complete assessments.
2. Have enhanced the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.
3. Have augmented their employment skills through formal and informal learning in an international context.

Method of Assessment

Main assessment methods

Students will undertake the assessments set for them on the modules in which they are registered at the host institution. The SSPSSR International Coordinator will be responsible for determining student's' performance for this period abroad based on a transcript from the host institution. This will lead to students either passing or failing the allocated 60 credits for this module.
Pass/Fail

Reassessment methods

100% coursework

Preliminary Reading

Compulsory modules previously taken at Kent are sufficient preparation.

Pre-requisites

Students must meet the programme requirements to undertake this module. In addition, they must take co-requisite SO606, which accounts for the other 60 credits of the year abroad.

Progression

Students who successfully complete this module SO607 (SO607) and SO606 (SO606) will graduate as follows: Degree Title 'with a Year Abroad'.

Synopsis *

Students will spend one academic year studying in a University with whom Kent has agreements for such exchanges. The specific institutions will change over time but will normally include a range of institutions across Europe and in selected countries elsewhere in the world. The curriculum will be dependent of the student's selection of modules at the host institution. The Director of Studies will ensure the suite of modules selected is appropriate in terms of covering the subject specific and generic learning outcomes stated above. Students will undertake study as directed by programme directors and module convenors in the institutions where they are enrolled.

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| SO618 Women, Crime and Justice | | | | | | |
|---------------------------------------|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Normally every year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

yes - LSSJ - 24/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically evaluate issues relating to women and their role in the criminal justice system (CJS) in England and Wales and the salience of gender in attitudes towards and policies for crime, deviance, offending and victimisation.
2. Critically assess theories of traditional criminology in relation to women.
3. Critically assess alternative feminist perspectives in criminology.
4. Critically evaluate feminist research methods and studies in criminology

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Review, consolidate and apply knowledge through written and verbal communication explaining and summarising empirical information and research findings.
2. Successfully apply critical judgement to problems and debates.
3. Devise and/or explain theoretical arguments and evidence and present them to specialist and/or non-specialist audiences

Method of Assessment

Main assessment methods

Coursework - Essay - 50%

Examination - 2 hours – 50%

Reassessment methods

100% coursework

Preliminary Reading

Silvestri, M. & Crowther-Dowey, C. (2016) *Gender and Crime: A Human Rights Approach* (Sage)

Annison, J. and Braysford, J. (2015) *Women and Criminal Justice: From the Corston Report to Transforming Rehabilitation* (Policy Press)

Pre-requisites

None

Synopsis *

This module provides an introduction to the study of women's relationships with the criminal justice system. The subject is analysed in both its historical and contemporary contexts and there will be a strong emphasis on theoretical understanding of gender, on feminist theory and on inter-disciplinary approaches.

Amongst the topics under consideration are: feminist criminology; media representations of women; crime and justice; women offenders and the criminalisation of women; female victims of crime; women in penal institutions; women as prosecutors; and women in criminal justice employment.

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| SO619 Prisons, Probation and Offender Rehabilitation | | | | | | |
|---|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

yes - LSSJ - 29/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. By the end of this module, successful students will:

1. Demonstrate a critical understanding of the historical and contemporary role and work of key criminal justice agencies.
2. Demonstrate knowledge and critical understanding of the concepts and processes associated with offender rehabilitation and desistance.
3. Demonstrate knowledge and critical understanding of key research related to offender rehabilitation and how they translate into policy and practice nationally and globally.
4. Demonstrate a critical appreciation of the professional challenges faced by, and the professional skills required by, those working in offender management.

Evaluate and critically assess theories associated with offender rehabilitation and desistance and demonstrate understanding of different disciplinary approaches to the subject of offender rehabilitation.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate ability to articulate comprehension, critical analysis, and interpretation in writing.
2. Demonstrate problem-solving, critical thinking, and research skills, including the ability to evaluate evidence.
3. Demonstrate ability to identify and gather appropriate library and web-based resources, to analyse them, and to use them to construct a coherent and logical argument.

Method of Assessment

Main assessment methods

Coursework - Essay (2,500 Words) - 50%

Examination (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Cavadino, M. and Dignan, J. (2007) *The Penal System: An Introduction*, 4th edition. London: Sage.

Gelsthorpe, L. and Morgan, R. (eds.) (2007) *Handbook of Probation*. Cullompton: Willan Publishing.

Jewkes, Y. (ed.) (2016) *Handbook on Prisons*, 2nd edition. Cullompton: Willan Publishing.

Liebling, A. with Arnold, H. (2004) *Prisons and their Moral Performance: A Study of Values, Quality, and Prison Life*. Oxford: Oxford University Press.

McGuire, J. (ed.) (2002) *Offender Rehabilitation and Treatment: Effective Programmes and Policies to Reduce Re-Offending*. Chichester: John Wiley.

Robinson, G. and Crow, I. (2009) *Offender Rehabilitation: Theory, Research and Practice*. London: Sage.

Pre-requisites

None

Synopsis *

This module will cover key criminal justice agencies, contestability, and privatisation; the contested purposes of prisons; offending behaviour programmes in prison and probation; 'alternative' models of offender rehabilitation such as democratic and hierarchical therapeutic penal regimes and the 'good lives' model; practice skills in working with offenders; parole, risk, and resettlement; and desistance from crime.

| SO621 Narrative, Myth and Cultural Memory | | | | | | |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 29/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically approach and analyse key debates surrounding the ideas, practices and institutions of cultural heritage.
2. Use cultural, sociological, historical and media theories and approaches to discuss and debate the study of personal and collective memory, and the social experience of time.
3. Develop a critical understanding of processes of mediation and remediation in the narrative construction of personal and collective identities.
4. Relate the concepts and practices of heritage, narrative construction and memory to wider sociological issues of inequality, power and identity.
5. Contextualise specific cultural texts and practices within a variety of social, cultural, historical and political frameworks.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically evaluate varied multidisciplinary theoretical and analytical approaches to the subjects and materials examined.
2. Analyse and contextualise theoretical and empirical case studies within both the module's key themes and a broader academic discourse.
3. Draw on relevant materials and analytical tools to develop considered arguments and evaluations, and be able to present these clearly in oral and written forms.
4. Work in co-operation with others to debate, discuss and develop ideas and understandings of the materials and approaches presented.

Method of Assessment

Main assessment methods

- Coursework - Essay (4000 words) - 70%
- Coursework - Essay Preparation Assignment (1000 words) - 20%
- Coursework - Class Participation - 10%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

- Andrews, M. (2000) *Lines of Narrative*. Routledge.
Barthes, R. (1972) *Mythologies*. Jonathan Cape.
Baudrillard, J. (1983) *Simulations*. Semiotext(e).
Boym, S. (2001) *The Future of Nostalgia*. Basic Books.
Cowie, J. and J. Heathcott (2003) *Beyond the Ruins: the Meanings of Deindustrialisation*. ILR Press.
Dicks, B. (2000) *Heritage, Place and Community*. University of Wales Press.
Edmunds, J. and B.S. Turner (2002) *Generations, Culture and Society*. Open University Press.
Erll, A. and A. Rigney (2009) *Mediation, Remediation and the Dynamics of Cultural Memory*. DeGruyter & Co.
Levitas, R. (2013) *Utopia as Method: The Imaginary Reconstitution of Society*. Palgrave Macmillan.
Macdonald, S. (2013) *Memorylands: Heritage and Identity in Europe Today*. Routledge.
Misztal, B.A. (2003) *Theories of Social Remembering*. Open University Press.
Rieff, D. (2016) *In Praise of Forgetting: Historical Memory and its Ironies*. Yale University Press.
Russo, J. and S.L. Linkon (2005) *New Working-class Studies*. ILR Press.
Samuel, R. (1994) *Theatres of Memory, Volume 1: Past and Present in Contemporary Culture*. Verso.
Smith, L. (2006) *Uses of Heritage*. Routledge.

Pre-requisites

none

Synopsis *

This module combines theoretical and methodological approaches from sociology, cultural and media studies, history and literature to examine how our understandings of the past, present and future are formed, framed, mediated and remediated in a variety of social, cultural and political contexts. It aims to introduce students to key themes and issues related to the social experience of time. It will encourage them to reflect on how this experience informs our approaches to social problems, relationships of power and inequality, and the formation of collective identities. Over the course of the term, we will debate and critically explore the roles of heritage, nostalgia, the imagination, narrative and imagery at the heart of both processes of social change and cultural continuity. We will question what it is that forms the constitutive narrative of a cultural identity, its foundations, expression and trajectory. We will also examine the material and symbolic construction of social groups such as generations, classes and communities.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO624 Learning by Giving - Philanthropy in Action | | | | | | |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total Contact Hours: 22
Private Study Hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ 29/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate systematic knowledge and critical understanding of the principles and theories that explain philanthropy and philanthropic giving;
2. Show the ability to apply underlying concepts and principles of philanthropy in addressing local community and societal issues;
3. Possess and demonstrate systematic knowledge and critical understanding of the evolution of philanthropy and the role of philanthropy in the United Kingdom and be able to critically evaluate the impact at a local community level.
4. demonstrate systematic knowledge of philanthropic decision making, and ability to evaluate critically the appropriateness of different approaches in solving local community issues

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Use a range of established critical thinking techniques to initiate and undertake critical analysis of information, and to propose solutions to local social problems arising from that analysis;
2. Effectively communicate information, devise and sustain arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
3. Effectively work as part of a team to propose joint solutions to local problems

Method of Assessment

Main assessment methods

Coursework -reflective essay (1500 words) – 20%

Coursework - Community Needs Assessment and Organisation Analysis (2,500 words) – 40%

Coursework - Presentation in small groups (10 mins plus supporting documentation) – 40%

Reassessment methods

100% coursework

Preliminary Reading

Buchanan, P. (2019) Giving Done Right: Effective Philanthropy and Making Every Dollar Count. New York: Public Affairs
Friedman, E. (2013). Reinventing Philanthropy: A Framework for More Effective Giving. Washington DC: Potomac Books.
Frumkin, P. (2006) Strategic Giving: The Art and Science of Philanthropy, Chicago: University of Chicago Press.
Kass, A. (2007) Giving Well, Doing Good: Readings for Thoughtful Philanthropists, Indiana: Indiana University Press
MacAskill, W. (2015) Doing Good Better: A radical new way to make a difference. London: Guardian Books
Tierney, T., & Fleishman, L. (2011). Give Smart: Philanthropy That Gets Results New York: Public Affairs Books.

Pre-requisites

None

Synopsis *

This module will provide students with an understanding of both the art and science of philanthropy (that is 'voluntary action for public good'), culminating with students distributing philanthropic funding to local community causes. Exploring the role of philanthropy in contemporary society, students would be encouraged to critically examine who gives in society and why. We will examine the mechanisms of giving, and how and why philanthropy impacts on all parts of civil society. We explore the economic, social and moral frameworks of giving, debating notions of worthy and unworthy causes, and how social policy shapes philanthropic giving, as well as how philanthropy helps shape and drive social policy. As part of this module students will be facilitated to reflect on and make their own giving decisions, exploring the role of the philanthropist and how to define philanthropic impact. The module concludes with students 'becoming' philanthropists, distributing small grants to local organisations and evaluating these giving decisions.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO625 Caring for Vulnerable Adults: Understanding Social Care | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

yes - LSSJ - 29-11-2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.demonstrate systematic knowledge of the evolution of the social care sector and the role and range of services provided therein and knowledge of the current structures of health and social care including an ability to locate them in a wider welfare and societal contexts.
- 2.understand the various methods of financing social care and their implications for policy
- 3.critically evaluate the role of the state within a 'mixed economy of welfare'
- 4.demonstrate coherent and detailed knowledge and understanding of the perspectives of both service users and providers of social care.
- 5.possess systematic understanding of the contribution of sociological perspectives to understanding the policy field of social care
- 6.understand the relevance of inequality, difference and diversity for social care
- 7.possess a systematic understanding of the distinctive nature of UK social care within a comparative context

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Utilise research and statistical data, including web-based materials
- 2.Synthesise knowledge across a range of disciplinary fields within the social sciences
- 3.Demonstrate skills in written communication, addressing complex issues with arguments based on conceptual understanding, theory and empirical evidence

Method of Assessment

Main assessment methods
Coursework – essay (2500 words) - 50%
Examination (2 hours) - 50%

Reassessment methods
100% coursework

Preliminary Reading

Gray, A. and Birrell, D. (2013) Transforming Adult Social Care: Contemporary Policy and Practice, Bristol: Policy Press
Glasby, J. (2017) Understanding Health and Social Care 3rd edn, Bristol: Policy Press
Phillipson, C (2013), Ageing, Polity
Means, R., Richards, S. and Smith, R (2008) Community Care: policy and practice 4th edn, Basingstoke: Palgrave
Fink, J. (ed) (2004), Care: Personal Lives and Social Policy, Bristol: Policy Press
Ferguson, I and Lavalette, M. (2014) Adult Social Care, Bristol: Policy Press

Pre-requisites

None

Synopsis *

Social care is of central significance in the support of a range of vulnerable adults, forming one of the key services of the welfare state, albeit often with a lower profile than the closely related field of health care. In this module we trace the historic evolution of social care services (including recent processes of deinstitutionalisation and interactions with other welfare services). The role of the state is analysed in relation to the now well established 'mixed economy of welfare' present in social care. We consider in more depth the main groups of service users, namely vulnerable older people, those with mental health problems, physical or learning disabilities and informal carers. Also examined are key issues relating to user participation and empowerment, personalisation and adult protection/safeguarding. These issues are set within wider contexts of inequalities and diversity and UK (devolved) services within comparative context

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| SO626 | | Animals and Society | | | | |
|--------------|------------|----------------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours – 22
Private study hours - 128
Total study hours: 150

Department Checked

Yes - LSSJ -23/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.Think critically and sociologically about human relationships with other animals
- 2.Recognise intersections with Nonhuman Animals and oppressed human groups
- 3.Develop skills in understanding and evaluating current policies, social movements, and societal values pertaining to Nonhuman Animals

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.Improve academic skills through participation in seminars and the structuring of original arguments
- 2.Have developed the ability to read closely and critically, and to apply a range of critical terms to literary texts
- 3.Have honed their ability to think critically about sociological concepts
- 4.Understand how to apply theory to analysis
- 5.Demonstrate library-based study skills

Method of Assessment

Main assessment methods
Coursework - Essay (2,000 words) - 50%
Examination - (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Potts, A. Ed. 2016. *Meat Culture*. Leiden: Brill.
Arluke, A. and C. Sanders. 1996. *Regarding Animals: Animals, Culture, and Society*. Philadelphia, PA: Temple University Press.
Cudworth, E. 2011. *Social Lives with Other Animals*. London: Palgrave Macmillan.
DeMello, M. 2012. *Animals and Society: An Introduction to Human-Animal Studies*. New York, NY: Columbia University Press.
Irvine, L. 2004. *If You Tame Me: Understanding Our Connection with Animals*. Philadelphia, PA: Temple University Press.
Nibert, D. 2002. *Animal Rights, Human Rights: Entanglements of Oppression and Liberation*. New York, NY: Rowman & Littlefield.
Nibert, D. 2013. *Animal Oppression and Human Violence*. New York, NY: Columbia University Press.
Peggs, K. 2012. *Animals and Sociology*. London: Palgrave Macmillan.
Taylor, N. and R. Twine. 2015. *The Rise of Critical Animal Studies: From the Margins to the Centre*. London: Routledge.
Wrenn, C. 2016. *A Rational Approach to Animal Rights*. London: Palgrave.

Pre-requisites

None

Restrictions

None

Synopsis *

This module critically examines the historical role that animals have played in the making of modern society and the current nature of human/nonhuman relations in contemporary cultures. Students will also be introduced to intersections of race/class/gender and species. The final part of the course considers collective action and social policy as it relates to past and present efforts to challenge problematic aspects of human/nonhuman relations.

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| SO628 Drugs - Production and Use in their Cultural Context | | | | | | |
|--|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every other year

Contact Hours

2 hours per week

Department Checked

15/02/2016 LG

Learning Outcomes

An understanding of the role of drugs in different cultural settings around the world and how de-sacralisation of plant based drugs and their commodification has altered production and use

Knowledge of the relationship between drug use, altered states and ritual, and the distinction between the sacred and the profane and how this is borne out in different religions and cultures

An appreciation of how the assessment of risk and danger of substances is determined by cultural values and the social framing of consumption

The impact of trade and globalisation on cultures of consumption

The ability to critically evaluate the social, cultural and biological effects of drugs and the complex relationship of policy on patterns of use

A knowledge and understanding of the prevailing models and theories of drug production and drug consumption

Method of Assessment

The assessment process will contain three components: a 2,000 word essay (30%), assessment of seminar participation (20%) and a two hour examination (50%).

Preliminary Reading

Alexander, B. (2008) *The Globalization of Addiction* Oxford: Oxford University Press

Courtwright, D. (2001) *Forces of Habit* Boston: Harvard University Press

Klein, A. (2008). *Drugs and the World*. London: Reaktion.

Pre-requisites

SO306 Introduction to Sociology, SA311 Social Problems and Social Policy or SP310 Introduction to Psychology as a prerequisite

Synopsis *

The course will explore the role of drug use in religion, ritual, and different social settings, and look for contrasts between integrated and dysfunctional patterns of use. Topics include methods of classification of substances, the association with economic expansion, political domination and social stratification. It will further explore the emergence of different cultures of consumption and how these are aligned with prevailing social and ethical values. By examining use and function in different cultural contexts, students will learn about the social significance of drugs and the complexity of policy making.

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| SO645 The Third Sector: Charities and Social Enterprises in Modern Societies | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

Department Checked

Yes- LSSJ - 29/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate systematic sensitivity to the contested character of the sector's basic definition, and appreciate why and how boundary disputes persist;
2. Demonstrate understanding of the nature of, and rationale for, the third sector from key disciplinary perspectives (including politics, economics and sociology);
3. Demonstrate a sound grounding in the history, development and scope and scale of the sector in the UK;
4. Demonstrate understanding, in outline, of how the third sector participates in the policy process;
5. Set the British third sector in comparative perspective, with reference to the situation in other developed western countries;
6. Demonstrate understanding, in outline, of the achievements of, and limitations to, social science frameworks in evaluating the performance of the third sector.
7. Appropriately describe and anatomise the third sector's contribution to economic and social life by utilising - and understanding the limits of - relevant economic and social data

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate their ability to find and critically assess relevant sources of information in the library and on-line;
2. Demonstrate, through participation in seminars, including group work in relation to key questions, the ability to operate collectively, and how to present argument and evidence effectively to fellow participants;
3. Demonstrate, through writing critical essays, the ability to present argument and evidence effectively

Method of Assessment

Main assessment methods

Coursework - Essay (3,000 words) – 50%

Examination (2 hours) – 50%

Reassessment methods

Reassessment Instrument: 100% Coursework

Preliminary Reading

Anheier, H. (2005) *Nonprofit Organisations: Theory, Management, Policy*. Routledge.

