

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### 35 Kent Business School

<b>AC300</b>		<b>Financial Accounting I</b>				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	80% Exam, 20% Coursework	Shiwakoti Dr R

#### Contact Hours

3 hours per week (2 hours lectures and 1 hour seminar).

#### Restrictions

May not be taken with CB540 at Stage 2/3

#### Method of Assessment

20% coursework (minimum of 3 equally weighted pieces of coursework; one 1,000 word essay; one progress test; one computer-based learning package), 80% 3-hour written exam.

#### Synopsis

This is the foundation module for the Accounting programme. If resources permit, it is also available as a 'wild' module. Any student wishing to take AC300 as a 'wild' module must see the Module Convenor.

This module introduces you to the principles and practices of financial accounting, the discipline within accountancy which is concerned primarily with recording financial events and preparing and interpreting financial reports for parties outside the organisation. A computer-based learning package is used to support the teaching of double entry book-keeping. Lecture topics will include the following: Role and devolution of accounting; Single entry accounting; Double entry book-keeping; Financial reporting conventions; Recording transactions; Adjusting entries; The principal financial statements; Institutional requirements; Introduction to auditing; Monetary Items; Purchases and Sales; Inventory; Fixed Assets; Liabilities; Sole traders and clubs; partnerships; Companies; Capital structure of enterprises; Funds and cash flow; Interpretation of financial statements; Measurement problems in traditional accounting.

#### Learning Outcomes

Knowledge and understanding of the concepts and practices underpinning financial reporting  
 Ability to summarise economic events through double entry book-keeping  
 Ability to manipulate financial data  
 Ability to prepare financial statements  
 Ability to analyse the financial performance of a business  
 Ability to critically evaluate arguments  
 Ability to undertake independent learning and use communications and information technology

#### Preliminary Reading

Thomas: An Introduction to Financial Accounting (latest)  
 Arnold, Hope, Southworth & Kirkham Financial Accounting (2nd edition)  
 Benedict & Elliot Financial Accounting

<b>AC303</b>		<b>Quantitative Methods for Business and Accounting</b>				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Yu Mr T

#### Contact Hours

42 hours: 2 lectures per week, 1 examples class per week and 1 IT class per fortnight.

#### Pre-requisites

CO357 Computing for Business and Accounting

#### Synopsis

This module has been designed specifically and exclusively for Accounting and BBA students. It follows CO357 Computing for Business and Accounting, and builds on skills developed there. It provides an understanding of mathematics and statistics of particular reference to management and accounting. The objectives are that participants should be able to select and apply with understanding appropriate mathematical and statistical methods to problems in these areas of study with understanding and using spreadsheet and other software effectively for this.

#### Learning Outcomes

Select and use appropriate mathematical or statistical methods applicable to a management problem  
 Understand the representation of a range of management and accounting problems in a quantitative form  
 Communicate the results of quantitative analyses to others, recognising any limitations of the module and showing an awareness of the business context  
 Appreciate and use IT in handling quantitative management tasks  
 Plan work, study independently and use relevant resources  
 Work effectively in small groups learning to make use of complementary abilities

#### Preliminary Reading

Louise Swift, Sally Piff (2005) Quantitative Methods for Business, Management and Finance, (Palgrave Macmillan)  
 Clare Morris (2002) Quantitative Approaches in Business Studies (6th edition) FT Prentice –Hall  
 Donald Waters (2001) Quantitative Methods for Business (3rd edition) FT Prentice-Hall

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### CB302      Managers and Organisations

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Parker Dr K

#### **Contact Hours**

11 lectures, 10 seminars

#### **Restrictions**

CANNOT BE TAKEN WITH CB312

#### **Synopsis**

The purpose of this module is to enable students to understand how organisations and managers operate. Its particular focus is on the interaction between theory and the real-world practice of management. It will cover the development of theories management, decision-making, leadership, motivation, delegation, business ethics and corporate culture. Students will also develop the ability to analyse the strengths and weaknesses of various organisational theories and to apply these theories to practical issues associated with management.

#### **Learning Outcomes**

Understand the key concepts and theories of organisational behaviour and management, including their historical development

Understand the key elements and operation of organisations and the process of management

Analyse the strengths and weaknesses of various organisational theories

Apply these theories to practical issues associated with the management of people and organisations

Discuss ideas relating to management and organisational behaviour, both orally and in writing.

#### **Preliminary Reading**

David Knights & Hugh Willmott (2007), *Introducing Organizational Behaviour & Management*, Thomson

LJ Mullins (2007) *Management and Organisational Behaviour*, (8th ed.) Financial Times, Prentice-Hall

### CB311      Business Skills

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Robinson Mr S

#### **Contact Hours**

1 hour lecture and 1 hour seminar per week

#### **Restrictions**

Available only to students taking business related degrees

#### **Synopsis**

The aim of this module is to equip students with the key business skills needed for the academic study of business and business related subjects. It will provide students with the necessary skills for the successful study of business at Stages 2 and 3. The module is designed to integrate academic study skills pertinent to business with more practical interpersonal and work-related skills. It will include techniques for effective learning, research and communication as well as critical thinking, presentations and conceptual frameworks. Students will be required to write an individual essay, take part in a group presentation and devise and develop their own Personal Development Plans.

#### **Learning Outcomes**

Demonstrate effective written skills at Level C as required to complete written assignments and business reports

Develop oral communication skills to participate effectively in lecturers' seminars and to take part in business discussions where appropriate

Develop effective presentation skills including the short 'elevator pitch'

Develop a reflective approach to learning and critical thinking skills essential for success in business

Demonstrate effective research skills, to synthesise information and to support written work by following the required academic conventions

Demonstrate a clear understanding of the case study methodology

#### **Preliminary Reading**

Cottrell, S. (2008) *The Study Skills Handbook* (3rd edition). Palgrave Macmillan

Billingham, J. (2003) *Giving Presentations*. Oxford University Press

Seeley, J. (2002) *Writing Reports*. Oxford University Press

Mounsey, C. (2002) *Essays and Dissertations*. Oxford University Press

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### CB312 Introduction to Management

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Lewis Dr PMJ

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### Restrictions

This module is available only to students taking Business Administration or Employment Relations and Human Resource Management degrees. Students taking Accounting & Finance and Business Administration (joint honours) will take CB302. CANNOT BE TAKEN WITH CB302

#### Synopsis

This module introduces students to theories of management, beginning with classical management systems through to contemporary management concepts. It will illustrate the continuities and transformations in management thinking and practice throughout the 20th and 21st century. Lecture topics will include the following: Scientific Management; Human Relations School; Bureaucracy; Post Bureaucratic Organizations; Contingency Approach; Culture Management; Leadership; Business Process Reengineering; Decision-making; Managing Communication; Managing Globalization and Managing Ethically.