Bridge, S., Murtagh, B. and O'Neill, K. (2008) *Understanding the Social Economy and the Third Sector*. Palgrave

Deakin, N. (2001) *In Search of Civil Society*. Palgrave

Evers, A. and Laville, J-L. (2003) *The Third Sector in Europe*. Edward Elgar.

Kendall, J. (2003) *The Voluntary Sector: Comparative Perspectives in the UK*. Routledge

Payton, R., and Moody, M. (2008) *Understanding Philanthropy: It's Meaning and Mission*. Indiana University Press

Rochester, C., Ellis Paine, A. and Howlett, S. (2010) *Volunteering and Society in the 21st Century*. Palgra

Steinberg, R. and Powell, W. (2nd edn, 2006) *The Nonprofit Sector: A Research Handbook*. Yale University Press.

Warren, M. (2001) *Democracy and Association*. Princeton, NJ: Princeton University Press.

Pre-requisites

None

Synopsis *

The module provides an overview of the contribution of the third sector to social, economic and political life. It includes analysis of definitions and categorisations, exploration of the theories which underpin the study of the third sector, an examination of theories and the current state of volunteering and charitable giving, examination of the historical and current public policy agenda in relation to the third sector in the UK, the EU and more generally and, an overview of current issues in the third sector and how social scientists go about studying them.

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| SO646 Psychology Research Methods and Data Analysis | | | | | | |
|--|--------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | I | 15 (7.5) | 100% Coursework | |

Availability

Runs every year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 29/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate an understanding of the main approaches to conducting psychological research including the strengths and weaknesses of each.
2. Demonstrate an understanding of sound research design, and be able to critically evaluate psychological research.
3. Select and perform appropriate statistical tests by hand or using SPSS.
4. Interpret data and consider the theoretical and practical implications of research findings.
5. Understand and apply the conventions for reporting research in psychology.
6. Have the necessary skills to design, conduct and report an individual research project on a psychological topic as a dissertation in the final year of the degree course.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Show improvement in the clear communication of research procedures and outcomes including reporting of quantitative information.
2. Show progress in ability to use library resources such as e-journals and other online sources for literature review, identification of research questions, and use of specialist techniques.
3. Show improvement in the ability to collect, analyse and correctly interpret numerical data including the use of appropriate software packages for data analysis.
4. Demonstrate an ability to work with others on group tasks.

Method of Assessment

This module is assessed by coursework only. Coursework will consist of short answer written exercises and a practical research report.

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Jackson, S. L. (2012). *Research Methods and Statistics : A Critical Thinking Approach*. (3rd Ed.) Belmont, Calif: Wadsworth. Holt, N. & Walker, I. (2009). *Research with People: Theory, plans and practicals.* Basingstoke: Palgrave Macmillan. McBurney, D. H. & White, T. L. (2013). *Research methods* (7th Ed.). Australia; Belmont, CA: Thomson/Wadsworth.

Pre-requisites

SA310

Synopsis *

This module will introduce students to methodological approaches in psychology with a focus on quantitative methods. The aims are to strengthen skills in designing and conducting practical work, to acquaint students with a range of descriptive and analytical statistical techniques (including training with SPSS), to provide experience with reporting research, and to prepare students for the dissertation module in the final year. The module is also designed to cover requirements for some postgraduate psychology courses that do not require an accredited psychology degree. As well as developing research skills, the module should enhance the ability to critically evaluate published psychological research. Completion is a requirement to undertake a psychology dissertation in Stage 3. Techniques will be demonstrated through their application to practical work carried out by students.

Indicative topics are:

- Reliability and validity in research design
- Descriptive statistics.
- Probability and significance testing.
- Different analytical tests.
- Correlation and causation.
- Reporting research.
- Critical evaluation of research claims.

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| SO647 Research Methods in Sociology | | | | | | |
|--|--------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | I | 15 (7.5) | 100% Coursework | |
| 2 | Medway | Autumn | I | 15 (7.5) | 100% Coursework | |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

Yes - LSSJ - 29/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate knowledge and critical understanding of the logics and epistemologies of qualitative social research
2. Identify a range of different qualitative research strategies and methods and their respective advantages and disadvantages
3. Be able to apply specific qualitative research techniques (e.g. interviews and ethnography) to empirical questions with a critical awareness of the implications of different methodologies for knowledge claims
4. Judge and evaluate the validity of research evidence
5. Demonstrate the importance of research ethics in designing and implementing a project

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate capacity for producing coherently organised information in written work
2. Demonstrate research skills through use of library resources and information technology
3. Show ability to collect, analyse and understand verbal, textual and sensory data
4. Demonstrate ability to work collaboratively with other students in seminar discussions and group projects
5. Show understanding of different schools of thought and critical perspectives and their relevance in the conduct of research
6. Be able to identify and define problems and explore possible solutions

Method of Assessment

1 Main assessment methods

This module will be assessed by 100% coursework through two linked pieces of coursework:

Coursework - Assignment 1: Research Design (1,500 words) - 30%

Coursework - Assignment 2: Research Report (3,000 words) - 70%

Reassessment methods

100% Coursework

Preliminary Reading

Bryman, A. (2012) *Social Research Methods*

Devine, F. & Heath, S. (1999) *Sociological Research Methods in Context*

Gilbert, N. and P. Stoneman (2015) (eds) *Researching Social Life*

Hesse-Biber, S. N. & Leavy, P. (2005) *Approaches to Qualitative Research*

May, T. (1997) *Social Research. Issues, Methods and Process*

Silverman, D. (2013) *Doing Qualitative Research*

Thompson, A. (1998) *The Oral History Reader*

Pre-requisites

SAPO3130 (SA313) Foundations of Social and Criminological Research

Synopsis *

This module introduces students to the use of qualitative methods for research in the social sciences in the interpretive tradition. It builds on the Stage 1 module, Foundations of Social and Criminological Research SAPO3130 and prepares students for sociological and socio-historical dissertations at Stage 3 SOC15510. The module looks in detail at how sociologists and social historians do research. It contextualises the evolution of their research methods in relation to different schools of thoughts and critical perspectives, e.g. feminism. It exposes students to different tools of research including semi-structured and oral history interviews, focus groups, archival work and documentary analysis, ethnography, and visual, sensory, mobile and material methods.

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| SO650 Youth, Crime and Criminal Justice | | | | | | |
|--|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Spring | H | 15 (7.5) | 100% Coursework | |

Availability

Runs every year

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours:- 150

Department Checked

Yes - LSSJ - 29/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically assess and evaluate youth justice issues.
2. Have a critical appreciation of the ways in which the definitions and concepts of 'youth crime' and 'youth justice' have evolved, being sensitive to their historical and cultural meanings.
3. Specifically and critically understand issues of youth social control mechanisms and punishment.
4. Critically assess contemporary debates and developments in the field of youth justice.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Synthesise items of knowledge from different schools and disciplines of enquiry.
2. Advance their existing skills in regard to the organisation of information and effective communication in a clear and coherent manner, through essay writing, and seminar based group discussion.
3. Conduct research by using library, e-journals and other on-line resources
4. Demonstrate an understanding of how theory and research can be used to solve problems.

Method of Assessment

Main assessment methods

Coursework - Essay (3,000 words): 100%.

Reassessment Methods:

100% Coursework

Preliminary Reading

Arthur, R. (2017) *The Moral Foundations of the Youth Justice System: Understanding the principles of the youth justice system* London: Routledge

Case, S. and Haines, K. (2009) *Understanding Youth Offending: Risk factor research, policy and practice* Cullompton: Willan

Goldson, B. and Muncie, J. (2015) *Youth Crime & Justice* (2nd edition) London: Sage

Hopkins Burke, R. (2016) *Young People, Crime and Justice* (2nd edition) London: Routledge

Muncie, J. (2021) *Youth and Crime* (5th. Edition) Los Angeles: Sage

Smith, R. (2013) *Youth Justice: Ideas, policy, practice* (3rd edition) London: Routledge

Pre-requisites

None

Synopsis *

This module will cover: The history of youth crime and youth justice; the age of criminal responsibility; theoretical debates surrounding youth crime; the media construction of youth crime; the politics of youth crime; the structures and technologies of the youth justice system; restorative youth justice; and the relationship between the youth justice system and other branches of social policy.

| SO651 Issues in Criminal Justice | | | | | | |
|----------------------------------|--------|------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

Contact hours: 44.

Private study hours: 256

Total study hours: 300

Department Checked

Yes - LSSJ - 30/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. At the end of the module students will be able to:

1. Critically evaluate contemporary criminal justice policies and developments.
2. Have acquired an in depth understanding of the complexities of the way the criminal justice system operates and develops.
3. Critically assess the key theories concerning gender, violence and abuse.
4. Critically assess the competing theories of punishment and social control mechanisms.
5. Describe and critically discuss key international policy developments around human rights.
6. Identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing.

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1. Critically evaluate contemporary criminal justice policies and developments.
2. Have acquired an in depth understanding of the complexities of the way the criminal justice system operates and develops.
3. Critically assess the key theories concerning gender, violence and abuse.
4. Critically assess the competing theories of punishment and social control mechanisms.
5. Describe and critically discuss key international policy developments around human rights.
6. Identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing.

Method of Assessment

Main Assessment methods:-

Coursework - essay (2500 words) - 25%

Coursework - essay (2500 words) - 25%

Examination (3 hours) - 50%

Preliminary Reading

Ashworth, A. and Zedner, L. (2014) Preventative Justice. Oxford: Oxford University Press
 Collins, R. (2009) Violence: A Micro-Sociological Theory. Princeton: Princeton University Press
 Iganski, P. and Levin, J. (2015) Hate Crime: A global Perspective. New York: Routledge
 Silverstone, D. (2015) Night Clubbing: Drugs, Clubs and Regulation. London: Routledge

Pre-requisites

SO329 Introduction to Criminology & Criminal Justice

Synopsis *

This module offers an overview of the contemporary rationale, powers, procedures and practices of the criminal justice system. It starts by providing students with a theoretical foundation by which they can better understand the functions of the criminal justice system, before moving on to address the social dimensions which affect its operation.

We then focus on some specific forms of crime and deviance that have perplexed both the public and policy makers. What is a 'hate crime'? How should the Government address the problem of domestic violence? What specific problems does the emergence of the night-time economy pose to the operation of the criminal justice system?

The position of the victim in the criminal justice system is then analysed, looking at the rise of the 'victim movement' and broadening our understanding of what we mean by the term 'victim'. We also tackle the role that restorative justice plays in challenging our conventional understanding that 'criminal justice' should operate as an adversarial system, in which the victim and offender take opposing sides.

Finally, the module addresses social responses to crime and deviance, and looks at some of the technologies of social control. Crime is increasingly becoming a political issue and the general public's 'fear of crime' is arguably on the rise. We look at how the Government attempts to tackle the 'problem' of crime and disorder, and the implications that this has for social control.

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| SO654 Drugs, Crime and the Criminal Justice System | | | | | | |
|---|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | I | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Autumn | I | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours: 150

Department Checked

yes - LSSJ - 30/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. demonstrate critical understanding of the main theories of the relationship between drugs and crime
2. critically evaluate strategies for tackling the drug-crime link, especially with regard to issues of equality and diversity
3. demonstrate a critical understanding of international comparisons in the area of drug control and treatment

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. demonstrate skills in detailed research and analytical, especially the ability to link theory and practice.
2. demonstrate advanced problem-solving skills and critical awareness.
3. Demonstrate abilities in oral communication of research and analysis

Method of Assessment

Main assessment methods

Coursework - Essay (2,500 words) - 30%

Coursework - Seminar Participation - 20%

Examination – two hours - 50%

Reassessment methods

100% coursework

Preliminary Reading

Bennett, Trevor & Holloway, Katy (2005) Understanding Drugs, Alcohol and Crime, Maidenhead: Open University Press

Hammersley, Richard (2008). Drugs and crime: Theories and practices Bristol: Polity Press

Hucklesby, Anthea & Wincup, Emma (eds) (2010). Drug interventions in criminal justice, Maidenhead, Open University Press

MacGregor, Susanne (2017), The Politics of Drugs: Perceptions, Power and Policies, London: Palgrave,

Stevens, Alex (2011) Drugs, Crime and Public Health: The Political Economy of Drug Policy. London: Routledge

Pre-requisites

SOC13290 (SO329) Introduction to Criminology and Criminal Justice and SAPO3130 (SA313) Foundations of Social and Criminological Research I.

Synopsis *

This module will provide an overview of drug-related offending and the rehabilitation of offenders in the context of wider society. There will be a critical exploration of the relationship between drugs and crime and the effectiveness of treatment in the context of reducing criminality. It will review the laws relating to drug offences and look in detail at the development of government policy linking the criminal justice agenda with treatment.

The module will also consider international approaches to the drug-crime link, and address the importance of gender and ethnicity in relation to drug offences.

| SO657 Digital Culture | | | | | | |
|------------------------------|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 70% Exam, 30% Coursework | |

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Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes- LSSJ - 15/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Describe and assess a range of theoretical accounts of the significance of the Internet and virtual environments in contemporary society.
2. Understand the social, economic and cultural dimensions of digital culture. This relates to programme outcomes covering knowledge and understanding of patterns of social diversity and inequality and their origins.
3. Critically assess the ways in which digital culture has resulted in new forms of social cohesion and identity construction.
4. Demonstrate knowledge of contemporary ideas about: 1. The development of capitalism and the knowledge economy. 2. Theories of the body, identity and representation, which are challenged by the use of the Internet. 3. Examples of digital cultures and subcultures and how they epitomise the above.
5. Provide first-hand accounts and experiences of digital culture through online exercises and the use of Moodle.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. To acquire the ability to gather and synthesise information and theoretical knowledge from a range of different schools of thought and disciplines of inquiry. These contribute to the development of key skills in communication, and problem solving.
2. To acquire basic research and organisation skills through library and online investigation, critical debate, and essay writing. These develop key skills in communication and the use of information technology.
3. To develop skills of presentation and debate. Seminar participation will encourage student's ability to understand and communicate theoretical material to others. This aims to help develop an ability to communicate and work with others.

Method of Assessment

Main assessment methods

Coursework - Seminar contribution - 20%
Coursework - Essay (3000 words) - 30%
Examination (2 hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

Siapera, E (2011) Understanding New Media, London, Sage.
Miller V (2011) Understanding Digital Culture. London: Sage
Bell D (2001) Introduction to Cyberculture. London: Routledge.
Fuchs, C. (2014) Social Media: A Critical Introduction. London: Sage
Castells M (2000-2003) The Information Age Vols 1-3. Blackwell
Flew T (2002) New Media: An Introduction. Oxford University Press
Athique, A. (2013) Digital Media and Society: An Introduction. Cambridge; Polity.
Barney, Darin. (2004) The Network Society. Cambridge: Polity.
Wandrip-Fruin N & Montford N (eds) (2003) The New Media Reader. MIT press

Pre-requisites

One of SOCI3340 (SO334) Modern Culture; SOCI3350 (SO335) Contemporary Culture; SOCI3360 (SO336) Sociology of Everyday Life or SOCI3370 (SO337) Fundamentals of Sociology

Restrictions

You cannot take this module if you are already taking/have already taken SOCI5990 (SO599) The Information Society and Digital Culture

Synopsis *

This module will examine the impact of digital technology on our social and cultural lives. It will concentrate on how the Internet in particular has challenged some of our more traditional notions of identity and self, the body, relationships, community, privacy, politics, friendship, war and crime, economics, among others. Lectures will show how some of the basic components of culture such as notions of identity, space, the body, community, and even the very notion of what it is to be human, have been complicated by the rise of virtuality and cyberspace. We will also examine these issues through case study phenomena unique to digital culture, currently including gaming, music, cybersex and social networking.

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| SO659 Risk and Society | | | | | | |
|-------------------------------|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22

Private Study hours: 128

Total study hours for the module: 150

Department Checked

Yes - LSSJ - 20/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of the key concepts associated with the sociology of risk
2. Recognize and interpret the key theoretical accounts of risk perception
3. Demonstrate a systematic understanding of how risk has been socially, politically and culturally constructed
4. Be able to locate risk perceptions within the context of an understanding of modernity
5. Demonstrate a systematic understanding of the impact of risk perception upon aspects of everyday life
6. Demonstrate a systematic understanding of institutional responses - from risk analysis and management, to broad policy approaches
7. Critically evaluate and interpret quantitative information relating to risk (including risk ratios or odds ratios)

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate enhanced research skills, particularly using online sources and e-journals
2. Present arguments orally through delivering and responding to seminar presentations.
3. Demonstrate that existing skills acquired in organising information in a clear and coherent manner will be further enhanced through essay writing, and seminar-based group discussion of completed essays
4. Demonstrate training in the ability to digest, critically evaluate and disseminate complex theoretical ideas
5. Display progression in ability to analyse and interpret basic statistical data drawn from research and official sources

Method of Assessment

Main assessment methods

Coursework – essay or book review (1500 words) - 30%

Coursework – essay (2500 words) - 50%

Coursework – seminar participation – 20%

Reassessment methods

100% Coursework

Preliminary Reading

Jakob Arndt, Risk (Oxford: Polity, 2009)

Christopher Booker and Richard North, Scared to Death (London Continuum, 2009)

Nick Pidgeon et al., The Social Amplification of Risk (Cambridge UP, 2003)

Richard Thaler and Cass Sunstein, Nudge (London: Penguin 2008)

Adam Burgess, Cellular Phones, Public Fears and a Culture of Precaution (New York: Cambridge University Press, 2004).

Mary Douglas and Aaron Wildavsky, Risk and Culture: An Essay on the Selection of Technical and Environmental Dangers (University of California Press, 1982)

Pre-requisites

None

Synopsis *

The course is concerned with the relatively new ideas of living in a 'risk society' which theoretically capture the heightened sensitivity within Western societies to the numerous 'risks' which shape our lives. The course will explore basic concepts of risk, hazard and probability and how risk is managed and communicated. Topics will include risk and globalization, and risk and the media. Developments will be examined through key examples such as 'mad cow' disease and genetically modified 'frankenfoods'. The course will suggest that heightened perception of risk is here to stay, and is leading to a reorganisation of society in important areas.