#### Learning Outcomes

Understand key theories of management  
Understand the development of management thinking and the continuities and changes embedded in this  
Understand the interplay between management and organizational forms  
Understand the impact of management thinking on processes such as decision-making and communication  
Understand the connection between management practices and the business environment

#### Preliminary Reading

Clegg, S. Kornberger, M. and Pitsis, T. 2008: *Managing and Organizations: An Introduction to Theory and Practice*. London: Sage

Fincham, R. and Rhodes, P. 2005: *Principles of Organizational Behaviour*, 4th Edition. Oxford: Oxford University Press.

Knights, D. & Willmott, H. (eds) 2007: *Introducing Organizational Behaviour and Management*. London: Thomson Learning

Mullins, L. 2007: *Management and Organisational Behaviour*, 8th Edition. Harlow: Financial Times Prentice Hall.

Watson, T. J. 2001: *In Search of Management*. London: Thomson

Watson, T. J. 2002: *Organising and Managing Work*. Essex: Pearson Education

### CB313 Introduction to Statistics for Business

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Parker Dr K

#### Contact Hours

1 hour lecture and 1 hour computer workshop per week

#### Restrictions

Available only to students taking business related degrees

#### Synopsis

The aim of this module is to equip students with the appropriate statistical skills needed for the academic study of business and business related subjects. It will provide students with the necessary skills for the successful study of business at Stages 2 and 3 whilst building a solid foundation for those students intending to embark on an industrial work placement. Lecture topics include: The nature and use of numerical information; Summarising data; Graphical representation of data; Measures of location and dispersion; Probability, distributions and expected values; Sampling and its uses; Questionnaire analysis and contingency tables; Correlation.

#### Learning Outcomes

Demonstrate an ability to use graphical, numerical and algebraic techniques to handle a variety of business and accounting problems  
Demonstrate an ability to summarise and analyse data and present it effectively to others  
Demonstrate an ability to use appropriate software, including spreadsheets  
Demonstrate an ability to understand the scope and limitations of quantitative methods such as sampling and regression

#### Preliminary Reading

Lind, D.A., Marchal, W.G. and Wathen, S.A. (2006) *Basic Statistics for Business and Economics*, (5th Edition), McGraw Hill.

Seeley, J. (2002) *Writing Reports*, Oxford University Press.

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### CB327 Mathematics for Management Science

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Scaparra Dr M

#### Contact Hours

22 hour lectures, 10 hour examples classes, 20 hour optional workshop

#### Restrictions

Must not be taken with other level C quantitative modules such as AC303, EC305, EC306 or MA304

#### Synopsis

Basic algebra: rearrange and factorise equations, recognise and deal with powers and logarithms.

Linear algebra: matrices and vectors, basic matrix operations, transpose, inversion, solutions of systems of linear equations.

Mathematics of finance: geometric series, annuities, loans, cost-benefit analysis (NPV, IRR).

Differential calculus: differentiate polynomials and simple functions, solve optimisation problems, sketch graphs of functions.

Functions of one variable: turning points, roots, limits and asymptotes, curve sketching.

Functions of two variables: partial derivatives, stationary values, application of constrained optimisation in a management context.

Integration: indefinite and definite integrals, economic applications.

System Dynamics: difference and differential equations, system stability, market and population models.

#### Learning Outcomes

- Plan work and study independently
- Perform basic algebraic manipulations
- Understand the nature of matrices and vectors and apply them to numerical examples
- Understand the fundamentals of differential and integral calculus
- Identify and solve different types of first-order differential equations
- Use formulae and perform calculations relevant to financial analysis
- Understand simple applications of mathematics to finance
- Achieve a firm conceptual understanding of mathematical modelling
- Proceed to modules, especially within a management science programme, that make use of mathematical skills

#### Preliminary Reading

I Jacques Mathematics for Economics and Business (Prentice-Hall)

T Bradley Essential Mathematics for Economics and Business (Wiley)

### CB328 Statistics for Management Science

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Mar Molinero Prof C

#### Contact Hours

22 hrs of lectures and 10 hrs examples classes.

#### Pre-requisites

Students would normally be expected to have studied CB327 Mathematics for Management Science, or an equivalent module.

#### Restrictions

Students taking EC305, EC306 (Mathematics for Economics and Business Mode A or B) and / or EC309 (Statistics for Economics and Business); AC303 (Quantitative Methods for Business and Accounting) or MA304 would not be permitted to register for this module.

#### Method of Assessment

100% coursework comprising 3 equally weighted in-class tests

#### Synopsis

Descriptive statistics: statistical method, measures of central tendency and spread, the box plot, the histogram, variable standardisation, discordant observations; Probability: the frequentist approach to probability, theoretical probability, the addition and the multiplication rules, the likelihood function, Bayes theorem; Distribution theory: Binomial, Poisson, Normal and Chi Square; Analysis of cross-classifications; Mixtures of random variables; Sampling for the mean; Association, correlation, and serial correlation; Regression.

#### Learning Outcomes

Plan work and study independently; Perform basic statistical manipulations; Understand the nature of uncertainty and apply it to every day situations; Understand the fundamentals of statistics and probability; Achieve a firm conceptual understanding of statistical modelling; Proceed to modules, especially within a management science programme, that make use of statistical skills.

#### Preliminary Reading

There are many books on introductory level statistics, any of them would be appropriate for preliminary reading. A specially written text will be distributed during the first week of the course.

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### CB343 Global Business Environment

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Shirole Mr R

#### Contact Hours

1-hour lecture and 1-hour workshop per week

#### Synopsis

The principle aim of this module is to introduce students to the fundamental concepts and problems of the international business environment. The module will also introduce various business tools and frameworks that will be of use to business students through all stages of their degree. Considering its philosophy as a Stage 1 module, it will integrate parts of the whole programme and act as a guide for the next stages of studies.

#### Learning Outcomes

- understand the complexity and diversity associated with doing business internationally
- develop a sound knowledge of the global business environment by analysing specific real world examples
- establish specific links between their studies and the changing business world
- understand the key definitions of business terminology and idioms appropriate for a Business programme
- link business problems with their everyday life
- understand where they can apply their knowledge from their degree
- study the organisations, their management, and the changing global environment
- be prepared for developing a career in business and management

#### Preliminary Reading

Hill, Ch (2008) International Business, Competing in the Global Market, (7th edition), Irwon, McGraw- Hill (ISBN 0071287981)

### CB540 Financial and Management Accounting

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	70% Exam, 30% Coursework	Tjerkstra Mr R

#### Contact Hours

3 hours per week (2 hours of lectures, 1 hour seminar)

#### Synopsis

The aim of this module is to provide the student with an awareness of the language of business-accountancy. The work of accountants permeates all aspects of management and the accountant provides information for both managers and external parties that is relevant in the context of planning and controlling their operations and to the evaluation of their performance. The module is a core to the understanding of financial issues raised by business and is thus central to the degree programme. Lecture topics will include the following: Comparison of financial and management accounting; The role of the accountant in the management information system; preparation of the profit and loss account and the balance sheet; accounting treatment of fixed and current assets; preparation of the cash-flow statement; interpretation of financial accounting statements for different user groups; classification of costs; manufacturing accounts and overheads; cost, volume profit analysis and its use in decision making; introduction to budgets and budgetary control including traditional and new costing methods; capital investment appraisal. The module assumes that you have no prior knowledge of accounting. Also available at UKM, in both daytime and evening presentations.

#### Learning Outcomes

- Ability to plan work, study independently and use relevant resources; to identify, find, select, record, organize and manipulate data and apply relevant techniques to determine a contextually relevant outcome
- Familiarity with relevant skills and techniques and concepts of financial and management accounting
- Be able to structure and develop appropriate and effective communications, critically and self-critically, orally and in writing and be able to structure, develop and defend a complex argument
- Produce work in appropriate formats, demonstrating an understanding of academic conventions
- Recognize the different information needs satisfied by financial and management accounting
- Understand the conventions applied in the preparation of accounts and be aware of the main regulations governing the way accounts are prepared and presented

#### Preliminary Reading

Introductory text: Atrill and McLaney Accounting and Finance for non-specialists (6th edition) Pearson Education

Main text: Atrill and McLaney Accounting: an introduction (6th edition)

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

CB586	Techniques and Methods in Management Science					
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	80% Exam, 20% Coursework	Scaparra Dr M

### Contact Hours

22 hours lectures, 10 hours examples classes, 20 hours optional workshop.

### Pre-requisites

A or AS-level Mathematics or an introductory quantitative module (such as CB327 or EC305/EC306)

### Method of Assessment

20% Coursework (five components), 80% 2-hour written examination.

### Synopsis

The purpose of this module is to introduce students to the techniques of Management Science (Operational Research). The module is built around exercises showing how problems can be formulated and solved by Operational Research techniques. A recurring theme linking this module to others is that management is about decision-making. It is intended to be accessible to all who have an interest in management and are also willing to look at decision-making from a structured point of view. Lecture topics will include the following: Decision Analysis Project Management using PCM and PERT Linear Programming and analysis of the problem of resource allocation Transportation and Assignment Problems Inventory Control and Queueing Theory

### Learning Outcomes

Use a variety of scientific approaches to build and solve models for a range of practical management problems

Analyse the models and be able to make recommendations based on that analysis

Demonstrate an ability to select the most appropriate solution technique for particular problems

### Preliminary Reading

B.Render, R.M.Stair & M.E.Hannah Qualitative Analysis for Management (9th ed.) Pearson

C.D.J.Waters A Practical Introduction to Management Science, (2nd ed.) Addison-Wesley

W.L.Winston Operations Research: Applications and Algorithms, (4th ed.), Dusbury Press

CB671	Spreadsheet Modelling for Operational Research					
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework with Pass/Fail Elements	Parker Dr K

### Contact Hours

1 hour lecture and 2 hour computing session per week

### Pre-requisites

CB586 Techniques and Methods in Management Science, or AC303 Quantitative Methods for Business and Accounting or equivalent. An applied Computing module or equivalent. A basic introduction to statistics is advisable

### Synopsis

This module introduces students to one of the most important computer tools used today by OR practitioners, and more generally in business. The use and application of spreadsheets is covered thoroughly, including VBA programming. Topics include scheduling, stock control, optimisation, forecasting and financial analysis. The emphasis is on the practical solving of problems where information is not available in structured, easily available form; the real world is 'messy' and students are expected to find ways of coping with this. Students will also develop consultancy skills involving working with others and presenting findings to both technical and non-technical audiences.

### Learning Outcomes

Determine when a realistic problem is in non-standard form and represent it quantitatively using a computer

Use the quantitative and statistical facilities of industry-standard spreadsheet software

Build spreadsheet models using standard software for the analysis of real-world problems using the approaches and methodology of OR

Undertake analyses of practical problems using the VBA programming language

Communicate technical results effectively to both technical experts and non-specialist managers

Work effectively in groups in order to analyse a complex problem, share work efficiently and produce well coordinated presentational material

Write a project report based on the use of computer tools to solve a realistic management problem, incorporating the demonstration of suitable presentational and skills

### Preliminary Reading

Jackson, M. & Staunton, M. (2001) Advanced Modelling in Finance using Excel and VBA Wiley Chichester ISBN 9780471499220

Walkenbach, J. (2007) Excel 2007 Power Programming with VBA. Wiley ISBN 13 9780764539671

Krus, J. (2007) Spreadsheet Modelling For Business Decisions. McGraw Hill ISBN 13 9780071286541

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### CB675 Financial Accounting, Reporting and Analysis

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Ryder Mr F

#### Contact Hours

2 x 1 hour lecture and 1 x 1 hour seminar per week

#### Restrictions

May not be taken with AC300 Financial Accounting I

#### Synopsis

The aim of this module is to provide the student with an understanding of the relationship between business and accounting; the principles underlying a double-entry accounting system; how to prepare primary financial statements from trial balance; the regulatory framework of financial reporting; the annual report and accounts of plcs; the analysis and interpretation of financial statements.

#### Learning Outcomes

Understand the principles underlying a financial accounting system and the principles upon which financial statements are based.

Be aware of the various influences on the financial reporting process and understand how they impact on the annual report and account of UK listed companies, in particular.

Be aware of the link between financial accounting systems and business activities for a variety of organisations

Be aware of the various stake-holders in the financial reporting process

Be able to produce financial statements from trial balance for sole traders and limited companies incorporating post trial balance adjustments.

#### Preliminary Reading

Attril, P. & Mc Laney, E. (2008) Accounting and Finance for Non-Specialists, 6th edition, FT Prentice Hall

Collier, Paul M (2006) Accounting for Managers, 2nd edition. Wiley

Ryan, R. (2008) Finance and Accounting for Business, 2nd edition. South-western Cengage Learning

### CB680 Introduction to Marketing

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	80% Exam, 20% Coursework	Wood Ms L

#### Contact Hours

11 x 1 hr lectures and 11 x 1 hr seminars

#### Pre-requisites

None

#### Method of Assessment

80% Examination, 20% coursework comprising a group presentation (10%) and seminar exercise (10%).