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| SO668 | | The Sociology of Work | | | | |
|--------------|------------|------------------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 30/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successful completion of this module students will be able to:

1. Be aware and be able to critically analyse the key debates within the sociology of work
2. Understand the key contribution sociology has made to the academic understanding of work
3. Gain an appreciation of how sociological theory has helped to shape questions around work
4. Be confident in using a range of approaches in order to understand and critique work
5. Enhancing an understanding of how the sociology of work relates to a more general sociology
6. Strengthen awareness of how issues of economic life underpin other aspects of the sociological imagination

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate enhanced ability to identify and locate information in printed and electronic formats.
2. Develop strategies for working with others through collaborative essay workshops which will feature collective constructive critique of work of others.
3. Develop awareness of the research process and their role in developing their own essay question.
4. Communicate information and argument.
5. Use and apply sociological theories and concepts in an argument.
6. Reformulate social issues from the standpoint of sociological analysis.

Method of Assessment

Main assessment methods
Coursework - Essay (5000 words) - 100%

Reassessment methods
Reassessment Instrument: 100% coursework

Preliminary Reading

Strangleman T & Warren T (2008) *Work and Society: Sociological Approaches, Themes & Methods*. London: Routledge
Terkel S (1972) *Working: People Talk About What They Do All Day and How They Feel About What They Do*. New York: Pantheon Books
Theriault R (1995) *How to Tell When You're Tired: A Brief Examination of Work*. New York: Norton

Pre-requisites

None

Synopsis *

Work and economic life is one of the central themes of sociology. Work allows us to think about class, gender, race and issues of identity. Work defines how people live their lives and is a major constituting factor in identity formation. In recent years work has changed enormously with the rise of globalisation, of deindustrialisation and the ending of old certainties which used to underpin working lives. This module examines how sociology and sociologists have looked at the issue of work in the past as well as in contemporary societies. It charts the theoretical background to the assumptions sociologists make about work as well as the methods they use to investigate work and employment. The module will focus on issues industrialisation, deindustrialisation, notions of career and identity and places and spaces of work. A major part of this module is the discussion of innovative ways of looking at work including through visual methods and approaches, and in addition it will draw on material from the arts and humanities.

| SO670 | | Kent Student Volunteering | | | | |
|--------------|------------|----------------------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Whole Year | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Whole Year | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Whole Year | H | 15 (7.5) | Pass/Fail Only | |

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Contact Hours

Total Contact Hours: 10
Placement Hours: 100
Private Study Hours: 40
Total Study Hours: 150

Department Checked

Yes- LSSJ - 08/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate systematic awareness and understanding of the issues and barriers surrounding volunteering;
2. Demonstrate advanced self-awareness of their skills and abilities and ability to manage the application of said skills to the wider working community;
3. Demonstrate awareness of the benefits and value of volunteering to the local and wider community;
4. Critically evaluate to an advanced level their own impact upon a volunteering placement;

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate communication skills;
2. Demonstrate team work and interactive group skills as evidenced through working within a variety of volunteering placements to achieve group aims and goals;
3. Demonstrate leadership and motivation as evidenced through spear-heading and developing specific volunteering projects and managing their own teams of volunteers;
4. Demonstrate problem solving through the undertaking of self-led tasks and overcoming barriers to volunteering;
5. Demonstrate the ability to adapt to changing situations as evidenced by experiencing a variety of volunteering placements;
6. Demonstrate the ability to self-appraise and reflect on practice;
7. Demonstrate the ability to plan and manage learning as evidenced through completion of the extra self-directed study necessary to supplement placements.
8. Demonstrate the development and practical application of transferable skills.
9. Demonstrate the ability to manage and reflect critically on personal learning process.

Method of Assessment

Main assessment methods

Coursework - Portfolio (word count would depend on the portfolio contents) – 50%

Coursework - Essay (2000 words) – 50%

Reassessment methods

100% Coursework

Preliminary Reading

Nina Eliasoph (2013) *The Politics of Volunteering*. Cambridge: Polity Press

Colin Rochester, Steve Howlett, Angela Ellis Paine (2010) *Volunteering and Society in the 21st Century*. Palgrave Macmillan.

Restrictions

Students who choose this module will be required to attend a welcome meeting. This meeting will introduce the volunteering requirements of the module and give you a chance to get started on your volunteering over the summer. If you have any questions, please email Dr Eddy Hogg at E.Hogg@kent.ac.uk

Synopsis *

This course will enhance your Curriculum Vitae, particularly if you are hoping to work in the public or voluntary sector. You will be supported to undertake three placements in a variety of volunteering roles, both on and off campus; attend four lectures on the voluntary sector and complete a reflective learning log to help you think about your experiences and the transferable skills you are gaining.

The following 2 units are compulsory:

- Active community volunteering
- Project Leadership

Plus 1 unit selected from the following:

- Active university volunteering
- Training facilitator
- Mentoring
- Committee role

All students taking this module are expected to attend four sessions that provide the academic framework for understanding volunteering, as well as practitioner knowledge that will be helpful as you progress through your placements, and invaluable preparation for your essay. These sessions last one hour each and are spaced evenly throughout the academic year.

| SO676 Cultures of Embodiment | | | | | | |
|------------------------------|------------|------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 44
Private study hours: 246
Total study hours: 300

Department Checked

Yes - LSSJ - 14/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of how culture shapes human bodies and embodied relationships.
2. Possess an understanding of how the body constitutes a basis for the creation, reproduction and transformation of culture.
3. Demonstrate a systematic understanding of the relationship between the body and self-identity in the contemporary era.
4. Possess and use a systematic understanding of some of the major theories which have explored the relationship between embodiment and society.
5. Demonstrate a coherent and detailed understanding of how the culturally patterned body is implicated in the construction, maintenance and reproduction of social inequalities.
6. Demonstrate a systematic understanding of the area of 'body pedagogics'.
7. Possess a critical understanding of the relationship between the culturally patterned body and different modes of experience.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Understand and critically evaluate the main dimensions of theoretical approaches towards the subjects under investigation.
2. Integrate diverse sources of cultural analysis and information and produce distinctive, coherent and detailed knowledge.
3. Critically analyse case studies with the assistance of interdisciplinary resources.
4. Think clearly about reading material including scholarly and primary resources and discussion and critically evaluate and express arguments informed by the literature in a variety of settings to different audiences.
5. Undertake independent accurate investigation and description, and develop logical arguments based on a critical understanding of the literature and express these arguments effectively to a variety of audiences and/or using a variety of methods.
6. Work cooperatively with others.

Method of Assessment

Main assessment methods

Coursework - Essay 1 (2250 words) - 25%
Coursework - Essay 2 (2250 words) - 25%
Examination (2 hours) - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Fraser M & Greco M (eds) (2005) *The Body. A Reader*. London: Routledge
Shilling C (3rd edn. 2012) *The Body and Social Theory*. London: Sage
Shilling C (2005) *The Body in Culture, Technology and Society*. London: Sage
Shilling C (2008) *Changing Bodies*. London: Sage
Shilling, C. (2016) *The Body. A Very Short Introduction*. Oxford University Press.
Smith, J. (2017) *Embodiment. A History*. Oxford: Oxford University Press
Thomas H & Ahmed J (eds) (2004) *Cultural Bodies*. Oxford: Blackwell

Pre-requisites

None

Synopsis <span style =

Images of 'trim, taut and terrific' bodies surround us in contemporary consumer culture. They look down on us from billboards, are increasingly central to advertisers' attempts to sell us clothes, cosmetics, cars, and other products, and pervade reality television programmes based on diet, exercise and 'extreme' makeovers. These trends have occurred at the same time that science, technology, genetic engineering and medicine have achieved unprecedented levels of control over the body: there are now few parts of the body which cannot be remoulded, supplemented or transplanted in one way or another. In this course we explore how culture represents and shapes bodies, and also examine how embodied subjects are themselves able to act on and influence the culture in which they live. We will seek to understand the relationship between the body and self-identity, embodiment and inequalities, and will explore various theories of the body. In doing this we range far and wide by looking at such issues as work, music, sex/gender, cyberbodies, Makeover TV, film, transgenderism, sport, music, work and sleep. Embodiment is the enduring theme of this course, though, and we will explore its many dimensions via a range of disciplinary and interdisciplinary perspectives, and by asking and addressing a range of questions such as 'How and why has the body become increasingly commodified?', 'Why has the body become increasingly central to so many people's sense of self-identity?', 'If we live in a culture that has been able to intervene in the sizes, shapes and contents of the body like never before, have people become less sure about what is 'natural' about the body, and about how we should care for and treat our bodily selves?

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| SO679 Research Dissertation | | | | | | |
|------------------------------------|------------|------------|-------|---------------|-----------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 75% Project, 25% Coursework | |
| 1 | Canterbury | Whole Year | H | 30 (15) | 100% Project | |

Contact Hours

Total contact hours: 16
 Private study hours: 334 total (10 per week)
 Total study hours: 350

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Identify a social research question.
2. Identify appropriate means of investigating selected research questions.
3. Test research question in terms of findings.
4. Demonstrate skill in understanding and putting into practice links between theory and research.
5. Demonstrate skill in systematically writing up the selection and investigation of, findings, and implications of a specified research question.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate bibliographic and computer search skills.
2. Demonstrate skill in critical thinking, analysis and synthesis, including ability to evaluate statements in relation to evidence, line of reasoning and implicit values.
3. Distinguish between technical, normative, moral and political questions.
4. Critically assess scholarly theory and data and their implications.

Ability to identify a social research question

Method of Assessment

Main assessment methods
 Coursework – interim submission (2,500 words) - 25%
 Coursework - dissertation (12,500 words) - 75%

Reassessment methods
 100% coursework

Preliminary Reading

Aveyard, H. (2014) *Doing a literature review in health and social care: a practical guide*, 3rd edition, Open University Press
 Aveyard, Sharp and Wooliams (2011) *A beginner's guide to critical thinking and writing*, Open University Press
 Bell, J. (2005) *Doing your Research project*, Buckingham, Open University Press.
 Cottrell, S. (2003) *The Study Skills Handbook*, Basingstoke, Palgrave
 Crème, P. & Lee, M. (2003) *Writing at University*, Maidenhead, Open University Press.
 Denscombe, M. (2010) *The Good Research Guide 4th edition*, Open University Press
 Denscombe, M. (2012) *Research Proposals: A Practical Guide*, Open University Press
 Girden, E. (2001) *Evaluating research articles from start to finish*, London, Sage.
 Hart, C. (1998) *Doing a Literature Review*, London, Sage.
 May, T. (1997) *Social Research, Issues, Methods and Process*, Buckingham, Open University Press.

Pre-requisites

SOC16020 (SO602) Social Research Methods

Synopsis *

This module aims to enable students to design and conduct their own piece of research. This can be primary research where students collect and analyse their own data, or it can be library based, where students research existing literature or re-analyse data collected by others. The research can be about a particular policy or policy area, social problem, social development, or matter of sociological interest. The dissertation will usually be set out as a series of chapters. In order to assist students with designing and writing a dissertation a supervisor – a member of staff in SSPSSR - will have an initial meeting with students (during the summer term of Year 2 where possible) and then during the Autumn and Spring terms students will have at least six formal dissertation sessions with their supervisor. These may be held individually or with other students. In addition there will be two lectures by the module convenor which will also support students' progress, workshops on bibliography development (Autumn term) and data analysis (Spring term).

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| SO681 Restorative Justice: Concepts, Issues, Debates | | | | | | |
|---|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours : 150

Department Checked

yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically assess restorative justice as an approach to crime from a national and international perspective.
2. Demonstrate in-depth knowledge and understanding relating to the evaluation of theoretically and empirically based arguments about restorative justice.
2. Develop a critical understanding of the links between restorative justice and traditional justice systems
3. Demonstrate knowledge and critical understanding of the social and cultural dimensions of criminal justice.
4. Demonstrate an ability to identify and make reasoned arguments based on research evidence and academic texts from a national and international perspective.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Effectively synthesise key conceptual arguments coherently in a written form
2. Demonstrate ability to critically synthesise knowledge from different schools and disciplines of enquiry
3. Demonstrate enhanced research and organisational skills by using library e-journal and other on line resources

Method of Assessment

Main assessment methods

Coursework - Essay (2,500 words) - 50%

Examination (2 Hours) - 50%

Reassessment methods

100% coursework

Preliminary Reading

McLaughlin, E. Fergusson, R. Hughes, G. and Westmorland, L. (2003) *Restorative Justice: Critical Issues*, Sage

Gavrielides, T. (2015) *The Psychology of Restorative Justice: Managing the Power Within*. Surrey, Ashgate.

Vanfraechem, I., Bolivar, D., and Aertsen, I. (2015) *Victims and Restorative Justice*. London: Routledge

Johnstone, G. (2002) *Restorative Justice: Ideas, Values, Debates*, Willan publishing

Crawford, A. and Newburn, T. (2003) *Youth Offending and Restorative Justice: Implementing reform in youth justice*, Willan publishing

Weitekamp, E. and Kerner, H. (2002) *Restorative Justice: Theoretical Foundations*, Willan publishing

Roche, D. (2003) *Accountability in Restorative Justice*, Oxford University Press

Elliott, E., and Gordon, R. (2005) *New Directions in Restorative Justice: Issues, practice, evaluation*, Willan publishing

Zehr, H. and Toews, B. (2004) *Critical Issues in Restorative Justice*, Criminal Justice Press Monsey, New York

Pre-requisites

None

Synopsis *

Restorative justice has emerged in recent years as a new way of thinking about how we should view and respond to crime. Restorative approaches are making significant inroads into criminal justice policy and practice and this module provides students with an opportunity to engage in an increasingly dynamic and interesting field in contemporary criminal justice. The main aim of this module is to provide students with a critical understanding of restorative justice. It explores key values, issues and debates in restorative justice set in the context of theoretical arguments and criminal justice policy and practice. The module will open with the concepts and theoretical underpinnings of restorative justice and go on to explore restorative justice and offenders, restorative justice and victims, emotions in restorative justice, the role of the community and the role of the state. It will close with critical issues and debates in restorative justice and future directions

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| SO683 Cultural Studies Research Dissertation | | | | | | |
|---|------------|------------|-------|---------------|-----------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 80% Project, 20% Coursework | |

Contact Hours

Total contact hours: 10
Private study hours: 290
Total study hours: 300

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Identify a cultural studies object of inquiry and research question.
2. identify appropriate means of investigating a selected research question.
3. Critically evaluate scholarship and ideas pertaining to a research question.
4. Understand and put into practice links between theory and research.
5. Systematically write up the selection and investigation of, findings, and implications of a specified research question.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate bibliographic and computer search skills.
2. Demonstrate skill in critical thinking, analysis and synthesis, including ability to evaluate statements in relation to evidence, reasoning and implicit values.
3. Articulate the connections between technical, normative, moral and political questions.
4. Assess critically, scholarly theory, hypotheses, theses and arguments and their implications.

Method of Assessment

Main assessment methods

Coursework – literature review (3000 words) - 20%

Coursework - Project (12,000 words) (80%)

Reassessment methods

100% coursework

Preliminary Reading

Bell J. (2005) *Doing your Research Project*, Buckingham, Open University Press

Coombes H., (2001) *Research Using IT*, Basingstoke, Palgrave

Cottrell (2013) *The Study Skills Handbook*, Palgrave MacMillan

Crème & Lee (2003) *Writing at University*, Buckingham, Open University

Denscombe M (2007) *The Good Research Guide*, New York, McGraw-Hill

Hart (2006), *Doing a Literature Review*, London, Sage

Restrictions

Stage 3 Students ONLY

Synopsis *

The module aims to enable students to conceive and execute a major research project in the field of cultural studies. Students attend a Summer term group meeting with the module convenor to explore and discuss ideas for research and the submission of a draft title and plan, which is to be completed during the long vacation prior to the module beginning. In the Autumn term they will receive feedback on this plan and proposal from their supervisor and/or the module convenor. They will then be required to attend a series of meetings with their assigned supervisor throughout the Autumn term and at the end of that term submit a Literature Review for assessment. In the spring term, research and writing of the dissertation continue under the guidance of the supervisor and at the end of the term, the completed assignment is submitted.

| SO684 Globalization and Development | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 2 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 30/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate critical understanding of what is meant by 'globalization' and to be able to identify the multi-dimensional character of these phenomena.
2. Develop a clear conceptual understanding of the different spatial levels at which the term 'society' can be used.
3. Assess the extent and nature of global change, with reference to specific examples in the economic, political, and cultural spheres.
4. Demonstrate a critical understanding of issues and processes that confront contemporary 'global society' and the relationships between the Global North and South.
5. Discuss and critically evaluate competing 'globalization' theories and assess their adequacy with respect to the analyses of specific cases and policy dilemmas.

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate highly developed skills in written debate, and in utilization of research and empirical data.
2. Gather library and web-based resources appropriate for final year degree study
3. Use relevant research evidence and data to construct a critical argument.

Method of Assessment

Main assessment methods

Coursework – essay (2500 words) – 50%

Examination (2 hours) – 50%

Reassessment methods

100% coursework

Preliminary Reading

- Appelbaum, R., and Robinson, W. (eds.). (2005). *Critical Globalization Studies*. London: Routledge.
- Crewe, E. and Axelby, R. (2013) *Anthropology and Development: Culture, Morality and Politics in a Globalised World*. Cambridge: Cambridge University Press.
- Crouch, C. (2019) *The Globalization Backlash*. Cambridge: Polity.
- Klein, N. (2007) *The Shock Doctrine: The Rise of Disaster Capitalism*. London: Penguin.
- Lechner, F. J. and Boli, J (eds.) (2015) *The Globalization Reader [Fifth Edition]*. London: Blackwell.
- Martell, L. (2017) *The Sociology of Globalization [2nd Edition]*. Polity: Cambridge.
- McMichael, P. (2008) *Development and Social Change: A Global Perspective [Fourth Edition]*, London: Pine Forge Press.
- O'Byrne D and Hensby, A. (2011). *Theorizing Global Studies*. Basingstoke: Palgrave.
- Scholte, J.A. (2005) *Globalization: A Critical Introduction*. Basingstoke: Palgrave MacMillan.
- Schuller, M. (2012) *Killing with Kindness: Haiti, International Aid, and NGOs*. New Jersey: Rutgers University Press.

Pre-requisites

None

Synopsis *

This module aims to develop a critical understanding of one of the most important intellectual and political issues of our times, namely, 'globalization' and global social change. In so doing, this module poses a number of key questions: what is globalization, and what forms does it take? How does globalization reconstitute our relationship to society? How is globalization experienced across the world, and what power relations does it create? This module presents contemporary modes and challenges of doing sociology in an increasingly complex and interdependent world. Students will critically evaluate contending theories of globalization, and explore key topical debates in global issues, including the impact of global economic treaties on poverty, trade, and urban growth in the Global South; the flows, opportunities, and conflicts in the creation of global culture, and resistance to global forces and power relations in the form of anti-globalization movements.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO686 | | Social Justice Practice | | | | |
|--------------|--------|--------------------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Whole Year | I | 30 (15) | 100% Coursework | |

Availability

Runs every year

Contact Hours

Total contact hours: 32

Private study hours: 140 hours of voluntary work, 128 hours private study

Total study hours: 300

Department Checked

yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate enhanced understanding of the 'third sector', its historic development and its contemporary role in social policy in Britain as a whole, and in the Medway area in particular.
2. Demonstrate a critical understanding of political and sociological theoretical perspectives upon 'civil society' and the 'third sector'.
3. Demonstrate an understanding of the concept of 'social justice' and the role of the 'third' / voluntary sector society.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate enhanced research and analytical skills, especially the ability to associate theory with practice.
2. Demonstrate developed problem-solving skills and critical awareness

Method of Assessment

Main assessment methods

Coursework - Presentation - 20%

Coursework - Practice Journal - 30%

Coursework - Assignment 1 (2500 words) - 25%

coursework - Assignment 2 (2500 words) - 25%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Kendall, J. (2003) *The Voluntary Sector: Comparative Perspectives in the UK*. London: Routledge.

Musick, M. and Wilson, J. (2007) *Volunteers: A Social Profile*. Bloomington: Indiana University Press.

Rochester, C., Ellis Paine, A. and Howlett, S. (2011) *Volunteering and Society in the 21st Century*. London: Palgrave.

Pre-requisites

None

Restrictions

Students cannot do this module and SOCI7050 (SO705) Criminal Justice Practice

Synopsis *

Would you like to volunteer for a cause you believe in while learning useful skills and gaining real world experience? If you would this is the module for you!

Social Justice Practice provides an opportunity for you to gain practical experience of the voluntary and community sector and combine it with academic study of the sector and related theoretical concepts such as social capital, social justice, volunteering, altruism and philanthropy. Lectures also cover topics such as the role, management, financing and governance – essential knowledge if you are planning to work in a wide range of different professions.

Students undertake at least 100 hours of voluntary work with a charity in Kent or Medway during the academic year. Once you sign up for this module you will be invited for an interview to discuss your volunteering plans and so you can find out more about the module and the volunteering you plan to do for it. Register in the usual way and you will be invited for an interview towards the end of the summer term (late May or early June).

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO687 | | The Politics of Criminal Justice | | | | |
|--------------|--------|---|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Whole Year | H | 30 (15) | 100% Coursework | |
| 1 | Medway | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | |

Availability

Runs every year
Autumn and Spring terms

Contact Hours

Total Contact Hours: 44
Private Study Hours: 256
Total study hours:- 300

Department Checked

yes - LSSJ -29/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.Critically assess how and why crime has become such an important issue on the political agenda
- 2.Understand and critically analyse different political perspectives on criminal justice
- 3.Analyse the implications of political agendas for criminal justice policy making
- 4.Critically analyse the criminal justice policy making process

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.Demonstrate skills in communication, utilising research, empirical data and information technology
- 2.Apply critical judgement to problems and debates through the communication of argument.
- 3.Independently access a range of suitable library and web-based resources for final year study and make judgements about the merits of the material obtained

Method of Assessment

Main assessment methods
Coursework - Essay - 2,500 essay: 50%
Examination – three hours: 50%

Reassessment methods

100% Coursework

Preliminary Reading

Annisson, H. (2015) *Dangerous Politics: Risk, Political Vulnerability and Penal Policy* Oxford: Clarendon Press
Barton, A. and Johns, N. (2012) *The Policy Making Process in the Criminal Justice System* London: Routledge
Hobbs, S. and Hamerton, C. (2014) *The Making of Criminal Justice Policy* London: Routledge
Jones, T. and Newburn, T. (2007) *Policy Transfer and Criminal Justice* Maidenhead: Open University Press
Newburn, T. and Rock, P. (eds.) (2006) *The Politics of Crime Control* Oxford: Oxford University Press
Pratt, J. (2007) *Penal Populism*. London: Routledge

Pre-requisites

None

Restrictions

Available to students in Stage 3 only

Synopsis <span style =

This module traces the way in which criminal justice and criminal justice policy have become increasingly politicised in recent years. It utilises topics such as terrorism, dangerous offenders, penology and capital punishment to highlight the interaction between popular opinion, research, policy formation and the criminalisation of particular groups within society. The module will analyse the manner in which crime has become such an important issue on the political agenda, as well as examining the important role that pressure groups (such as NACRO and the Howard League for Penal Reform) have played in mediating political rhetoric and policy.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO689 Drugs, Culture and Control | | | | | | |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22
 Private study hours: 128
 Total study hours: 150

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically evaluate differing styles of illicit drug control.
2. Display a systematic understanding of the links between illicit drugs and cultural contexts.
3. Offer systematic and critical analysis of current policy issues in the field of illicit drugs.
4. Make links between and critically evaluate important debates in the field of illicit drugs and their theoretical underpinnings.
5. Discuss, analyse and critically evaluate illicit drugs issues within a global framework.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits accurately utilising techniques for analysing research and empirical data.
2. Synthesise and critically evaluate the theoretical contributions of different schools and disciplines of enquiry.
3. Demonstrate the ability to use the available evidence to construct and sustain an argument to be presented using a range of methods to specialist and non-specialist audiences.

Method of Assessment

Main assessment methods

Coursework - Short Answer Assignment (15%)

Coursework - Essay (3000 words) (85%)

Reassessment methods

100% coursework

Preliminary Reading

Blackman S (2004) Chilling Out: the Cultural Politics of Substance Consumption, Youth and Drug Policy. Maidenhead: Open University Press

Gelder K & Thornton S (Eds) (1997) The Subcultures Reader. London: Routledge

Manning P (2007) Drugs and Popular Culture: Drugs, Media and Identity in Contemporary Society. Cullompton: Willan

South N (1998) Drugs: Cultures, Controls and Everyday Life. London: Sage

Thornton S (1995) Club Cultures: Music, Media and Subcultural Capital. Cambridge: Polity Press

Chatwin, C. (2018) Towards more effective global drug policies Palgrave Macmillan

Pre-requisites

None

Restrictions

Stage 2 & 3 Students

Synopsis *

This module will be divided into three parts: the first will offer an analysis of current and potential methods of drug control; the second will explore cultural contexts of illicit drug use within modern society; the third will consider and evaluate practical issues facing drug policy makers of today. Each will be considered in a global context. Particular emphasis will be placed on theoretical arguments underpinning the major debates in this field and up-to-date research will be drawn upon throughout.

| SO702 Sociology and Social Politics of the Family | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 60% Coursework, 40% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 60% Coursework, 40% Exam | |

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Availability

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Be able to describe and assess a range of theoretical accounts of the significance of the changing character of the contemporary family
2. Understand the social, economic and cultural dimensions of the family.
3. Be familiar with debates about the nature of the relationship between modernity and 'the family', including through discussion of the idea of 'obligation'.
4. Have acquired an understanding of the changeability of 'the family'.
5. Be familiar with contemporary social research on the family and family policy.
6. Be able to identify the main policy developments in Britain in the area of family policy and be aware of the origins of these policy developments, drawing on relevant social scientific literature and empirical evidence.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Conducting research, by using library e-journal and other on-line resources
2. Presentation of arguments in oral form, through developing skills in seminar discussion and debate
3. Organisation of information in a clear and coherent manner, through essay writing, and discussion of completed essays in seminars and module convenor office hours
4. Critical thinking, analysis and synthesis, through application of sociological theory and research evidence to understandings of social problems and policy responses

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 40%
Coursework – seminar participation – 5%
Coursework presentation – 15%
Examination (2 hours) – 40%

Reassessment methods

100% coursework

Preliminary Reading

Chambers, D. 2012. *A Sociology of Family Life*. Polity Press
Lee, E, Bristow, J, Faircloth, J.C. and Macvarish, J. 2014. *Parenting Culture Studies*. Palgrave
Segalen, M. 1996. *A History of the Family Vol.2*. Harvard University Press.
Hays, S. 1996. *The Cultural Contradictions of Motherhood*. Yale University Press
Hendrick, H.(ed). 2005. *Child welfare and social policy an essential reader*. Policy Press
Smart, C. 2007. *Personal Life*. Polity Press

Restrictions

None

Synopsis *

Often presented as the most natural form of human organisation, the family's changing nature over time indicates it is no such thing. Particularly since the Second World War, driven by the transformation of women's position within society, the very idea of a typical family has been called into question. The numbers of those choosing to live alone in contemporary society even calls into question the very notion of family at all. This module explores how the family has changed historically in its role and relationship to the individual and society. We trace the development of the modern, private family and how it has been shaped by socio-economic, cultural and political pressures. We will particularly focus upon the tension between this private 'haven in a heartless world' and a society anxious about the family's apparent instability.

Synopsis of the curriculum

- The social history of 'the family' and its transformations.
- The sociology of the public/private split
- The evolution of policies relating to 'family life'
- The 'individualisation' thesis
- The economics and obligations of the family
- Recent social and demographic changes considered to underlie the problem of the contemporary family (changes in fertility patterns, in marriage and co-habitation, the rise of single person households)
- Debates about specific current policies about 'parenting'
- Critiques of state intervention in family life

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO706 Crime and Punishment in England, from 1750 to the Present Day | | | | | | |
|--|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Medway | Spring | I | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Autumn | I | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Spring | I | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Autumn | I | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Spring | I | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every Year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ -08/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate awareness of continuity and change in patterns and perceptions of crime and the responses to it by the legal system and other agencies over the period from 1750-1900 to the present day.
2. Demonstrate understanding of the relationship between the principles underlying criminal justice and the policies adopted by the state during the given period.
3. Demonstrate critical understanding of the origins and historical development of criminal justice policy and institutions.
4. Possess awareness of the role played by the voluntary sector, pressure groups and political influences in shaping official responses to crime.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate enhanced skills in communication and in critical evaluation.
2. Demonstrate enhanced research skills
3. Successfully apply critical judgement to problems and debates through written assignments and seminar work
4. Independently obtain a range of suitable library and web-based resources for second year study and use available evidence to construct an argument
5. Evaluate and analyse different forms of data, including statistics

Method of Assessment

Main assessment methods

Coursework - assignment 1 (1500 words) – 50%

Coursework - assignment 2 (1500 words) – 50%

Reassessment methods

100% coursework

Preliminary Reading

Emsley, Clive (2010) *Crime and Society in England 1750-1900* (4th edition) Harlow: Longman
 Godfrey and Lawrence (2014, second edition) *Crime and Justice 1750-1900* London: Routledge
 Gray, Drew D. (2016) *Crime, Policing and Punishment in England, 1660-1914* London: Bloomsbury
 Knepper, Paul (2016) *Writing the History of Crime* (Bloomsbury Academic)

Pre-requisites

None

Synopsis *

The module is intended to increase awareness of continuity and change in patterns and perceptions of crime and the responses to it by the legal system and other agencies over the period from 1750 to the present day.

Students will study historical perspectives on the history of crime and punishment – Whig, Marxist, revisionist etc.

They will have a chance to undertake critical evaluation of the sources of crime history and learn about change and continuity in the criminal justice system over the period covered.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO709 Modern Chinese Societies | | | | | | |
|---------------------------------------|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22
 Private study hours: 128
 Total study hours: 150 hours

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Understand the key actors, social structures and evolving state-society relations in modern China.
2. Have insight into the domestic and global context which shaped contemporary China's general social mindsets.
3. Comprehend key Chinese sociological concepts and be able to apply different sociological theories in analysing pop cultures, news items, research evidence and official data.
4. Critically evaluate the assumptions of major sociological theories in relation to contemporary social processes.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Have developed enhanced communication skills through essays and seminars.
2. Have developed the ability to search and critically evaluate research data, including web-based materials.
3. Possess skills in synthesising case, theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Coursework –essay (2000 words) – 40%
 Coursework – essay (2500 words) – 50%
 Coursework –seminar presentation – 10%

Reassessment methods

100% coursework

Preliminary Reading

Fei, X (1992) *From the Soil: The Foundations of Chinese Society*. University of California Press
 Stockman, N (2000) *Understanding Chinese Society*. Polity Press
 Yan, Y (2009) *The Individualization of Chinese Society*. BERG
 Zha, J (1996) *China Pop: How Soap Operas, Tabloids and Bestsellers are Transforming a Culture*. The New Press
 Barr, M (2011) *Who's Afraid of China?* Zed Books

Pre-requisites

None

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Synopsis *

This course will provide students with a well rounded assessment of modern China, with particular emphasis on events since the 1978 Open Door Policy initiated by Deng Xiaoping. The course first introduces students with key sociological concepts related to Chinese traditional society, then move onto major events that form state-society relations in the past three decades. Students are encouraged to connect China's rise to their own life and think comparatively. The bulk of the course will explore a range of contemporary issues, which includes:

- One country, two systems and four worlds: Diversity and social gaps in modern China
- The broken 'iron rice bowl': Social mobility and welfare system since 1980s
- The Me Generation: The rise and individualization of China's new middle class
- New social media and the 'Great Fire Wall'
- Zao: The making of consumption culture within the World's factory
- Bit player or the new powerhouse? China's struggle with scientific innovations
- The triumph of paintings: Social protests and the Chinese art scene
- From ping-pong diplomacy to Linsanity: Sports and modern Chinese identity
- The greening of China: The social cost of industrialization and grassroots environmental movements
- The 'sea turtles' (overseas-returns) and Chinese diaspora: An alternative imagination of Chineseness
- 'All under Heaven' (Tianxia) reinterpreted : China in a globalized world

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO710 War, Atrocity and Genocide | | | | | | |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 21
Private study hours: 129
Total study hours: 150

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. appreciate the foreground phenomenological dynamics of war and genocide;
2. demonstrate systematic understanding of key aspects of the role of emotions in killing in war and genocidal events, including being able to utilise this knowledge in verbal and written discussion;
3. understand and be able to critically evaluate key perspectives on organized mass atrocity/killing and the socio-cultural conditions which facilitate it;
4. understand the range of interpretive mechanisms for denying, minimizing, excusing or justifying mass atrocities, including being able to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in this field

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. demonstrate skills in presentation and debate, both verbal and written, and in utilization of research and empirical data
2. synthesize items of knowledge from different schools and disciplines of inquiry
3. demonstrate advanced research skills through library investigation, critical debate and essay writing
4. demonstrate skills in reading and disseminating complex empirical and theoretical material
5. demonstrate skills in group working

Method of Assessment

Main assessment methods

Coursework - assignment 1 (1500 words) – 30%
Coursework - assignment 2 (3000 words) – 70%

Reassessment methods

100% coursework

Preliminary Reading

Arendt, Hannah (1963) *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Viking Press).
Bauman, Zygmunt (1989) *Modernity and the Holocaust* (Ithaca, NY: Cornell University Press).
Baumeister, Roy F. (1997) *Evil: Inside Human Violence and Cruelty* (New York: Henry Holt).
Bourke, Joanna (1999) *An Intimate History of Killing: Face-to-Face Killing in Twentieth Century Warfare* (New York: Basic Books).
Bourke, Joanna (2008) *Rape: A History from 1860 to the Present* (London: Virago).
Browning, Christopher R. (1992) *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: HarperCollins).
Caputo, Philip (1977) *A Rumor of War* (London: Pimlico).
Cohen, Stanley (2001) *States of Denial: Knowing about Atrocities and Suffering* (Cambridge: Polity Press).
Collins, Randall (2008) *Violence: A Micro-Sociological Theory* (Princeton: Princeton University Press).
Ferguson, Niall (1998) *The Pity of War* (London: Penguin).
Geras, Norman (1998) *The Contract of Mutual Indifference: Political Philosophy after the Holocaust*. (London: Verso).

Pre-requisites

None

Restrictions

Third year students only.