#### Synopsis

This module will demonstrate the importance of marketing in competitive and dynamic environments. The centrality of the consumer provides the focus for the module, with the needs of the firm shown in balance with consumers' needs and wants. The mechanisms used by firms in their marketing are also covered. Key topics covered are: the marketing concept, the marketing environment, market segmentation and targeting, brand development and management, management of the marketing mix, new product development and an overview of internationalisation.

#### Learning Outcomes

Students will be able to:

explain and illustrate the principles and concepts of marketing;

understand the boundaries of marketing and its integration to other business functions;

understand the relationship between the internal and external environments in the formulation of marketing practice;

apply the principles and concepts of marketing to specific markets and industries;

use data to provide 'solutions' to basic marketing problems.

#### Preliminary Reading

Armstrong & Kotler (2009) Marketing: an Introduction 9th Edition Pearson International edition

Brassington F & Pettitt S (2006) Principles of Marketing: enhanced media edition 4th edition, FT Prentice Hall

Hill L & O'Sullivan T (2004) Foundation Marketing 3rd edition FT Prentice Hall

Jobber D & Fehy J (2003) Foundations of Marketing McGraw-Hill

Palmer A (2004) Introduction to Marketing: theory and practice Oxford University Press.

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### 36 School of Economics

<b>EC302</b>		<b>Economics Mode B</b>				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	80% Exam, 20% Coursework	Carruth Prof A

#### Contact Hours

44 lectures and 23 seminars

#### Restrictions

EC304, EC313 and MA309 cannot be taken with this module

#### Synopsis

This module provides an introduction to the study of economics at university level for students without A level Economics or an equivalent qualification. The aims of the module are to introduce the main ways in which economists think about problems, the basic principles of economics and the main debates about economic problems and policies. This module provides the foundations for the study of economics at Stages 2 and 3. Students who are taking single or joint honours Economics or Accounting must take either Economics Mode A or B. If you are unsure about which mode you should take, consult the module convenors on your arrival at University. Economics Mode B assumes no previous knowledge of economics. Key skills are integrated into the learning and teaching of the module.

#### Learning Outcomes

be able to follow and use economic analysis  
 be able to present economics arguments and ideas in seminars  
 be able to write economics essays and answers to short economics questions  
 be prepared to study economics at Stage 2  
 be able to work in a group on economics seminar problems  
 have been introduced to the following economics topics: supply and demand; allocation of resources; trade; markets; consumer, producer and government decision making; distribution of income; poverty; market failure; the environment; government policy; national income; unemployment; inflation; economic growth; macroeconomic models; government spending and taxation; money; interest rates; and macroeconomic control of the economy

#### Preliminary Reading

PHILLIP ALLAN - 'The Economic Review', quarterly periodical  
 PARKIN, M., POWELL, M., & MATTHEWS, K. - 'Economics', Addison-Wesley, 6th ed., 2005  
 LIPSEY & CHRYSYAL - 'Economics', Oxford University Press, 11th ed., 2007

<b>EC304</b>		<b>Economics Mode A</b>				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	80% Exam, 20% Coursework	Collier Dr W

#### Contact Hours

44 lectures and 23 seminars

#### Pre-requisites

A-level Economics or an equivalent qualification.

#### Restrictions

EC302, EC313 and MA309 cannot be taken with this module

#### Synopsis

This module provides an introduction to the study of economics at university level for students with A level Economics or an equivalent qualification. The aims of the module are to introduce the main ways in which economists think about problems, the basic principles of economics and the main debates about economic problems and policies. The Mode A module builds upon and broadens previous knowledge of Economics at A level or equivalent. This module provides the foundations for the study of Economics at Stages 2 and 3. Students who are doing single or joint honours Economics or Accounting degree programmes must either take Economics Mode A or B. If you are unsure about which mode you should take, consult the module convenors on your arrival at University. Key skills are integrated into the learning and teaching of the module.

#### Learning Outcomes

have extended your knowledge of economics  
 have improved your understanding of economic problems confronted by individuals, firms, governments and countries  
 have an understanding of how economists tackle economic problems and improved your analytical skills  
 have improved your ability to communicate economic arguments through essay-writing, problem solving and contributions to seminars  
 be prepared to study economics at Stage 2  
 have been introduced to the following economics topics: Supply and Demand; Consumer Theory; Producer Theory; Labour Markets; Monopoly; Perfect Competition; Market Failure; Welfare Economics; Competition Policy; Macroeconomic Models; Real GDP; Inflation; Unemployment; Balance of Payments; Monetary and Fiscal Policies; and Macroeconomic Debates

#### Preliminary Reading

D Begg, R Dornbusch & S Fischer, Economics, McGraw-Hill, (9th ed) 2008  
 Levitt, Steven and Stephen J Dubner, Freakonomics, Allen Lane, 2006  
 T Harford, The Undercover Economist, Abacus, 2007  
 Phillip Allan, The Economic Review (quarterly periodical)



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### EC305 Mathematics for Economics and Business Mode A

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Peirson Dr J

#### Contact Hours

24 lectures and 11 seminars

#### Pre-requisites

A level Mathematics or an equivalent qualification.

#### Restrictions

EC306, AC303, CB327, CB328 cannot be taken with this module

#### Synopsis

This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The content and teaching of the module takes into account the previous mathematical knowledge of students and the Mode A version of the module is for students who have a pass in either A level Mathematics or an equivalent qualification. If you are unsure whether your mathematical background is equivalent to an A level pass, please consult the Module Convenors on your arrival at the University. The main aim is to provide students with an understanding of and ability to use mathematics for Stages 2 and 3 of their degree programme in Economics and Business.

#### Learning Outcomes

be able to understand how mathematics is used in economics  
be able to answer mathematical economics questions  
have improved your analytical and quantitative skills  
be equipped to deal with the mathematical parts of your Economics degree programmes  
be able to work in groups on solving analytical problems  
be able to present solutions to mathematical problems  
have been introduced to the following areas of the use of mathematics in economics: functional relationships; matrix algebra; differentiation; techniques of optimisation; constrained optimisation; non-linear functions and integration

#### Preliminary Reading

M Wisniewski, Introduction to Mathematical Methods in Economics, McGraw-Hill (2nd ed), 1996

G Renshaw, Maths for Economics, Oxford University Press, 2005

J Soper, Mathematics for Economics and Business, Blackwell, 1999

### EC306 Mathematics for Economics and Business Mode B

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Carruth Prof A

#### Contact Hours

24 lectures and 11 seminars

#### Restrictions

EC305, AC303, CB327, CB328 cannot be taken with this module

#### Synopsis

This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The content and teaching of the module takes into account the previous mathematical knowledge of students and is for students whose previous level of mathematical attainment is no higher than GCSE or an equivalent qualification. If you are unsure whether your mathematical background is equivalent to an A level pass, please consult the Module Convenors on your arrival at the University. The main aim is to provide students with an understanding of and ability to use mathematics for Stages 2 and 3 of their degree programme in Economics and Business.