Synopsis >

This is an interdisciplinary module on war, atrocity and genocide. Drawing on a range of sources from military history, social psychology, sociology, criminology, political ethics and political history, it is concerned to explore the following questions: What is war and why is it a matter of criminological and sociological interest? What are the defining experiences and emotions associated with war and genocide? How is killing in war framed or 'constructed' in the minds of those who kill? What is mass killing/genocide and how is it accomplished and facilitated in war? Why is rape used so widely as a weapon in conflict situations and what is its lasting impact? What is genocide and how should it best be understood? How are atrocities in war denied, excused or rationalized? Correspondingly, the aim of the module is to provide a framework for thinking about (1) the phenomenology of killing in war; (2) the conditions which facilitate genocide and mass killing at the state and sub state level; and (3) the ways in which perpetrators of mass killing, their apologists and distant others contrive to deny, rationalize or legitimize mass killing/genocide.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO711 The Sociology of Imprisonment | | | | | | |
|--|------------|---------|-------|---------------|--|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework with Compulsory Numeric Elements | |

Contact Hours

Contact hours:22
Private study hours:128
Total study hours:150

Department Checked

Yes- LSSJ - 08/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a critical understanding of recent developments and contemporary debates on imprisonment and penal policy
2. Apply different sociological theories to the critical analysis of key issues in the field of imprisonment and penal policy
3. Critically evaluate research evidence regarding the sociology of imprisonment, engaging directly with research materials and official data

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate skills in presentation and debate including being able to effectively articulate complex information and concepts
2. Utilise research data, including critically analysing data and policy documents
3. Demonstrate sociological analytical skills, including interrogating abstract concepts, assumptions, and arguments regarding society

Method of Assessment

Main assessment methods
Coursework - short answer questions - 15%
Coursework - essay (3000 words) – 85% **

** Students must pass this element to pass the module.

Reassessment methods

100% coursework

Preliminary Reading

Bottoms, A. Rex, s. and Robinson, G., 2004, Alternatives to Prison, Cullompton, Willan.
Carlen, P. and Worrall, A., 2004, Analysing Women's Imprisonment, Cullompton, Willan.
Cullen, F., 2012, Reaffirming Rehabilitation, Oxford, Elsevier Science Publishing
Currie, E., 2013, Crime and Punishment in America, New York, Picador Books
Foucault, M., 11991, Discipline and Punish: The Birth of the Prison, London, Penguin
Goffman, E., 2007, Asylums: Essays on the Social Situation of Mental Patients and Other Inmates. , London, Aldine Transaction
Matthews, R., 2009, Doing Time: An Introduction to the Sociology of Imprisonment, Basingstoke, Palgrave/Macmillan
Matthews, R., 1999, Imprisonment, Brookfield, Ashgate
Parenti, C., 1999, Lockdown America: Police and Prisons in the Age of Crisis, London, Verso
Rusche, G. and Kirchheimer, O., 2003, Punishment and Social Structure, New Brunswick, Transaction Publishers
Tonry, M., 2004, The Future of Imprisonment, Oxford, Oxford University Press

Pre-requisites

Pre-requisite - SOC15360 (SO536) Criminal Justice in Modern Britain: Development, Issues and Politics

Synopsis *

This course will introduce students to the sociological analysis of prisons and penal policy. The module is organised around the general theme of a discussion of current debates in the criminology and sociology drawing on both theoretical and empirical research. More specific themes covered will include:

- The historical development of imprisonment
- An investigation of the growing 'crisis' of imprisonment
- An examination of the reasons for the growth of imprisonment in both the UK and America
- The imprisonment of women and ethnic minority groups.
- An exploration of issues impacting on the experience of imprisonment
- A discussion on the future of imprisonment

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO712 | | Urban Sociology | | | | |
|--------------|------------|------------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 60% Coursework, 40% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 60% Coursework, 40% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 22/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of key problems, debates, and approaches in urban sociology.
2. Critically evaluate writings on key themes and issues in this field at an advanced level.
3. Demonstrate a detailed knowledge of comparative urbanism, enabling them to describe and comment upon particular aspects of current urban developments in local and global contexts.
4. Demonstrate higher level sociological analytical skills

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Present arguments in writing through exams and essay writing, and orally through delivering and responding to seminar discussion
2. Demonstrate advanced skills in organising information clearly and coherently digest and disseminate complex theoretical material

Method of Assessment

Main assessment methods
Coursework - 3,000 – 3500 word - 40%
Coursework - Seminar Participation - 20%
Examination (2 hours) - 40%

Preliminary Reading

Hubbard, P. (2006) *The City*. London: Routledge.
Legates, T. and Stout, F. (2011) *The City Reader* (5th edn). London: Routledge.
Lim, J. and Mele, C. (eds.) (2005) *The Urban Sociology Reader*. London: Routledge.
Maconis, J. (2013) *Cities and Urban Life* (6th edn). London: Pearson.
Parker, S. (2015) *Urban Theory and the Urban Experience* (2nd ed). London: Routledge

Pre-requisites

None

Restrictions

None

Synopsis *

The course discusses the main approaches which have developed in urban sociology through an exploration of some of the major themes. These themes include urbanisation under capitalism, planning, post-industrialism, globalisation, social differentiation, multiculturalism, protest and social movements, and comparative urbanism (Asian and African contexts). Approaches considered within these will include Marx, Weber, the Chicago School, the Manchester school, and post-modernism.

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| SO713 | | Politics and Power | | | | |
|--------------|--------|---------------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate detailed knowledge of the importance of a critical, social scientific approach to politics and political systems in Western and non-Western societies.
2. Effectively articulate knowledge of how power is distributed, and the social and political conflicts that lead to changes in the allocation of power.
3. Demonstrate advanced scholarship in terms of accounting for the varying ways in which individuals and groups shape and interact with political and social structures, drawing upon perspectives from sociology, politics and history.
4. Draw upon social science techniques and theories to describe and explain the structures and processes involved, including utilising key disciplinary concepts to define the uncertainty, ambiguity and limits of knowledge regarding central political debates.

The intended generic learning outcomes are as follows. On successful completing this module students will be able to

1. Demonstrate enhanced communication skills, evidenced through their participation in group work, seminar discussions and essay writing.
2. Demonstrate developed skills in finding and using library and internet resources.
3. Demonstrate developed and enhanced skills in working collaboratively in teams.
4. Demonstrate developed and enhanced skills in synthesizing theories and arguments in a coherent manner

Method of Assessment

Main assessment methods

Coursework - Argumentative Essay (3000 words) - 80%

Coursework - Seminar Participation - 20%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Best, S. (2002) Introduction to Politics and Society. London: Sage

Orum, A. (2000), Introduction to Political Sociology, 5th Ed. New Jersey: Prentice-Hall.

Faulks, K. (1999) Political Sociology: A Critical Introduction. Edinburgh: Edinburgh University Press.

Pre-requisites

None

Synopsis *

This module aims to provide an understanding of political ideas and theories, discussing why politics matters in contemporary social life. It will give students various perspectives with which to critically examine power relations and resistance. The module will explore how everyday relationships have political dimensions, affecting people's ability to define and achieve their goals. A range of topics will be examined, including the state, culture, class, gender, social movements, ideologies, the media, civil society, social protests, uprisings, revolutions and violence. We will draw upon major theoretical frameworks, including Marxism, Weberianism, Bourdieusian, Foucauldian, feminism and Habermasian, to understand these topics.

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| SO714 People, Politics and Participation: The Public Sphere in Modern Britain | | | | | | |
|--|--------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Spring | H | 15 (7.5) | 100% Coursework | |

Availability

Runs every other year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate detailed knowledge of the importance of a critical, social scientific approach to the public sphere in Britain.
2. Demonstrate an advanced conceptual understanding of the British political system and public sphere, and its development.
3. Critically evaluate arguments, assumptions, abstract concepts and data regarding varying methods and ways in which individuals and groups shape and interact with the public sphere, drawing upon perspectives from sociology, social policy and history.
4. Effectively communicate key debates regarding the factors that shape involvement or non-involvement in British public and political life, drawing upon perspectives from sociology, social policy and history.
5. Draw upon social science techniques and theories to describe and explain the structures and processes involved in British public and political life, including utilising key disciplinary concepts to define the uncertainty, ambiguity and limits of knowledge regarding central political debates.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate enhanced communication skills, evidenced through their participation in group work, seminar discussions and essay writing.
2. Demonstrate enhanced skills in finding and using library and internet resources.
3. Demonstrate enhanced skills in working collaboratively in teams.
4. Demonstrate enhanced skills in synthesizing theories and arguments in a coherent manner.

Method of Assessment

Main assessment methods

Coursework - Group Presentation - 20%

Coursework - Essay (3000 words) - 80%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Crowson, Nick et al (2009) NGOs in Contemporary Britain: Non-State Actors in Society and Politics since 1945.

Basingstoke: Palgrave

Deakin, Nicholas. (2001) In Search of Civil Society. Basingstoke: Palgrave

Faulks, Keith. (2000) Citizenship. London: Routledge

Halpern, David. (2005) Social Capital. Oxford: Polity

Bradley, Kate. (2009) Poverty, Philanthropy and the State: Charities and the Working Classes in London, 1918-1979.

Manchester: Manchester University Press

Pre-requisites

None

Synopsis *

This module explores the nature of the public sphere in Britain, how groups and individuals from all social classes engage with the state, non-governmental actors/agencies and party politics. Students will examine topics including the role of the state and NGOs, citizenship, social capital, devolution and the 'new localism' and the internet and politics. The major schools of thought that theoretically represent the interrelationships between politics, social structures, ideologies and culture will be explored throughout the module. Indicative topics of study include:

- The British political system and structure
- The state
- Non-state actors and agents, including the voluntary sector
- Civil society
- Social capital
- Citizenship
- Devolution and the 'new localism'
- Web 2.0, the media and the British public sphere
- The Big Society

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| SO727 Contemporary Sociological Theory | | | | | | |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 14/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Have awareness of the range of key sociological theories and concepts as featured in contemporary arenas of debate
2. Possess a critical understanding of the contexts and problems for which sociological theories are developed
3. Demonstrate an ability to apply key concepts to the phenomena that sociological theorists seek to explain
- 8.4 Have a critical understanding of the theorists that are recognised as of 'contemporary' relevance to sociology
- 8.5 Have a critical understanding of how theoretical ideas are shaping the discipline of sociology

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. demonstrate a detailed knowledge of the underlying concepts and principles associated with their area(s) of study
2. Possess an ability to evaluate and interpret these within the context of that area of study
3. Show a capacity to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.
4. Be able to express themselves well, orally and in writing
5. Demonstrate the ability to plan work and study independently

Method of Assessment

Main assessment methods

Coursework seminar participation – 20%
Coursework – essay outline (500 words) – 20%
Coursework – essay (3000 words) - 60%

Reassessment methods

100% coursework

Preliminary Reading

Callinicos, A. (2007 2nd edition) *Social Theory: A Historical Introduction*, Polity
Crow, G. (2005) *The Art of Sociological Argument*, Basingstoke: Palgrave
Dillon, M. (2010) *Introduction to Sociological Theory: Theorists, Concepts and their Applicability to the Twenty-First Century*, Oxford: Wiley-Blackwell
Elliott, A. (2008) *Contemporary Social Theory: An Introduction*, Routledge
Harrington, A. (2010) *Modern Social Theory*, Oxford: Oxford University Press
Jones, P. Bradbury, L and Le Boutiller, S. (2011) *Introducing Social Theory*, Cambridge: Polity
Ritzer, G and Stepnisky, J. (2011) *The Wiley-Blackwell Companion to the Major Social Theorists (Vol 2 on the 'Contemporary')* Wiley-Blackwell
Seidman, S. (2012 5th edition) *Contested Knowledge: Social Theory Today*, Wiley-Blackwell

Pre-requisites

Pre-requisite – SOCI4080 (SO408) Sociological Theory: the Classics

Restrictions

This is a core stage 2 intermediate level module on the undergraduate Sociology programmes. Prior to commencing this module, students will have successfully completed the first year module SO408 on Classical Social Theory. SO727 a pre-requisite for progression through to stage 2 intermediate level theory modules and honours level social theory modules.

Synopsis <span style =

This module provides an introduction to the major issues and controversies that have shaped key developments in contemporary social theory. It surveys the development of social theory through the second half of the twentieth century and up to the present day. Following on from the SO408 module on 'classical' social theory, it questions the distinction between the 'classical' and the 'contemporary' so as to highlight the intellectual decisions, values and problems involved in the packaging of social theory under these terms. It also provides critical introductions to the following theorists and issues: Talcott Parsons and his legacy; Symbolic Interactionism up to Goffman and beyond; The Frankfurt School: Critical theory and the crisis of western marxism; Jurgen Habermas and the decline of the public sphere; Michel Foucault and a his understanding of 'power'; Pierre Bourdieu and the reproduction of inequality; From Modernity to Post-modernity?; The feminizing of social theory; Globalization, networks and mobilities; New challenges for the twenty-first century.

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| SO730 | | Management in Primary Care Organisations | | | | |
|--------------|------------|---|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Availability

Available 2016/17

Contact Hours

Each week there will be a one-hour lecture followed by a seminar/workshop activity. Lectures will provide you with an introductory overview of the topics in question and the theory. The seminars and workshops then require you to try and apply the theories you have learnt about to solve real-life examples.

Department Checked

Yes

Learning Outcomes

At the end of the module, students will be able to:

- Explain issues of demand management in primary healthcare
- Describe and evaluate quality initiatives in the delivery of health care
- Understand how GP practice teams operate within their own organisation and with other NHS and public sector organisations
- Make decisions using the epidemiological and demographic data available as to where the practices finite resources should be allocated to ensure the best outcomes/value for money whilst reducing the inequalities gap
- Understand how the NHS has and is adapting to external environmental drivers, such as policy initiatives and patient-centred healthcare

Method of Assessment

The module is assessed on the basis of 100% coursework. 75% of the overall mark will be derived from a 2,500 word essay (essay topics are given out in the first lecture and students will be able to choose from a list). The remaining 50% will be from the group assignment, which will require students to work in teams. The make-up of the teams will be decided upon by the Module Convenor as in 'real life' we do not get to choose who we work with and we have to learn to work in a team with a variety of personality types.

Preliminary Reading

There is no one text which covers the course as a whole, however, there are two or three that crop up in the recommended reading week after week. Copies can be found in the Templeman Library.

- Managing Change in Healthcare: Using Action Research. Paul Parkin. 2009. Sage: London
- Clegg, S. Kornberger, M. Pitsis, T. (2011) Managing and Organizations: An Introduction to Theory and Practice, Third Edition. London: Sage
- Lynch, R. (2012). Strategic Management. 6th ed. London: FT Prentice Hall
- Ginter, P. The Strategic Management of Health Care Organisations. 7th Edition. John Wiley & Sons

Pre-requisites

None

Restrictions

This module is ONLY available to students studying the BSc in Management in Primary Care

Synopsis *

This module is intended to develop an understanding of the key issues involved in the management, structure and organisation of health care services. By focusing on health care management rather than general management the module will enable students to develop specific skills which can be used in future work. The module is designed to be practical and will draw on examples of best practice to highlight successful management strategies.

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| SO731 | | The Patient/Doctor Consultation | | | | |
|--------------|------------|--|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

Availability

Available 2015/16

Contact Hours

Each week there will be lecture-seminars, where the morning sessions (10am to 12pm) will focus on research and theory relating to doctor-patient communication and the afternoon sessions (1pm to 4pm) will focus on developing effective communication, language and interpersonal skills. During the Spring Term all students will be required to do a one-day per week placement with a GP in a local practice. This placement is approximately 80 hours which contributes not only towards this module but also towards the 'Research Evaluation' module and the 'Primary Health Care: Theory and Practice' module.

Learning Outcomes

Subject specific learning outcomes:

On completion of this module, students will:

- * Understand what a primary care consultation is and be aware of different approaches to the consultation
- * Have had the opportunity to observe and reflect upon their own consultations and critically analyse 'mock' consultations
- * Know about and understand a number of different models of the consultation and be able to compare the different models critically
- * Have an understanding of complex consultations
- * Have a greater understanding of the use of interpersonal and communication skills and how to adapt and use different language depending on the audience and the aim of the consultation

Generic learning outcomes:

On successful completion of this module, students will have developed:

- * Enhanced observation and reflexive skills as students observe and reflect upon their own consultations and analyse 'mock' consultations (videos will be taken)
- * Communication skills and interpersonal skills: aural, oral and written
- * A greater awareness of the diverse cultures that may be encountered in the UK and a resource of intercultural competencies that can be contextually applied

Method of Assessment

The module is assessed on the basis of 100% coursework. 50% of the overall mark will be derived from students' responses to essay questions (2,500 words). 50% comes from students' 2,500 word reflective report to be handed in at the end of the GP placement in Spring Term.

Preliminary Reading

- * Chapter 1 of Hamilton-West, K.E. (2011). *Psychobiological Processes in Health and Illness*. London: Sage Publications Ltd.
- * Chapter 10 of Ogden, J. (2012). *Health Psychology: A Text Book*: Open University Press.

Pre-requisites

This module forms part of the intercalated BSc in Management in Primary Care which is designed to enable medical students to top up 240 credits of prior learning with 120 credit stage at the University of Kent. To be eligible for the iBSc students must have a total of 360 credits.

Restrictions

This module is ONLY available to students studying the BSc in Management in Primary Care.

Synopsis *

This module is intended to give an understanding of what a consultation is and the nature of consultations in primary care. Different approaches and consulting styles are discussed and analysed. Models of the consultation (both for face to face and over the phone) are also covered as well as the processes within the consultation; listening and responding to patient cues, decision making and risk communication.

| SO732 Public Health and the Role of Primary Care | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Available 2015/16

Contact Hours

In the spring term there will be weekly 2-hour lectures/seminars

Learning Outcomes

Subject-specific learning outcomes:

At the end of the module, students will be able to:

- * Define what constitutes a 'public health approach'
- * Explain the relevance of public health to primary care, and recognize the main areas of overlap between these sectors
- * Identify who, within primary care, has an important part to play in improving population health and reducing health inequalities
- * Illustrate ways in which primary care practitioners might work towards tackling a complex public health issue in their local community
- * Compare approaches to integrating public health and primary care in other non-UK countries

Generic key skills:

On successful completion of this module students will have learnt:

- * Communications skills: oral and written, including presentations
- * Demonstrate problem solving and critical analysis skills
- * Work with colleagues through seminar presentations and group assignment

Method of Assessment

- * One 2,000 word essay (35% of overall mark)
- * One group assignment (15% of overall mark)
- * A two-hour examination (50% of overall mark)

Restrictions

This module is ONLY available to students studying the BSc in Management in Primary Care

Synopsis

There is considerable overlap between public health and primary care, and primary care practitioners are a vital part of a 'system' geared towards population health improvement and the reduction of health inequalities. However, within primary care in England, public health is little understood, and its potential to contribute towards the public health agenda is under-realized.

The rise in preventable illness and the persistence of health inequalities are amongst the greatest challenges that the health system faces. As key agents within the health system, primary care practitioners must understand the part they can play in health improvement, health protection and the prevention of health inequalities at a population level.

This module will help participants to understand what a public health approach to primary care looks like. Students will learn about the role primary care practitioners play within a public health system, and about their relationships with others. The module will introduce participants to innovate approaches to addressing complex public health issues. Students will also learn about approaches taken in other countries to the integration of public health and primary care.

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| SO734 Research and Evaluation Methods | | | | | | |
|--|------------|------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 100% Coursework | |

Availability

Available 2015/16

Contact Hours

Each week in the autumn term there will be a two-hour lecture followed by a one-hour seminar.

Learning Outcomes

At the end of the module, students will be able to:

- Understand the different research and evaluation methods
- Know the potential strengths and limitations of different research methods
- Be able to discuss key ethical issues in the conduct of research
- Know how to develop a research plan, including research aims, objectives/hypotheses, appropriate methods, data handling and analysis
- Demonstrate a critical understanding of the complexities in evaluating interventions delivered in primary care
- Appraise, discuss and justify evaluation methods in terms of a project aims

Method of Assessment

The module is assessed on the basis of 100% coursework. 25% comes from the 1500 word research project plan. 75% comes from the 3500 word research paper that will be submitted to a peer-reviewed journal.