#### Learning Outcomes

be able to understand how mathematics is used in economics  
be able to answer mathematical economics questions  
have improved your analytical and quantitative skills  
have been equipped to deal with the mathematical parts of your Economics degree programmes  
be able to work in groups on solving analytical problems  
be able to present solutions to mathematical problem  
have been introduced to the following areas of the use of mathematics in economics: algebra; linear, quadratic and non-linear equations; differentiation; multivariable functions; constrained optimisation; and matrices

#### Preliminary Reading

M Wisniewski, Introductory Mathematical Methods in Economics, McGraw-Hill, (2nd ed), 1996

J Soper, Mathematics for Economics and Business, Blackwell, 1999

I Jacques Mathematics for Economics and Business, Addison-Wesley, (5th ed), 2006

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### EC309 Statistics for Economics and Business

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	Carruth Prof A

#### Contact Hours

24 lectures and 11 seminars

#### Restrictions

AC303, CB327, CB328 cannot be taken with this module

#### Synopsis

This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The main aim of this module is to provide students with an understanding of and ability to use statistics for Stages 2 and 3 of their degree programme in Economics and Business. No previous knowledge of statistics is assumed.

#### Learning Outcomes

be equipped to deal with the quantitative parts of your Economics degree programme

have participated actively in your learning

be able to organise and describe statistical data, and understand the nature of measurement in economics

appreciate the importance of probability concepts and apply the basic properties of probabilities and probability distributions

understand the basis of hypothesis testing and interval estimation and apply the methods to estimation of population means and regression parameters

use regression to analyse relationships between two variables

analyse simple data sets using a calculator

#### Preliminary Reading

M Barrow, *Statistics for Economics, Accounting and Business Studies*, (4th ed), Longman, 2006

### EC311 The Contemporary European Economy

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Davidova Dr S

#### Contact Hours

12 lectures, 6 seminars and 4 workshops

#### Restrictions

RESTRICTION TO ECONOMICS STUDENTS

#### Synopsis

This module gives a largely non-technical introduction to the major issues affecting the contemporary European economy. Case studies are used to illustrate the application of the more analytical approaches followed in the Economics modules EC302/304. The module is designed to enable non-Economics students to gain an insight into current economic problems and issues; it is not necessary to take either EC302/EC304 with this module. This module is strongly recommended for students taking single or joint (if possible) honours degrees in Economics.

#### Learning Outcomes

basic information about how modern economies work

some of the differences between the major European economies in terms of structure, performance and policy

the usefulness of economic analysis in addressing current policy issues in the UK and the European Union

the role of economics in providing a framework for tackling issues which transcend social science disciplines and have the ability to structure and analyse a current economic issue using contemporary sources

be able to present economic arguments and ideas in seminars and workshops

be able to work in a group on workshop problems and structure and write a report in conjunction with other students

#### Preliminary Reading

B Eichengreen, *The European Economy since 1945*, Princetown University Press, 2007

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### EC312 Strategy and Games

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Stepanova Dr A

#### Contact Hours

12 lectures, 12 seminars/problem classes

#### Restrictions

RESTRICTED TO ECONOMICS STUDENTS

#### Synopsis

The aim of the module is to introduce students to game theory through experiments and demonstrate how game theory can be applied to model strategic interactions in the social and biological sciences. The module is designed to be accessible to all students and requires no previous education in economics. The module will appeal to non-Economics and Economics degree students. It is not necessary to take either EC302/EC304 with this module. It is strongly recommended for all students studying single and joint (if possible) honours degrees in Economics.

#### Learning Outcomes

the concepts of a game and strategic interaction

experimental economics and the basic principles of game theory

examples of how game theory can be applied in the social and biological sciences

the use of experiments and computer simulations in game theory

follow analysis of interactive decision making, construct your own arguments, and offer critical comments on the arguments of others

communicate (orally and in written form) the use of game theory in analysing real world problems and be able to work in a group on seminar problems

#### Preliminary Reading

Avinash Dixit and Barry Nalebuff, Thinking Strategically. WW Norton and Company, 1991

Avinash Dixit and Susan Skeath, Games of Strategy, Norton (2nd ed) 2006

### EC313 Microeconomics for Business

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Carruth Prof A

#### Contact Hours

12 lectures, 11 seminars, 3 workshops

#### Restrictions

EC302, EC304 and MA309 cannot be taken with this module

#### Method of Assessment

40% coursework, consisting of one timed essay (20%) and one true/false test (20%)

60% written examination

#### Synopsis

The aim of the module is to introduce students to economics and the use of economics in analysing business decisions, strategic behaviour, problems and issues. The material covered will be useful to business students through all stages of their degree. The main topics covered are: business organisations; supply and demand; operation of markets; business in a market environment; the consumer; profit maximisation; consumer, producer and government decision-making; business strategies; alternative theories of the firm; pricing strategies; input markets; and investment and capital.

#### Learning Outcomes

Understand the basic principles of microeconomics

Understand the main ways in which microeconomics can be used to analyse business decisions, behaviour, problems and issues

Understand the economic analysis of important current business issues in the UK, the European Union and the world economy

Be equipped with the microeconomic analysis skills and understanding necessary for business and other degrees

Be able to construct their own economic arguments and offer critical comments on the arguments of others.

#### Preliminary Reading

Worthington, Britton and Rees (2007), Economics for Business: Blending Theory and Practice, 2nd ed, Prentice Hall, Pearson Education

J Sloman and K Hinde (2007), Economic for Business, 4th ed, Prentice Hall, Pearson Education

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### 37 Kent Law School

#### **LW313                      A Critical Introduction to Law**

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	100% Coursework	Pethick Dr S

#### **Contact Hours**

Lectures - 40 hours approximately. Seminars - 20 hours approximately.

#### **Restrictions**

This module is only available to Law students

#### **Method of Assessment**

100% coursework consisting of a portfolio, an essay, comprehension assignment and seminar participation.

#### **Synopsis**

This module investigates and promotes a critical approach to topics within law and to law itself. Taking a small number of topics and debates within law, the module investigates each from a critical perspective, focusing on themes of knowledge, identity, justice and power. The aim is to enable students to acquire and develop the general skills required for critical thinking and analysis, and more particularly to consider critically our own conception of law and of the institutional structures and concepts within it.