Preliminary Reading

There is no one text which covers the course as a whole; however a number of texts are relevant and will be used as preparatory reading for the lectures:

- Bowling, A. (2014). *Research methods in health: Investigating health and health services*. Fourth Edition. Open University Press.
- Curtis, E., & Drennan, J. (2013). *Quantitative Health Research Methods: Issues and Methods*. Open University Press
- Hart E & Bond M (1995) *Action Research for Health and Social Care*. Buckingham: OU Press.
- Overtveit, J. (1998). *Evaluating health interventions: Introduction to evaluation of health treatments, services, policies and organisational interventions*. Buckingham, PA: Open University Press.
- Pope C & Mays N (2006) *Qualitative Research in Health Care* Third Edition. London: Blackwell Publishing Ltd
- Robson C (2011) *Real World Research*. Chichester: John Wiley and Son
- Rosstad T, Garason H, Steinsbekk A et al (2013) Development of a patient-centred care pathway across healthcare providers: a qualitative study. *BMC Health Services Research* 13: 121 open access <http://www.biomedcentral.com/1472-6963/13/121>
- Reeve J, Blakeman T, Freeman G et al (2013) Generalist solutions to complex problems: generating practice-based evidence – the example of managing multi-morbidity. *BMC Family Practice* 14:112 open access <http://www.biomedcentral.com/1471-2296/14/112>
- Saks, M. (2000). *Developing research in primary care*. Radcliffe Publishing
- Saks, M., & Allsop, J. (2012). *Researching Health: Qualitative, Quantitative and Mixed methods*. Second Edition. Sage Publications
- Walker, D-M. (2014). *An introduction to Health Services Research*. Sage Publications.

Restrictions

This module is ONLY available to students studying the BSc in Management in Primary Care

Synopsis *

This research and evaluation methods module will introduce quantitative and qualitative research methods relevant to applied health. It will particularly focus on how to use such methods on your own research projects. This will involve you identifying the research and evaluation techniques most applicable to your projects and topic areas. It will also cover practical issues around the planning of research projects, including research ethics. The module will focus primarily on research and evaluation in relation to long term conditions.

| SO735 Primary Health Care: Theory and Practice | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

2015/16

Contact Hours

Each week in the autumn term there will be a two-hour lecture .

Learning Outcomes

Subject-specific learning outcomes:

At the end of the module, students will be able to:

1. Understand the concept of primary care and its relationship with the wider healthcare system.
2. Understand the many and varied primary health care systems across the globe.
3. Evaluate what are the successful elements of the different primary care systems.
4. Manage quality in primary care - definitions and approaches.
5. Critically examine the causes of inequalities in health, and examine primary care's role in reducing the health inequalities gap

Generic Key skills:

On successful completion of this course students will be able to show:

1. Enhanced written skills through essays and oral communicative skills in seminars and through the GP practice placement
2. Analytical skills when conducting a critical comparison of the different primary care systems
3. Utilisation of research data, including web-based materials

Method of Assessment

The module is assessed on the basis of 50% coursework and 50% examination. The coursework requires you to write a reflective essay based on your experiences in your GP placement, and will be submitted after the placement.

Restrictions

This module is ONLY available to students studying the BSc in Management in Primary Care

Synopsis

This is a core module of the BSc Management in Primary Care. It will introduce students to the academic study of primary care and situate it within the wider context of health care nationally and internationally. The module is then divided into three further parts. The first explores the three pillars of primary care; participation and engagement, collaboration, and equity. The second focuses on quality of patient care and primary care practice. The third considers and evaluates primary care policy and assesses current and future scenarios of General Practice. Throughout the module curriculum an effort has been made to consider methods, issues and policies in a global, as well as national, context. Particular emphasis is placed on the theoretical arguments underpinning the major debates in this field and up-to-date research is drawn upon throughout.

2021-22 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO736 | | Sociology of Religion | | | | |
|--------------|------------|------------------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 14/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.Consolidate knowledge about how religion shapes human identities and social relationships
- 2.Demonstrate in-depth appreciation of how religion constitutes a basis for the creation, reproduction and transformation of society and culture
- 3.Conceptualise the relationship between practice and belief in the contemporary era
- 4.Demonstrate systematic understanding of some of the major sociological theories which have explored the relationship between religion and society
- 5.Apply knowledge about how religious practices might be implicated in the construction, maintenance and reproduction of social inequalities
- 6.Critically evaluate the area of 'religious body pedagogics' as explored through competing notions of the habitus
- 7Conceptualise the relationship between religious experience and different modes of materiality and media

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.Understand and critically evaluate the main dimensions of theoretical approaches towards the subjects under investigation
- 2.Interrogate and integrate diverse sources of sociological and cultural analysis and information and produce distinctive knowledge
3. Analyse case studies with the assistance of interdisciplinary resources,
- 4.Think critically about reading material and discuss and express arguments informed by the literature in a seminar setting
- 5.Undertake accurate investigation and description, and develop logical arguments based on an understanding of the literature and express these arguments clearly in a written format;

Method of Assessment

Main assessment methods
Coursework –essay (2250 words) - 50%
Examination (2 hours) – 50%

Reassessment methods

100% course work

Preliminary Reading

Butler, J. et al. (2011) *The Power of Religion in the Public Sphere*. Columbia University Press
Casanova, J. (1994) *Public Religions in the Modern World*. Chicago: Chicago University Press
Davie, G. (2013) *The Sociology of Religion*. London: Sage. Chapter 1.
De Vries, H. (2008) (ed.), *Religion. Beyond a Concept*. New York: Fordham University Press
Mellor, P.A. and Shilling, C. (2014) *Sociology of the Sacred*. London: Sage.

Pre-requisites

None

Synopsis *

This module covers key issues and debates in the sociology of religion in order to interrogate the significance of religious practice and belief in the modern world. After an introductory lecture, the module is organised into two connected parts. Firstly, it explores classical statements on the sources, meaning and fate of religion in modernity by examining the writings of Karl Marx, Emile Durkheim, Max Weber and Georg Simmel, and using their analyses to interrogate current events (e.g. 'prosperity Pentecostalism', the rise of the supernatural in culture through such media as the Harry Potter novels, and violent responses to transgressions of what religions consider to be sacred). The emphasis here is on developing in students the knowledge and skills necessary to appreciate and engage critically with the significance of religion for the development of sociology, and with key statements about the modern fate of religion in and beyond the West. Second, the module explores core issues concerned with and associated with the secularisation debate. Here, we look not only at conventional arguments concerning secularisation and de-secularisation, but also at the significance of 'the return of the sacred' in society, civil religion, the material experience of religion, and the manner in which religious identities and habits are developed in the contemporary world. This enables us to develop new perspectives on the viability of religion in current times.

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| SO737 Literature and Society | | | | | | |
|-------------------------------------|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 31/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate an in-depth understanding of the changing role and consumption of literature(s) in contemporary society, in our media obsessed society.
2. Demonstrate a critical and systematic knowledge of how different genres address particular social experience and concerns (and capture a specific zeitgeist), give voice to different types of protagonists, and how they are targeted at specific audiences/demographics.
3. Achieve an in-depth and critical understanding of some of the key texts associated with disparate genres of literature.
4. Critically analyse how social class, ethnicity, gender, age, and sexuality may influence how readers read and understand texts, at different historical moments and places.
5. Achieve a sophisticated and nuanced understanding of how different types of literature (both fiction and non-fiction) can foster our ability to reflect upon our and others' social experiences, often by addressing key moral and ethical concerns in society.
6. Demonstrate a systematic understanding of the relationship between printed literature and other cultural forms and media, especially in a context of media technologies and cultural globalization.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge.
2. Demonstrate written communicative skills through essays.
3. Demonstrate oral communicative skills through seminars participation.
4. Critically assess the argumentation and reasoning of authors.
5. Manage their own learning.
6. Engage in independent thinking and critical analysis.

Method of Assessment

Main assessment methods

Coursework - Essay (3000 words) (40%)

Coursework - Seminar Participation (10%)

Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Robert Coles (2010) *Handing One Another Along*, Cambridge: Harvard University Press

James Agee & Walker Evans (1941) *Let us Now Praise Famous Men*, Boston: Houghton Mifflin

Lionel Shriver (2003) *We Need to Talk about Kevin*, New York: Perseus Books

Hanif Kureishi (1990) *The Buddha of Suburbia*, London: Faber & Faber

Jeanette Winterson (1985) *Oranges are not the Only Fruit*, London: Vintage

J.M. Coetzee (1999) *Disgrace*, London: Vintage

Pre-requisites

None

Synopsis *

This course will provide students with a sociological understanding of the changing and central importance of literature (in its myriad forms, both fiction and non-fiction) for contemporary society, including the emergence of specific genres which reflect the changing demographics and social and political concerns of Britain, as well as some other societies. These genres and concerns have been articulated through a diverse array of protagonists in contemporary literature, varying in terms of gender, sexuality, religion, and class. Not only do we talk of 'chick lit', but we also read and consume books about vampires and zombies as symbolic vehicles of social otherness. Contemporary literature enables us to examine the ways in which texts address the past, changing social norms, the process of self-discovery and revelation, and the changing boundaries of private and public, in increasingly diverse societies. This module will also emphasize the importance of literature in fostering social reflection, through the ways in which important moral and ethical concerns are often addressed in a variety of genres. While most of the texts are relatively recent, this module also includes a small number of older works of ethnography.

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| SO742 Emotion, Media and Culture | | | | | | |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 01/04/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.The relationships between emotion, media and culture in the contemporary era
- 2.Critical approaches to theorising emotion, affect and feeling in interdisciplinary Cultural Studies.
- 3.How emotions are mediated through a range of cultural forms, processes and technologies.
- 4.How, and with what potential implications, personal feelings are linked to social norms and structural relations of power.
- 5.How universal and binary frameworks for interpreting emotions and affective practices might be critiqued.
- 6.The affective nature of contemporary political and ideological processes and the role of media in such processes.
- 7.The relationships between emotion, affect and contemporary social projects and movements.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.Understand and critically evaluate the main dimensions of theoretical approaches towards the subjects under investigation
- 2.Interrogate and integrate diverse sources of sociological, cultural and media analysis and information and produce distinctive knowledge
- 3.Analyse case studies with the assistance of interdisciplinary resources
- 4.Think critically about reading material and discuss and express arguments informed by the literature in a seminar setting
- 5.Undertake accurate investigation and description, and develop logical arguments based on an understanding of the literature and express these arguments clearly in a written format
- 6.Work cooperatively with others in seminar groups

Method of Assessment

Main assessment methods

Coursework - Assignment (2500 words) – 40%
Coursework - Portfolio (2500 words) – 50%
Coursework - Seminar participation – 10%

Reassessment methods

Reassessment instrument - 100% coursework

Preliminary Reading

Ahmed, S. (2004) *The Cultural Politics of Emotion* (Edinburgh: Edinburgh UP).

Boler, M. (1999) *Feeling Power: Emotions and Education* (London: Routledge).

Chouliaraki, L. (2006) *The Spectatorship of Suffering* (London: Sage)

Greco, M. and Stenner, P. (2008) *Emotions: A Social Science Reader* (London: Routledge).

Skeggs, B. and Wood, H. (2012) *Reacting to Reality Television: Performance, Audience and Value* (Abingdon: Routledge).

Pre-requisites

None

Synopsis *

This module invites students to explore the critical links between emotion, media and culture in the context of contemporary cultural, socio-political and economic relations. It examines what is meant by 'the affective turn' within the humanities and social sciences and introduces students to a range of interdisciplinary literatures concerned with theorising the cultural politics of emotion and the mediation of affect. Through various case studies and examples, the module investigates how social, cultural and media theorists have addressed the relationships between emotion, affect, power and identity in the context of postcoloniality, multiculturalism, neoliberalism and various social justice movements. Attending to contemporary cultural debates concerning happiness, empathy, hope, fear, hate, disgust and melancholia, it explores how personal feelings are linked to social norms and power structures and considers how we might disrupt an assumed division between 'good' and 'bad' emotions. The module explores how emotions, feelings and affects are produced, mediated and circulated through a range of cultural forms, practices and technologies, paying particular attention to the role of film, television, news media, digital culture, literature and popular science

| SO747 Issues in Criminology: The Inside-Out Programme | | | | | | |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 30
Private study hours: 120
Total study hours: 150

Department Checked

Yes - LSSJ - 01/04/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.demonstrate knowledge of the prison as a key institution in the criminal justice system;
- 2.demonstrate knowledge and critical understanding of theoretical debates relating to justice;
- 3.demonstrate up to date knowledge and a critical understanding of a selection of issues in criminal justice;
- 4.demonstrate knowledge of the principles that underlie criminal justice policies;
- 5.demonstrate identification, use and application of criminological theory to analyse crime and the response to crime;
- 6.critically evaluate social science arguments and evidence;
- 7.seek solutions to crime and criminal behaviour.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

- 1.gather, process and offer a critical reflection from their class engagement and interaction;
- 2.demonstrate succinct and focussed writing skills relating to the production of critically reflective papers;
- 3.plan workload and manage time;
- 4.reflect on the development of interpersonal/teamwork skills;
- 5.demonstrate experience of giving presentations;
- 6.demonstrate an ability to communicate ideas and arguments, particularly in spoken form;
- 7.demonstrate sensitivity to the values and interests of others and the dimensions of difference.

Method of Assessment

Main assessment methods
Coursework (100%)

Reassessment methods

Reassessment Instrument: 100% coursework
100% course work, 1000 word written reflection on the first joint session (25%) 4000 word reflective learning journal (75%) covering the rest of the module (including reflections on each of the substantive learning topics, the group project and the closing ceremony and debrief

Preliminary Reading

Cohen, S., (2001) States of Denial: Knowing about Atrocities and Suffering (chapter 1 and extracts)

Nutt, D, King, L and Phillips, L (2010), Drug harms in the UK: a multicriteria decision analysis, *The Lancet*, 376 (9752): 1558-1565.

Pompa, L (2013) One brick at a time: The Power and Possibility of Dialogue Across the Prison Wall *The Prison Journal*.

Roberts, J.V. and Hough, M. (2011) Custody or Community? Exploring the boundaries of public punitiveness in England and Wales. *Criminology and Criminal Justice* 11: 181-197.

Pre-requisites

None

Restrictions

Only available to stage 3 single honours criminology students. Acceptance on the module is through application only in the autumn term.

Synopsis *

This is a level 6 module that explores contemporary issues in criminal justice focusing mostly on the British context. The curriculum provides the opportunity for Kent students to connect with real world criminal justice issues, including imprisonment, and for Swaleside students to place their own experiences of the criminal justice system in a wider academic context.

The curriculum will be divided into four parts as follows:

- Part one: Prison security training; separate introductory meetings; first joint meeting and introduction to reflective writing and facilitated learning.
- Part two: Substantive topics of criminological interest e.g. what causes crime; do prisons work; how should we regulate drugs; how should victims be treated within the criminal justice system.
- Part three: The development of a group project between small groups of Kent and Swaleside students. This project will be related to one of the substantive topics from part two and will culminate in a group presentation.
- Part four: Closing ceremony and debriefing providing a final space to reflect on the overall learning experience.

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| SO748 Placement: The Practice of Quantitative Social Research | | | | | | |
|--|------------|------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 100% Coursework | |

Contact Hours

Total contact hours: 10

Private study hours: 200 hours research placement, 90 hours private study

Total study hours: 300

Department Checked

Yes - LSSJ - 14/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically understand the difference between quantitative research in theory and quantitative research in practice.
2. Critically understand the pressures on quantitative analysts in real-life-settings, such as producing quick results, data protection, pressures for certainty and/or simplicity, or to produce 'useful' results.
3. Conduct quantitative research in an applied setting
4. Report on quantitative analyses, to both technical and non-technical audiences.
5. Demonstrate an ability to reflect on their own position as a quantitative analyst in an applied setting.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate communication and presentation skills.
2. Conduct research to meet the needs of a research project, including team working with those who do not have technical research skills.
3. Demonstrate problem-solving skills and adaptability to changing situations.
4. Self-appraise and reflect on practice.

Method of Assessment

Main assessment methods

Coursework - Research Report (8,000 Words) – 70% (PASS COMPULSORY)

Coursework - Essay report (2,000 Words) – 30%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Cook, T., & Campbell, D. (1979) Quasi-experimentation: Design and analysis issues for field settings. Rand McNally College Publications

Robson, C and McCartan, K (2016), Real-World Research, 4th edition. Wiley.

Scott Long, J (2009), The Workflow of Data Analysis Using Stata. Stata Press.

Stevens, A (2011), 'Telling Policy Stories: An Ethnographic Study of the Use of Evidence in Policy-making in the UK'. Journal of Social Policy, 40:237-255. DOI: 10.1017/S0047279410000723

Pre-requisites

Co-requisite - SOCI5012 (SO5012) Analysing data in the Real World

Restrictions

This module is ONLY available to students taking 'Q-Step minor' bachelor degrees (any course that includes 'with Quantitative Research' in the title)

Synopsis *

This module will involve students undertaking quantitative research in a real world setting, culminating in an assessed report on their work. This real world setting can be of the form of an individual research project, working in a support role with an academic or within a placement organisation. Students will receive support by a supervisor and receive lectures covering such topics as:

- Turning an organisations ideas into a viable research project;
- Good practice in undertaking quantitative research projects (e.g. data security, data management, replicability);
- Ethics in applied quantitative research (certainty/uncertainty, power, and 'usefulness');
- Reflecting on research practice (linked to both of the assessments below).

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| SO750 Popular Culture, Media and Society | | | | | | |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 23/09/2021

Learning Outcomes

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Use various theoretical approaches to popular culture, media and mediated communications.
2. Engage in a range of critical debates surrounding media and popular cultural production and consumption.
3. Examine how social critique and media culture interact and cross-inform each other.
4. Understand a number of social and cultural issues concerning the integration of media technologies into everyday life.
5. Develop a critical understanding of processes of mediation and remediation in the narrative construction of personal and collective identities.

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically evaluate varied multidisciplinary theoretical and analytical approaches to the subjects and materials examined.
2. Analyse and contextualise theoretical and empirical case studies within both the module's key themes and a broader academic discourse.
3. Draw on relevant materials and analytical tools to develop considered arguments and evaluations, and be able to present these clearly in oral and written forms.

Method of Assessment

Main assessment methods

Coursework - Assignment 1 (essay) (2500 words) - 45%
Coursework - assignment 2 (essay) (2500 words) - 45%
Coursework - Seminar – 10%

Reassessment methods

100% coursework, and presentational abilities.