#### **Learning Outcomes**

- to equip law students with a reflective and enquiring view of their own subject.
- to promote a clear understanding of the major concepts and principles at issue in contemporary critical legal theory.
- to develop a sociological and critical perspective towards claims about law's objectivity and neutrality.
- to equip students with the ability to position law and the study of law within a range of subjects and concerns in academia and beyond.
- to promote students' critical and reflective attitude towards their own learning.
- to equip students with the skills necessary for reasoned, critical thinking.
- to equip students with the ability to manipulate information and material from diverse sources in the presentation of a convincing argument.
- to equip students with skills required for essay and dissertation research and composition in preparation for Stage 2 work.

#### **Preliminary Reading**

Griffiths, J.A.G. - 'The Politics of the Judiciary', 5th ed., Fontana, 1997

Grigg-Spall, I. & Ireland, P. - 'The Critical Lawyer's Handbook', Pluto, 2002

Mansell, W., Meteyard, B. & Thomson, A. - 'A Critical Introduction to Law', 3rd ed., Cavendish, 2004

Ward, I. - 'Introduction to Critical Legal Theory', 2nd ed., Cavendish, 2004

#### **LW315                      Introduction to Obligations**

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Horsey Dr K

#### **Contact Hours**

14 hours of lectures: 10 hours of seminars: 6 hours of case classes (approximately)

#### **Pre-requisites**

Co-requisite - This module is to be taken with LW316 Foundations of Property.

#### **Restrictions**

Available only to Law students. Not available to students who have taken LW304 Obligations 1.

#### **Method of Assessment**

100% coursework (consisting of three assessments)

#### **Synopsis**

This module introduces the law of obligations, which comprises the private law of duties and rights to which individuals and organisations are subject. Traditionally, it includes the law of contract and tort (but not property). As well as introducing some of the content (which is covered more extensively in Obligations II), a key focus is on the institution of the common law through which most of the law of obligations has emerged. This aspect is especially explored through the case classes, which run alongside the lectures and seminars.

#### **Learning Outcomes**

- to have the ability to use case-law, to predict the legal outcome of problem situations in at least one area of contract law and one area of tort
- to have an understanding of the nature of private law, its main subdivisions and its development
- to have an understanding of the distinctive nature of case law and of common law

#### **Preliminary Reading**

J.N. Adams & R Brownsword, Understanding Contract Law (Sweet & Maxwell 5th ed, 2007)

J.Conaghan and W.Mansell, The Wrongs of Tort (Pluto 2nd ed 1999)

C.Harlowe, Understanding Tort Law (Sweet and Maxwell 3rd ed. 2005)

A.Weir, An Introduction to Tort Law (2nd ed. Oxford University Press 2006)

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### LW316 Foundations of Property

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Bottomley Ms A

#### Contact Hours

10 hours of lectures, 5 hours of seminars, 10 hours of case classes (approximately)

#### Pre-requisites

Co-requisite - This module is to be taken with LW315 Introduction to Obligations.

#### Restrictions

Only available to Law students. Not available to students who have taken LW304.

#### Method of Assessment

50% coursework (consisting of one essay); 50% written examination

#### Synopsis

'Property' is something we tend to presume we know about, and rarely examine as an idea or practice closely. Most often we use it to connote an object or 'thing', and presume that it has something to do with 'ownership' of that object. It is so simple to say 'my property' or 'this is mine'. This module begins to unpack and examine the ideas and practices of property more closely: How are property claims constructed? What do we mean by 'ownership'? What happens when a number of competing 'ownership claims' in one object exist? When preparing for the module it will be useful to think about (and collect material on) current debates over contested ownership (or use) of property and resources: art collections or cultural artefacts, land or natural resources dispossessed, land squatted, etc. And why, in our jurisdiction in particular, has such a strong link been made between being a 'property owner' (in this context a 'home-owner') and a 'good citizen'.

#### Learning Outcomes

- to identify, evaluate and critique the foundational components carried within the idea of 'property'.
- to distinguish between the common law subjects and property law and, in particular, to develop an understanding of the role of equity and trusts in the development of property law.
- to identify property issues, and be able to critically examine the terms within which these issues have been set; to begin to use the tools and language employed in property law.
- to develop the skills required for reading and evaluating case material, especially a critical understanding of the building of argumentation as it defines the contours and trajectory of a judgement.

#### Preliminary Reading

Preliminary Viewing - *Its a Wonderful Life*, 1946, Dir F.Copra

Preliminary Viewing - *The Truman Show*, 1998, Dir P Wier

Preliminary Viewing - *District 13*, 2004, Dir P Morel

Preliminary Viewing - *La Terre Parle Arabe*, 2007, Dir M. Gargour

Preliminary Viewing - *The Inner Tour*, 2002, Dir R. Alexandowicz

Preliminary Viewing - *All That Remains*, 2005, Dir Nada El-Yassir

N.Blomley, *Unsettling the City*, 2004, London: Taylor and Francis.

M.Davies, *Property: Meanings, Histories, Theories*, 2007, London: Glasshouse.

C.Dickens, *Bleak House*

H.Lim and A.Bottomley (eds), *Feminist Perspectives on Land Law*, 2007, London: Glasshouse.

C.Rose, *Property and Persuasion: Essays on the History, Theory and Rhetoric of Ownership*, 1994, Bolder, California: Westview Press.

T.Murphy et al, *Understanding Property Law*, 2004, London: Sweet and Maxwell.

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### LW502 Business Law

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	80% Exam, 20% Coursework	Letley Ms H R

#### Contact Hours

40 hours of lectures; 20 hours of seminars (approximately)

#### Restrictions

Available to Accounting students only.

#### Method of Assessment

20% coursework (2 essays and 2 timed assessments) 80% written examination.

#### Synopsis

This module is offered by Kent Law School and covers the principal areas of law relating to the accounting profession. Lecture topics will include the following: the Legal System and Legal Process (with particular reference to the relationship between law and business; the Historical Development of Law; the Principles of the Law of Contract (with particular reference to pre-contractual statements); Negligence in a Business Context (with particular reference to pre-contractual statements); Company Law (with particular reference to the legal aspects of the management and administration of a company). The module aims to provide a coherent analysis of the relationship between law and business.

#### Learning Outcomes

- to be able to analyse and critically evaluate the relationship between business and the law.
- to have acquired problem-solving skills, which will include the ability to solve both legal and practical problems that arise in the course of carrying out business.
- to be able to carry out independent research and collaborative research as part of a team.
- to have an understanding of the role of law in facilitating and regulating the formation of business transactions.
- to have an understanding of the English legal system.

#### Preliminary Reading

E MacIntyre, *Business Law* (Pearson Longman, 4th ed., 2008)

A.Adam, *Law for Business Students* (Pearson Longman, 5th ed. 2008)

### LW508 Criminal Law

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	80% Exam, 20% Coursework	Rubin Prof G

#### Contact Hours

40 hours lectures; 20 hours seminars (approximately)

#### Synopsis

This module studies the general principles of criminal law offences against the person and property, and general defences paying attention to such comparative, historical and philosophical analyses as cast particular light on the nature and aims of criminal law.

#### Learning Outcomes

- to have a clear understanding of the basic concepts, principles and rules of criminal law.
- to have the ability to analyse simple problem question scenarios and apply legal principles and case law to assess criminal liability and any defences.
- to be able to prepare accounts of the major areas of criminal law, making appropriate reference to legal and academic source authorities.
- on presentation of case facts, to be able to identify relevant legal rules, principles and case and statute law applicable for analysis and critique of the facts.
- to have the ability to engage in informed discussion on the major areas of criminal law both orally, and in writing.
- to be able to evaluate the operation of the criminal law in the social context.

#### Preliminary Reading

Clarkson C.M.V. - 'Understanding Criminal Law', Sweet and Maxwell, 2005

Norrie, A. - 'Crime, Reason and History', 2nd ed., Weidenfeld & Nicholson, 2001

Uglove, S. - 'Criminal Justice', Sweet & Maxwell, 2002

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### LW567 Droit Administratif

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	80% Exam, 20% Coursework	Glanert Ms S

#### Contact Hours

Lectures – 40 hours approximately. Seminars - 20 hours approximately. Language Class - 20 hours approximately.

#### Restrictions

This module is only available to students studying English and French Law and Law with a Language (French)

#### Method of Assessment

20% coursework (4 pieces and a mark for 2 oral exposés), 80% written examination.

#### Synopsis

This module introduces French constitutional and administrative law. The first part of the module addresses French constitutional law. The lectures and seminars will canvass such salient issues as the following: the historical role and contemporary relevance of French constitutional documents; the institutional organisation of constitutional and political authority in France; the evolving powers of the Conseil constitutionnel; and recent major law reforms. The second part of the module discusses French administrative law. The lectures and seminars will consider such key topics as the following: the role and functioning of administrative courts, with specific reference to the Conseil d'Etat; administrative adjudication; and governmental liability. This module also introduces students to the rigorous discipline of the fiche d'arrêt and of the dissertation juridique, two types of exercises which they will encounter on a regular basis during their year in France.

#### Learning Outcomes

- to have acquired a thorough understanding of French legal culture and legal reasoning;
- to have the skills required to analyze and critically reflect upon central features of French public law, both constitutional and administrative;
- to have developed a range of methodological abilities that are essential for a successful year abroad.

#### Preliminary Reading

Philippe Ardant, *Institutions politiques et droit constitutionnel*, 20th ed. (Paris: L.G.D.J., 2008);

Jean Waline, *Droit administratif*, 22nd ed. (Paris: Dalloz, 2008).

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### LW588 Public Law 1

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	30 (15)	50% Coursework, 50% Exam	Carr Ms H (LW)

#### Contact Hours

40 hours lectures; 20 hours seminars (approximately)

#### Method of Assessment

50% coursework consisting of 1 group oral assessment worth 10%; 1 multiple choice worth 5%, 1 group written report worth 10%, 1 writing task worth 10%, 1 essay worth 15% together with 1 written exam worth 50%.

#### Synopsis

This module has four main parts.

(i) An introduction to the English legal system and its constitutional significance.

(ii) Constitutionalism – the module looks at law and political theory to ask

i) What is a state?

ii) How does a state constitute itself?

iii) What is the relationship between the citizen and the state?

iv) What is the role of law?

v) What do constitutions tell us about political projects for reform?

(iii) Forms of government

i) Democracy

ii) Federalism

iii) Supra-national bodies

(iv) Constraining the power of the state

i) Human Rights

ii) Judicial Review

iii) Other mechanisms

#### Learning Outcomes

Summary Intended Learning Outcomes:

• Upon successful completion of this module, students will have knowledge of:

a) The principal features of the English legal system including its institutions, civil and criminal procedures and sources of law and its interface with the European legal system

b) Constitutional principles and their impact upon government

c) Some of the philosophical arguments that lie behind constitutional and human rights discourses

d) The organisation of states, including historical and comparative perspectives

e) The legal and conventional constraints on the exercise of government power

f) Human Rights protections

g) Judicial Review and other administrative law remedies

• And be able to

i) Identify the source of legal authority for government action

j) Identify institutional structures and their impact upon individual citizens

k) Read and evaluate legal and academic texts and cases and understand their relevance to the British Constitution and to the development of administrative law and human rights law

l) Conduct basic research by using legal databases and library sources

m) Construct an argument based on authoritative sources and convey it in both oral and written form, with appropriate and accurate use of language, referencing and citation.

n) Analyse case law, identify the key concepts, the interrelation between the facts and the legal arguments, and provide a coherent account of the judgement

o) Advance coherent legal and political arguments in both verbal and written form

p) Provide a sustained and properly researched analysis in essay form

q) Work collaboratively in groups to organise

i) A visit to a local court

ii) A group oral and written presentation

iii) Reading groups

#### Preliminary Reading

Held, D. - 'Models of Democracy', Polity Press, 2006

Partington, M. - 'Introduction to the English Legal System', Oxford University Press, 2008



## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### 38 School of Politics and International Relations

PO304		Key Issues in British Politics Today				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Seyd Mr B J

#### Contact Hours

1 hour lecture and 1 hour seminar per week.

#### Synopsis

Democracy in Britain does not appear to be in a healthy state. Citizens are less engaged with political institutions, and less trusting in politicians, than they used to be. Critical questions are being asked about the role and effectiveness of such key institutions as the electoral system, political parties and parliament. Meanwhile, the nature of political authority in Britain is changing rapidly. Power has been transferred upwards to the European Union, and downwards to devolved bodies in Scotland, Wales, Northern Ireland and London. Non-electoral actors such as the media also play an important role in shaping political decisions. Where does this leave the political system at the start of the 21st century? Is government in Britain effective and democratic? Or are Britain's political institutions failing?

This module provides students with an introduction to some of the key issues facing the political system in Britain today. The module examines the challenges facing the political system, the effectiveness of existing political arrangements and the merits of further institutional reform. While the focus is domestic, many of the same challenges are also faced by political systems in other west European countries, to which the course will make reference. The module thus aims to go beyond a simple focus on British politics, by introducing students to some of the key contemporary issues facing many western democracies.