Preliminary Reading

Gill, R. (2006) *Gender and the Media*. Polity
Hall, S. (1997) *Representations: Cultural Representations and Signifying Practices*. Sage
Hjarvard, S. (2013) *The Mediatization of Culture and Society*. Routledge
Hodkinson, P. (2001) *Media, Culture and Society*. Sage
Jenkins, H. (ed.) (2006) *Convergence Culture: where old and new media collide*. New York University Press
Long, P., Wall, T. (2012) *Media Studies: Texts, Production and Context*. Pearson
Storey, J. (2012) *Cultural Theory and Popular Culture*. Routledge

Pre-requisites

None

Synopsis >*

This module introduces and applies ideas in critical, cultural and communications theory to debates and issues surrounding media and popular culture, focusing on such themes as cultural elitism, power and control, the formation of identities, the politics of representation, and the cultural circuit of production and consumption. It investigates the relationship between the development of contemporary society and societal values and the changing technological basis of mediated culture.

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| SO751 Young People and Violence | | | | | | |
|--|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 30/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as below. On successfully completing the module students will be able to:

1. Demonstrate knowledge and critical understanding of classical and contemporary debates on youth crime and violence, including the intersection between age, gender, race, ethnicity and class.
2. Demonstrate knowledge and critical understanding of key political and theoretical debates on the topic of youth crime and violence and be able to apply these to criminology and other criminal justice areas.
3. Demonstrate an ability to critically appraise the criminal justice response to youth violence and evaluate the impact of national and international responses to juvenile delinquency.
4. Demonstrate knowledge of conceptual approaches to research into youth crime and violence and how these translate into criminal justice policy and practice.
5. Demonstrate an ability to identify and evaluate empirical political and academic material on youth related crime and violence, including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within criminology.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Effectively compare and contrast different kinds of empirical research.
2. Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.
3. Locate and assess academic and policy sources to develop a balance argument.
4. Synthesise key conceptual arguments coherently in written form.

Method of Assessment

Main assessment methods

Coursework - Essay (2500 words) (50%)

Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Ellis, A. (2016) Men, Masculinities and Violence: An Ethnographic Study. Oxon: Routledge

Ferrell, J., Hayward, K., Morrison, W. and Presdee, M. (2004) Cultural Criminology Unleashed. London: Glass House

Hall, S. (2012) Theorising Crime and Deviance: A New Perspective. London: Sage Publications

Maguire, M., Morgan, R., & Reiner, R. (2012) The Oxford Handbook of Criminology (5th ed) Oxford University Press

Muncie, J. (2015) Youth & Crime. 4rd Edition. Sage Publications Ltd

Ray, L. (2011) Violence and Society. London: Sage Publications

Pre-requisites

SOC13290 (SO329 Introduction to Criminology and Criminal Justice)

Synopsis *

This module, Young People and Violence, approaches the study of interpersonal violent crime as it relates to young people. It will explore violence experienced in everyday life paying particular interest to the social context in which it can occur; for example urban spaces, schools, familial setting and 'gang, gun and knife culture'. The concern with youth, crime and violence is critically appraised in the context of shifting political focus on disaffected young people. It will seek to understand violence within the context of youth in late modernity. One of the primary objectives of this module will be to engage students in analytical debates on crime and violence as experienced by young people as perpetrators and victims. It will examine and apply criminological theory to youth violence exploring the connection between crime and violence through the intersection of race, gender, ethnicity and class. In particular, the module will investigate the link between structure and agency. In this module, students will have the opportunity to review the impact of changing political and criminal justice responses to the youth crime problem. The module will have a national, as well as international focus.

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| SO752 | | Britain on Film | | | | |
|--------------|--------|------------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | |

Availability

Runs alternate years

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 01/04/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a systematic knowledge of the development of the use of visual sources in social history and related disciplines; including assessing the usefulness of visual sources in relation to other types of primary sources for understanding British society
2. Critically and systematically apply a range of disciplinary approaches to the reading of images, and relate cultural production to economic, political and social forces
3. Demonstrate a systematic understanding of the role of the visual in the historical analysis of social problems and cultural perceptions
4. Accurately deploy visual sources to communicate knowledge and ideas

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate skills in verbal and written communication, drawing upon research and using appropriate information technology
2. Independently research and obtain a range of library and web-based resources as appropriate.
3. Critically evaluate library and web-based resources and utilise judiciously in coursework of all varieties
4. Draw upon their interdisciplinary knowledge in critical evaluation
5. Demonstrate a critical and systematic understanding of complex concepts

Method of Assessment

Main assessment methods

Coursework – essay (3000 words) – 70%

Coursework – analytical assignment (2000 words) – 30%

Reassessment methods

100% coursework

Preliminary Reading

Aldridge, Mark. (2012) *The Birth of British Television: A History*. Basingstoke: Palgrave

Barr, Charles. (1986) *All Our Yesterdays: 90 Years of British Cinema*. London: BFI

Chapman, James. (2015) *A New History of British Documentary*. Basingstoke: Palgrave

Crisell, Andrew. (2002) *An Introductory History of British Broadcasting*. London: Routledge

Schaffer, Gavin. (2014) *The Vision of a Nation: Making Multiculturalism on British Television, 1960-1980*. Basingstoke: Palgrave

Street, Sarah. (2009) *British National Cinema*. London: Routledge

Pre-requisites

None

Synopsis *

This module will introduce students to the ways in which visual sources – in this case, films, television programmes and other visual broadcast media – can be used in historical research. The module will focus upon the case study of British film and television from the 1930s. Students will consider the role of film and television programmes in a variety of historical contexts: the impact of economic depression and rising affluence upon the consumption of leisure products; the utilisation of film by governments for propaganda and morale-boosting in wartime; for social and political critique; and the cinematic codes by which idea[s] of Britain[s] could be conveyed to domestic and overseas audiences.

Students will explore films from a range of genres, including feature film, documentaries and wartime propaganda. Within this, students will also consider the development of subgenres, such as Ealing comedies, kitchen-sink realism, soap opera and reality television. The module will also introduce students to the broader historical contexts of cultural production and exchange. Alongside close analysis of set films and television programmes, students will also be required to read and discuss critical studies of these texts. The course will explore the evolution of leisure in Britain, and the economic and political history of the media and film industries. Students will also consider the relationships between cultural consumption and social identities.

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| SO754 | | Victims and Crime | | | | |
|--------------|--------|--------------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

30/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate knowledge and critical understanding of classical and contemporary debates on victims of crime, including the intersections between age, gender, race, ethnicity and class.
2. Demonstrate knowledge and critical understanding of key political and theoretical debates within the study of victimology, including questions of inequality, and be able to apply these to criminology and other criminal justice areas.
3. Demonstrate an ability to critically appraise the criminal justice response to victims of crime and evaluate the impact of national and international responses.
4. Demonstrate knowledge of conceptual approaches to research into victimisation and how these translate into criminal justice policy and practice.
5. Demonstrate an ability to identify and evaluate empirical political and academic material on victimisation including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within victimology.

The intended generic learning outcomes are as follows. By the end of this module students will be able to:

1. Effectively compare and contrast different kinds of empirical research.
2. Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.
3. Locate and assess academic and policy sources to develop a balanced argument.
4. Synthesise key conceptual arguments coherently in written form

Method of Assessment

Main assessment methods

Coursework - Essay (2500 words) - 50%

Examination, 2 hour - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Augustina, J. R. (2015) Understanding Cyber Victimisation: Digital Architectures and the Disinhibition Effect. *International Journal of Cyber Criminology*, Vol. 9 (1) January 2015.

Davies, P. (2011) *Gender, Crime and Victimisation*. London: Sage Publications

Davies, P. and Francis, P. (2014) *Invisible Crime and Social Harms*. Basingstoke: Palgrave Macmillian

Karmen, A. (2015) *Crime Victims: An Introduction to Victimology*. Boston: Cengage Learning.

McGarry, R. and Walklate, S. (2015) *Victims: Trauma, Testimony and Justice*. Oxon: Routledge.

Vanfraechem, I., Pemberton, A., & Ndahinda, F.M. (2014) *Justice for Victims: Perspectives on Rights, transition and reconciliation*. Abingdon, Oxon: Routledge.

Walklate, S. (2013) *Victimology: The Victim and the Criminal Justice Process*. Oxon: Routledge

Pre-requisites

None

Synopsis

largely absent from criminological discourse, research and the criminal justice process. It was not until the early 20th century that criminologists [re] discovered the victim and began to consider the role they played in the commission of crime. From these initial investigations, the victim became the central focus of academic scholarship from which the discipline 'victimology' emerged. The victim is no longer considered to be 'a bit part player' in understanding crime. They are deemed to be central to crime detection and the prosecution of criminal acts. This module charts the birth and growth of victimology and considers some of its major theoretical concepts. It will explore the nature and extent of criminal victimisation in society and critically examine it from a number of different perspectives. The module will also examine the changing role of the victim within the criminal justice system.

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| SO755 Migration and Belonging | | | | | | |
|--------------------------------------|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact hours: 22
Private study hours: 128
Total study hours: 150

Department Checked

yes - LSSJ -30/03/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Develop a critical understanding of the process of migration, its diversity and consequences for sending and receiving societies
2. Demonstrate knowledge and critical understanding of the key theories and concepts deployed to analyse contemporary processes of migration, transnationalism and diaspora
3. Relate processes of migration and transnationalism to wider sociological debates on the politics of social and cultural belonging
4. Demonstrate a clear appreciation of the extent to which migration raises complex questions of nationality and citizenship in global societies
5. Contextualise specific constructions of individual and collective identities within a variety of migration situations

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically evaluate varied multidisciplinary theoretical and analytical approaches
2. Analyse and contextualise theoretical and empirical case studies
3. Draw on relevant materials and analytical tools to develop considered arguments and evaluations
4. Effectively articulate complex arguments in written form, including the ability to structure information in a coherent manner

Method of Assessment

Main assessment methods
Coursework - Essay (2500 words) (50%)
Examination, 2 hour (50%)

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Brettell, C. and Hollifield, J. F. 2015. *Migration Theory: talking across discipline*. London: Routledge
Castles, S. and Miller, M. J. 2013. *The Age of Migration: international population movements in the modern world*, 3rd Edition, Basingstoke: Palgrave Macmillan
Dickinson, E. 2016. *Globalization and Migration*. London: Rowman and Littlefield.
Faist, T. et al. 2013. *Transnational Migration*. London: Polity
Geddes, A. and Scholten, P. 2016. *The politics of migration and immigration in Europe*. London: Sage.
Vertovec, S. 2010. *Transnationalism*. London: Routledge

Pre-requisites

None

Synopsis *

This module aims to develop a critical understanding of one of the most timely and pressing issues of recent times, namely, migration, and its relationship to politics of identities, belonging and citizenship in global societies. It aims to introduce students to key themes and issues related to the social experience of migration in a diversity of contexts. Over the course of the term, we will debate and critically explore the ways in which migrants, refugees and diaspora communities shape their societies of settlement and origin and how they have become key actors of a process of 'globalisation from below' at different social and spatial scales. We will critically discuss key concepts and theories deployed to analyse contemporary processes of migration, transnationalism and diaspora and assess their relevance across a wide range of migration case studies. Examples of the central questions this module will address are: what are the main drivers of contemporary migration? To what extent can migrants become transnational citizens? What is the link between migration and homeland development in third world countries? How are gender, class and race relations affected by migration?

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| SO757 Social Policy in Global Contexts | | | | | | |
|---|--------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | |

Availability

Runs every year

Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

Department Checked

Yes - LSSJ - 01/04/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate critical understanding of the debates, risks and challenges surrounding contemporary welfare provision
2. Demonstrate critical understanding of approaches to welfare within different national contexts, as well as comparisons and links between them
3. Apply critical understanding of contemporary welfare debates and approaches to evaluate and analyse international case studies of social policy and programmes in practice
4. Communicate understanding of social policy in global contexts.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Apply a critical understanding of concepts and theories to examine ways to improve practice
2. Use methods to interpret and critically analyse primary and secondary data
3. Effectively communicate knowledge and ideas.

Method of Assessment

Main assessment methods

Coursework (Essay) 3000 words - 50%

Coursework (Policy Analysis Report) 2000 words - 50%

Reassessment methods

Reassessment Instrument: 100% coursework

Preliminary Reading

Baldock, J., Mitton, L., Manning, N., & Vickerstaff, S. (Eds.). (2011). *Social policy*. Oxford University Press.

Clarke, J. (2004). *Changing welfare, changing states: New directions in social policy*. Sage.

Cochrane, A., Clarke, J., & Gewirtz, S. (Eds.). (2001). *Comparing welfare states (Vol. 5)*. Sage

Lister, R. (2010). *Understanding theories and concepts in social policy*. Policy Press

Yeates, N., & Holden, C. (2009). *The global social policy reader*. Policy Press

Pre-requisites

SOCI5450 (SO545) Welfare Histories, Welfare Futures or SOCI7490 SO749 Social Policy and Everyday Lives

Restrictions

Available for stage students only

Synopsis *

This module encourages students to take an international view of social policy, beyond the nation state, and to develop understanding of the global links and comparisons that can be used to consider welfare in this way.

Introductory lectures and seminars will present the challenges and risks facing contemporary welfare regimes, including neoliberalism, globalisation and financial uncertainty, and the notion of mixed economies of welfare. Another block of learning will provide accounts of comparative approaches to welfare and explore histories and contemporary dynamics of welfare in the US and in mainland Europe. Finally a series of welfare topics on migration, care, work and citizenship will be introduced in order to explore issues and policy responses within a global framework.

This module encourages students to take an international view of social policy, beyond the national state, and to develop understanding of the global links and comparisons that can be used to consider welfare in this way. It is recommended that students take this in their third year having studied one or both of the second year social policy modules (SO545 or SO749). Introductory lectures and seminars will introduce the challenges and risks facing contemporary welfare regimes, including neoliberalism, globalisation and financial uncertainty, and the notion of mixed economies of welfare. Another block of learning will provide accounts of comparative approaches to welfare and explore histories and contemporary dynamics of welfare in the US and in mainland Europe. Finally a series of welfare topics on migration, care, work and citizenship will be introduced in order to explore issues and policy responses within a global framework.

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| SO760 The Sociology of Cybercrime | | | | | | |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total Contact Hours: 22
Private Study Hours: 128
Total study hours: 150

Department Checked

Yes - LSSJ - 13/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Evaluate the relationship between contemporary cyber- and networked-enabled crime and the more traditional conception of crime and crime control.
2. Critically reflect on the challenges that the digital world poses to criminological understanding and modes of investigation.
3. Discuss issues of crime, control and crime prevention in the networked and digital world at an in-depth level.
4. Offer a critical analysis of the different roles public and private actors play in the management, security and enablement of cyber activity and practices.
5. Evaluate the consequences and implications that the global interconnectedness of cyber offending poses to individual nation states and other institutional bodies.
6. Critically evaluate and reflexively deploy sociological approaches to evaluate online behaviour.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate communication skills in presentation and debate, and in utilization of research and empirical data (including quantitative sources).
2. Synthesise the theoretical contributions of different disciplines of enquiry.
3. Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing.

Method of Assessment

Main assessment methods
Coursework - essay (3000-3500 words) 80% - PASS COMPULSORY
Coursework - Seminar participation: 20%

Reassessment methods
100% coursework resubmission

Preliminary Reading

Button, M., & Cross, C. (2017). *Cyber Frauds, Scams and Their Victims*. London/New York, Routledge, Taylor & Francis.
Martellozzo, E., & Jane, E. A. (Eds.). (2017). *Cybercrime and Its Victims*. London/New York, Routledge, Taylor & Francis.
Martin, J. (2014). *Drugs on the dark net: How cryptomarkets are transforming the global trade in illicit drugs*. Basingstoke, Palgrave MacMillan.
Yar, M. (2013). *Cybercrime and society*. Los Angeles, Sage.

Pre-requisites

None

Restrictions

Can ONLY be taken by students on single or joint honours criminology courses

Synopsis *

This module provides students with an understanding of contemporary cybercrime, its implications and its sociological meanings. It examines how cybercrime functions, how it relates to wider criminological debates and theories, and how it raises challenges in our understanding of the nature of crime, criminality, crime control and policing. Students will become familiar with cutting edge research and theories in the field of cybercrime, and debates that are developing both within the UK and across the world. By focusing on the differing levels of both action and actors, this unit will provide a holistic and nuanced understanding of these vital contemporary challenges facing society. This module equips students with the necessary theoretical and practical tools and modes of social enquiry to make sense of an increasingly digital and networked world.

| SO761 Summer School in Urban Ethnography | | | | | | |
|---|--------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Paris | Spring | H | 15 (7.5) | 100% Coursework | |

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Availability

This module will NOT be available for the 2021-22 academic year

Runs for one week at the end of the Summer term

PLEASE NOTE: YOU WILL NOT BE ABLE TO ADD THIS MODULE VIA OMR. PLEASE EMAIL PROGRAMMES TEAM SHOULD YOU WISH TO TAKE IT

Contact Hours

Total Contact Hours: 22

Private Study Hours: 128

Total study hours:- 150

The Summer School takes place over one week after the end of the summer term. For exact dates please check each year.

Cost

Whilst the teaching costs of this module are already covered by student fees, students taking this module will need to pay additional associated costs covering accommodation, travel, social events and travel to and from the summer school location.

Department Checked

Yes - LSSJ -01/04/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Understand the principles and ethical implications of the design and conduct of ethnographic research
2. Undertake effective observation with an awareness of different practices of looking
3. Appreciate the value of using multi-sensory research tools in different urban settings
4. Demonstrate capacity to interpret specific urban practices in everyday life
5. Apply relevant concepts and theories to practical observations of social, cultural, economic, affective and material life in the city
6. Understand the city as a site for the development of sociological, criminological, cultural and urban theory

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically evaluate social science evidence and arguments based on ethnographic research
2. Demonstrate skills in collaboration and communication, including the recognition of others and the constructive critique and discussion of different perspectives
3. Demonstrate awareness of themselves as reflexive, embodied and emplaced researchers
4. Bring together appropriate library and web-based resources with empirical data in project work

Method of Assessment

Main assessment methods

Coursework - Individual Project Report – 4,000 words: 70%

Coursework - Group Presentation – 15 minutes: 20%

Coursework - Participation: 10%

Reassessment methods

Reassessment Instrument = 100% coursework:

Preliminary Reading

Augé, Marc (2002) *In the Metro*, Minnesota University Press

Back, Les (2007) *The Art of Listening*, Oxford: Berg

Coffey, Amanda (1999) *The ethnographic self: fieldwork and the representation of identity*, London: Sage

Ferrell, Jeff, Hamm, Mark S (1998) *Ethnography at the edge: crime, deviance, and field research*, Northeastern University Press

Geertz, Clifford (1977) *The Interpretation of Cultures*, New York: Basic Books

Latour, Bruno (2004) *Paris: ville invisible* <http://www.bruno-latour.fr/virtual/index.html>

Lefebvre, Henri (2004) *Rhythmanalysis*, London: Bloomsbury.

Orwell, George (2013 [1933]) *Down and Out in Paris and London*, London: Penguin

Pink, Sarah (2014, 3rd edition) *Doing visual ethnography: images, media and representation in research*, London: Sage

Pre-requisites

This module is available for SSPSSR Stage 2 students progressing to Stage 3 to take in the summer after their Stage 2 studies are complete and in advance of the beginning of the academic year for Stage 3. So students going into Stage 3 in September 2018 will be able to take this module in July 2018.

Students must have a good academic record to be eligible for participation in the Summer School. Since the number of places for SSPSSR students is capped at 20, application are evaluated on: 1) good academic performance and engagement, e.g. minimum of a 60% average at both Stages 1 and 2, and high levels of attendance; 2) relevant experience such as basic knowledge of French or commitment to undertake 'Bitesize' French language course (where available) and experience of study in relevant areas, e.g. Sociology of Urban Life (SO700) or Urban Sociology (SO712); and 3) motivation based on students' written statements.

Students need to write a motivational statement (max 500 words) to explain why they would like to participate in this Summer School. Please include any details you feel would be useful in assessing your application from your personal, academic or professional life with reference to the selection criteria set out above. This should be sent as a document attached to an email from your Kent email address directly to the module convenor, Dr Dawn Lyon: d.m.lyon@kent.ac.uk by the due date for module selection. No late applications will be accepted. You will be notified as to the success of your application within two weeks of the due date. If your application is not successful, you will be asked to select an alternative module.

Restrictions

The module will be available as an optional module for SSPSSR Stage 2 students progressing to Stage 3 on all core sociology, social policy, criminology and cultural studies undergraduate programmes, and as a wild module for other Kent students (subject to available places). There will be a reserve list if the total number of places is filled. Students will be informed that they risk losing some of their travel and accommodation if they withdraw from the module at short notice.

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Synopsis *

The annual SSPSSR UG Summer School in Urban Ethnography will expose students to the principles and practices of ethnography in the study of people, place, practices and things in an urban setting. It will give students the opportunity to immerse themselves in 'natural' social environments and learn to tune into what is going on around them, making the strange familiar and the familiar strange. It will set ethnography in its intellectual context paying particular attention to its renaissance through the development of visual and sensory approaches in addition to a reliance on direct observation and interaction.

The focus of the module on urban ethnography complements existing methods and subject-specific undergraduate teaching within the School. In terms of methods, it will offer students the opportunity to deepen their knowledge of the practice of ethnography both in the classroom and in the city, and with an implicitly comparative stance. The location of the Summer School in Paris will allow for an exploration of themes in situ since the contemporary life of the city includes many phenomena of interest and relevance across the range of SSPSSR (and other) UG degree programmes. As Paris has been widely studied within (and beyond) social sciences, there is considerable literature to draw on as course material.

The teaching team will be composed of the module convenor and an additional two members of SSPSSR staff with different people contributing in different years. The specific topics covered by the Summer School would depend on the composition of the teaching team in any one year. Potential topics include: globalisation, gentrification, belonging and exclusion; the rhythms of everyday urban life; surveillance and the control of spatial boundaries; the material life of the city; street art and graffiti; seeing and sensing city spaces and atmospheres (sight, sound and smell); the night-time economy; sexualized spaces; deindustrialisation; rail travel and the experience of modernity; and the city as a site for the development of sociological and criminological theory.

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| SO764 Enlightenment, Revolution and the Modern Social World | | | | | | |
|--|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Total Contact Hours: 22
Private Study Hours: 128
Total study hours:- 150

Department Checked

Yes - LSSJ - 01/04/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate an advanced understanding of the range of intellectual interests, moral agendas and political concerns that animated debates within the 'Enlightenments' of Europe and North America;
2. Identify and assess the social forces, political events and cultural conditions that gave rise to the Enlightenment;
3. Demonstrate an in-depth understanding of the historiography of 'the Enlightenment' and the 'Enlightenment project' from the nineteenth century through to the present day;
4. Evaluate the significance of the Enlightenment for the emergence and development of sociology;
5. Critically analyse the enduring legacy of Enlightenment for 21st Century culture and society;
6. Reflect critically and historically on the cultural proclivities and human consequences of western modernity;
7. Critically assess the contribution of Enlightenment thought and politics to modern advancements in human rights and movements of humanitarian social reform.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge;
2. Demonstrate written communicative skills;
3. Critically assess the argumentation and reasoning of authors;
4. Manage their own learning;
5. Engage in independent thinking and critical analysis

Method of Assessment

Main assessment methods

Coursework - Book Review – 2000 Words- 40%
Coursework - Essay – 3000 Words - 60%

Reassessment methods

Coursework 100%

Assessment method

Book Review – 2000 Words (40%)
Essay – 3000 Words (60%)

Preliminary Reading

Cassirer, E. (1951) *The Philosophy of the Enlightenment*, Princeton University Press.
Gay, P. (1966 & 1969) *The Enlightenment: An Interpretation* (2 Volumes) W. W. Norton
Israel, J. I. (2002) *Radical Enlightenment: Philosophy and the Making of Modernity 1650-1750*, Oxford University Press.
Outram, D. (2013). *The Enlightenment (New Approaches to European History)* 3rd Edition, Cambridge University Press.
Pagden, A. (2013). *The Enlightenment And Why it Still Matters*. Oxford University Press.
Porter, R. S. (2001) *The Enlightenment*, Palgrave

Pre-requisites

None

Restrictions

None

Synopsis *

This module is designed as an exploration of both the social history and historiography of 'the Enlightenment'. It draws a focus to the legacy of Enlightenment in contemporary sociological theory. It explores the bearing of Enlightenment ideas and interests upon the intellectual and political cultures of western modernity. It introduces students to ongoing debates concerned with the legacy of the Enlightenment in twenty-first century society. In this context, it explores the influence of the Enlightenment and its cultural portrayal in contemporary sociology in current disputes concerned with the legacy of colonialism, the gendering of the public sphere, the fate of religion and religious culture through modern times, the cultivation of our social and political democracy and the 'tragic' fate of modern rationality.

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| TZ534 Theories, Diagnosis & Assessment of Autism | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 30 (15) | 75% Coursework, 25% Exam | |

Availability

Autumn term (term1)

Contact Hours

Contact hours; 20

Private study hours: 280

Total study hours: 300

This module will be taught through blended learning via materials on Moodle. As part of the programmes this module contributes to, students attend campus for one workshop at commencement of the academic year and a further workshop to undertake exams and have additional lectures. Blended learning features online forum and chat discussions, case-study work, individual tutorials (typically conducted via skype or telephone), group exercises, videos, guided reading of text-based materials and study questions.

Department Checked

Yes- LSSJ- 13/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a critical understanding of autism – its characteristics, causes and theories regarding its origins and nature
2. Demonstrate a critical understanding of diagnostic methods and other assessments
3. Critically consider the personal, social and other effects on the individual and those around them regarding receiving a diagnosis of autism
4. Demonstrate an understanding of how to effectively and respectfully share knowledge concerning autism with others

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Show the capacity to draw critically on both published, and their own, assessment, intervention or evaluation strategies
2. Understand and communicate complex, abstract concepts or data
3. Use information technology (word processing, email, internet use, online learning resources) to effectively complete tasks
4. Effectively manage time to meet deadlines
5. Recognise issues relating to equality and diversity through the use of non-discriminatory language

Method of Assessment

Main assessment methods:-

Coursework - Essay (5000 words) - 60%

Coursework - Seminar/online forum – 15%

Examination – 25%

Reassessment methods:-

Like-for-like

Preliminary Reading

Attwood, T. (2008) *The Complete Guide to Asperger's syndrome*. London: Jessica Kingsley Publishers.

Baron-Cohen, S (2008) *Autism and Asperger Syndrome: the facts*. Oxford: Oxford University Press.

Bogdashina, O. (2005) *Theory of Mind and the Triad of Perspectives on Autism and Asperger Syndrome: a view from the bridge*. London: Jessica Kingsley Publishers.

Boucher, J. (2009) *The Autistic Spectrum: characteristics, causes and practical concerns*. London: Sage.

Frith, U. (2003). *Autism: Explaining the Enigma* (second edition), Oxford: Blackwell.

Waltz, M. (2013) *Autism: a social and medical history*. Basingstoke: Palgrave MacMillan.

Pre-requisites

None

Restrictions

Only available for students enrolled on stage 2/year 2 undergraduate Tizard Centre courses

Synopsis *

The module will explore the characteristics, explanations of causes and current understanding and theories of autism. It will examine the historical and current approaches to autism spectrum conditions. Students will be able to critically analyse the major theories of autism spectrum conditions, including psychological, biological and neuropsychological theories of autism spectrum conditions. Students will also be introduced to the methods and tools used to diagnose autism spectrum conditions and will gain an understanding of their uses and effectiveness.

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| TZ535 Intervention in Autism | | | | | | |
|------------------------------|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | I | 30 (15) | 75% Coursework, 25% Exam | |

Contact Hours

Total contact hours: 40
Private study hours: 260
Total study hours: 300

This module will be taught through blended learning via materials on Moodle. As part of the programmes this module contributes to, students attend campus for one workshop at commencement of the academic year and a further workshop to undertake exams and have additional lectures. Blended learning features online forum and chat discussions, case-study work, individual tutorials (typically conducted via skype or telephone), group exercises, videos, guided reading of text-based materials and study questions.

Department Checked

Yes-LSSJ- 13/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate knowledge regarding ways to assess the research basis and effectiveness of interventions in autism
2. Understand the use of, and the practical application of, non-specific intervention approaches
3. Review and critically analyse the literature around intervention in autism spectrum conditions and other neurodevelopmental conditions, including early intervention and approaches based on applied behaviour analysis.

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Show the capacity to draw critically on both published case studies, and their own experiences of intervention or evaluation strategies
2. Understand, and communicate complex, abstract concepts or data
3. Use information technology (word processing, email, internet use, online learning resources) effectively to complete tasks
4. Effectively manage time to successfully meet deadlines
5. Recognise issues relating to equality and diversity through the use of non-discriminatory language

Method of Assessment

Main assessment methods

Coursework - Assignment/case study (4000 words) - 50%
coursework - Assignment/intervention review (2000 words) – 25%
Examination – 25%

Reassessment methods

Like-for-like

Preliminary Reading

Charman T. & Howlin, P. (2003) Research into Early Intervention for Children with Autism and Related Disorders: Methodological and Design Issues. *Autism: International Journal of Research and Practice*, 7, 217-225.

Fleming, B., Hurley, E. & Goth, T. (2015) *Choosing Autism Interventions: A Research-Based Guide*. Brighton: Pavilion Publishing.

Lai, M.C., Lombardo, M.V. and Baron-Cohen, S. (2014) *Autism*. *Lancet*, 383, 896–910.

Rogers, S.J. (1998) Empirically Supported Comprehensive Treatments for Young Children with Autism. *Journal of Clinical Child Psychology*, 27(2), 168-179.

Schopler, E. (2001) Treatment for Autism: From Science to Pseudo-Science or Antiscience. In *The Research Basis for Autism Intervention*. E. Schopler, N. Yirmiya, C. Shulman and L. M. Marcus (eds.). New York: Kluwer Academic/Plenum Publishers.

Vasa, R.A., Carroll, L.M., Nozzolillo, A.A., Mahajan, R., Mazurek, M.O., Bennett, A.E., & Bernal, M.P. (2014) A Systematic Review of Treatments for Anxiety in Youth with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 44(12), 3215-3229.

Pre-requisites

None

Restrictions

Only available for students enrolled on year 2 Undergraduate Tizard Centre courses including Autism Studies

Synopsis *

The module will describe the research basis and application of interventions in autism. It will critically consider the effectiveness of interventions, including early behavioural interventions and other specific approaches, for example Sonrise, Relationship Development Intervention, and interventions designed for co-occurring neurodevelopmental conditions, as well as the use of and the practical application of non-specific intervention therapies such as music therapy, art therapy, daily life therapy, social skills teaching, diets and treatments used to address sensory/perceptual problems.

| TZ537 Applied Behaviour Analysis & Positive Behaviour Support | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 30 (15) | 75% Coursework, 25% Exam | |

Contact Hours

Total contact hours: 20
Private study hours: 280
Total study hours: 300

This module will be taught through blended learning via materials on Moodle. As part of the programmes this module contributes to, students attend campus for one workshop at commencement of the academic year and a further workshop to undertake exams and have additional lectures. Blended learning features online forum and chat discussions, case-study work, individual tutorials (typically conducted via skype or telephone), group exercises, videos, guided reading of text-based materials and study questions.

Department Checked

Yes- LSSJ-13-09-2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate a critical understanding of the principles of applied behaviour analysis and positive behaviour support
2. Demonstrate detailed knowledge of the ethical and legal contexts of applied behaviour analysis and positive behaviour support
3. Critically evaluate the limitations and strengths of applied behaviour analysis and positive behaviour support
4. Understand and evaluate methods of assessing functional relationships
5. Demonstrate a critical understanding of key behaviour analytic concepts including: setting events, establishing operations, reinforcement, punishment, stimulus control and generalisation
6. Effectively communicate behaviour analytic accounts of intervention options including multi-element models, competing behaviour, and functional equivalence

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Show the capacity to draw critically on both published case studies, and their own experiences of intervention or evaluation strategies
2. Understand, and communicate complex, abstract concepts or data
3. Use information technology (word processing, email, internet use, online learning resources) to effectively complete tasks
4. Effectively manage time to successfully meet deadlines
5. Recognise issues relating to equality and diversity through the use of non-discriminatory language

Method of Assessment

Main assessment methods
Coursework - assignment – (5000 words) – 60%
Coursework – online forum participation – 15%
Examination (1 hour) – 25%

Reassessment methods

Like-for-like

Preliminary Reading

Brown, F., Anderson, J.L., Dr Pry, R.L. (2015) Individual Positive Behaviour Support: A Standards-Based Guide to in School and Community Settings. Baltimore: Brookes.
Carr, E.G., Horner, R. H., Turnbull, A.P. et al (1999) Positive Behaviour Support for People with Developmental Disabilities: A Research Synthesis. Washington: American Association on Mental Retardation.
Chance, P. (1998) First Course in Applied Behaviour Analysis. Long Grove: Waveland Press.
Donnellan, A.M., LaVigna, G.W., Negri-Shoultz, N. and Fassbender, L.L. (1988) Progress Without Punishment: Effective Approaches for Learners with Behavior Problems. New York: Teachers College Press.
Koegel, L.K., Koegel, R.L., Dunlap, G. (1996) Positive Behaviour Support: Including People with Difficult Behaviour in the Community. Baltimore: Paul H Brookes.
Lucyshyn, J.M., Dunlap, G. and Albin, R.W. (Eds.) (2002) Families and Positive Behaviour Support: Addressing Problem Behaviour in Family Contexts. Baltimore: Brookes.

Pre-requisites

None

Restrictions

Only available for Tizard Centre undergraduate courses including Positive Behaviour Support

Synopsis *

This module presents research on the conceptual underpinnings and applications of applied behaviour analysis and positive behaviour support. It defines key principles and methodologies and analyses the ethical and legal contexts within which individuals whose behaviour challenges are supported. Students are introduced to the concept of multi-element intervention, and best practice for interventionists is examined.

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| TZ602 Research Methods in Autism/Positive Behaviour Support | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 30 (15) | 70% Coursework, 30% Exam | |

Contact Hours

Total contact hours: 20
Private study hours: 280
Total study hours: 300

This module will be taught through blended learning via materials on Moodle. Blended learning features online forum and chat discussions, case-study work, group exercises, videos, guided reading of text based materials and study questions.

Department Checked

Yes - LSSJ -14/09/2021

Learning Outcomes

The intended subject specific learning outcomes are as follows. On successfully completing the module students will be able to:

1. Critically discuss different research methodologies applied to the study of autism and intellectual and developmental disabilities
2. Compare the suitability of different research methodologies for evaluating complex issues relating to autism and intellectual and developmental disabilities
3. Demonstrate a critical understanding of the ethical issues arising from researching autism and intellectual and developmental disabilities
4. Demonstrate the ability to access and interpret existing research and data used in the study of autism and intellectual and developmental disabilities

The intended generic learning outcomes are as follows. On successfully completing the module students will be able to:

1. Demonstrate the capacity to critically analyse both published work and personal experience
2. Demonstrate the ability to communicate complex concepts in writing, in a form that can be understood by both specialist and non-specialist audiences
3. Demonstrate effective use of information technology (word processing, email, internet, online learning resources) to solve research problems and achieve set outcomes
4. Demonstrate effective time management skills both in terms of prioritising time to answer questions, and with regard to meeting set deadlines
5. Recognise issues relating to equality and diversity by using non-discriminatory language in written work and online contributions

Method of Assessment

Main assessment methods

Coursework - Essay (1500 words) - (30%)
Coursework - Essay (1500 words) - (30%)
Coursework - Seminar/forum presentation (15 minutes) – 10%
Examination (1 hour) - 30%

Reassessment methods

Like-for-like

Preliminary Reading

Blaikie, N. (Reprint 2009). *Designing Social Research: the Logic of Anticipation*. Cambridge: Polity.
Johnston, T.C. (2014). *Data Without Tears: how to write measurable educational goals and collect meaningful data*. Champaign, IL: Research Press Publishers.
May, T. (2011). *Social Research: Issues, Methods and Process*. Maidenhead: McGraw Hill/Open University Press.
Robson, C. (2016). *Real World Research: A Resource for Users of Social Research Methods in Applied Settings*. 4th ed. Chichester, Wiley
Soyini Madison, D. (2012). *Critical Ethnography: method, ethics and performance*. London: Sage.
Strauss, A. & Corbin, J. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. 3rd ed., London: Sage.

Pre-requisites

Co-requisite module - TZRD6040 (TZ604) - Student Research Project in Autism/Positive Behaviour Support

Restrictions

Only available for students enrolled on stage/year 3 Undergraduate Tizard Centre courses

Synopsis *

The module will ensure students are 'research aware' by teaching them about quantitative and qualitative research. It explores the purposes of research and methods, as well as the ethical, political and pragmatic issues research focused on autism & intellectual and developmental disabilities has experienced and continues to seek to address. It will teach students how to effectively carry out literature reviews, observations and participant research. The importance of critical analysis, reliability and validity is explored in depth. The module emphasises the knowledge needed to access and interpret research literature and data in the field.