#### Learning Outcomes

Some of the key challenges facing Britain and other western democracies  
The way that political institutions can be analysed as models of democracy  
The nature of the political system in Britain, in particular the nature and location of political power  
The strengths and weaknesses of existing political arrangements in Britain, and of the principal reforms options  
The use of theory, description and evidence in analysing political systems

#### Preliminary Reading

KING, A. - 'Does the UK Still Have a Constitution?', 2001  
WRIGHT, T. - 'British Politics: A Very Short Introduction', 2003

PO305		International History and International Relations				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Cunliffe Dr P

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### Synopsis

This module introduces first-year undergraduate students to some of the fundamental debates and questions that have dominated international politics in recent history. The focus is on communicating a few key themes, ideas, issues and principles that recur throughout the history of the last hundred years and that cut across various theoretical approaches and different schools of thought. The aim of the course is to familiarise students with the basic ideas and tools needed for the academic study of international politics, and to learn how to apply them. These key ideas include: the international reformism; the balance of power; the prerequisites of theorizing about international relations; the nature of international order under conditions of anarchy; the nature of ideology and its role in international affairs; the tension between order and justice in the international sphere; the nature of the link between the internal makeup of states and international order, and the nature of imperialism. In keeping with the ethos of an introductory course, no attempt is made to cover either the full breadth of the discipline of IR or to plumb the depths of particular theories. Instead IR theories and theoretical debates are used heuristically to exemplify particular approaches, demonstrate particular points and to illustrate specific insights.

#### Learning Outcomes

Have a basic knowledge of some of the key themes in the study of international history;  
Be able to relate these debates to some of the key debates in international relations theory;  
Have an introductory knowledge of some of the classic literature on war and peace;  
Have an understanding on the role of terror, empire and revolutions as the 'motors' of history;  
Be able to discuss liberal alternatives to war such as international organization and the democratic peace principle;  
Have a basic knowledge of the debate on the 'end of history'.

#### Preliminary Reading

J Baylis, S Smith and P Owens (eds) *The Globalization of World Politics* (most recent edition)  
WALTZ, K *Man, the State and War; A theoretical Analysis* (2001)  
Nye, J *Understanding International Conflicts: An Introduction to Theory and History* (most recent edition)  
Morgenthau, H *Politics Among Nations* (most recent edition)  
Carr, EH *The Twenty Years' Crisis 1919-1939* (2001)  
MCWILLIAMS, W. & PIOTROWSKI, H. - 'The World Since 1945: A History of International Relations', 6th ed., 2005.  
Doyle, MW *Ways of War and Peace: Realism, Liberalism and Socialism* (1996)

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### PO308 Studying Politics and International Relations: Skills and Methods

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Rossbach Dr S

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### Synopsis

The first part of this module aims to teach and develop some of the important subject-specific and transferable skills needed in order to be able to successfully complete the programmes taught in the Department of Politics and International Relations. In particular, the module aims to develop students' ability to critically read and interpret texts, to write essays, to prepare effectively for the various assessment methods used in the Department (essays, oral presentations, exams), to work in groups and to use these skills in order to improve their own learning. The second half of this module provides a basic introduction to some of the key theoretical and methodological issues involved in the study of politics.

#### Learning Outcomes

familiar with the assessment methods employed within the Department (essays, exams, presentations)  
 able to use the learning resources available at UKC to research their essays and projects  
 able to list and describe methods to organise and write essays, to prepare for and take exams, to prepare for and give presentations, and to apply creative and critical thinking skills  
 familiar with some of the key issues in the philosophy of social science  
 able to critically assess some of the main approaches to the study of politics and international relations

#### Preliminary Reading

HARVEY, M. - 'The Nuts and Bolts of College Writing', Hackett, 2003  
 MARSH, D. & STOKER, G. (eds) - 'Theory and Methods of Political Science', Palgrave, 2nd ed., 2002

### PO310 Introduction to International Politics

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Cunliffe Dr P

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### Synopsis

This module is addressed to students who have hitherto had no training in the academic field of International Relations. It aims to establish a good basis from which to appreciate at a higher level the theoretical schools of thought in the study of international relations, and to provide a strong grounding in the study of international politics as the basis for the further study in Stage 2 on the subject matter of the discipline of international relations. It aims to create an awareness of, and a basic level of exposure to, some of the major issue areas in the study of contemporary international relations. It also seeks to make students cognizant of the main sub-fields that exist within the study of international relations and be able to relate them to each other.

#### Learning Outcomes

A good basis for further work in theory of International Relations  
 An awareness of major sub-fields in International Relations  
 A strong grounding for further work in International Relations programmes

#### Preliminary Reading

BROWN, C. - 'Understanding International Relations'  
 NICHOLSON, M. - 'International Relations'  
 BAYLIS, J., SMITH, S., & OWENS, P. (eds.) - 'The Globalization of World Politics'

### PO311 Politics and Popular Culture in Modern Japan

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Hyde Dr S

#### Contact Hours

1 hour lecture and 1 hour seminar per week, or 2hr film and 1 hour seminar.

#### Synopsis

This module will commence with an analysis and theorisation of the place of literature and film in the political marketplace of Japan. It will discuss the various ways in which popular culture reflects and affects political beliefs, most notably pacifism and nationalism. We will also look at how recent disengagement from politics in Japan is reflected in popular fiction and film. The module will focus on the works of key modern writers such as Mishima Yukio and Murakami Haruki and it will also look at landmark films such as Iwamura's 'Black Rain' and manga such as 'Graves of the Fireflies'.

#### Learning Outcomes

Understand the politics and society of modern Japan – a major non-European nation;  
 Appreciate the significance of literature and film as political media;  
 Critically assess the main political and normative issues raised in the discourse of Japanese popular culture;  
 Identify key moments in the political and international history of modern Japan through the response of Japanese artists;  
 Question the social location and meaning of 'political discourse.'

#### Preliminary Reading

Haruki M Norwegian Wood, Vintage 2002

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### PO312 European Integration

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Burgess Prof M

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### Synopsis

This module is an attempt to explain the origin and development of the European Integration process, and assumes no prior knowledge and introduces students to the concept of 'integration' as we have come to understand it. It retraces the origins of integration by defining the 'idea of Europe' and analyses the early attempts at cross-national political, military and economic co-operation. It then demonstrates how both intra and extra European events and circumstances have furnished both opportunities for and obstacles to economic and political integration.

#### Learning Outcomes

A knowledge of what is meant by 'European Integration' and how it has been conceptualised;

An understanding of the driving forces behind moves to integrate in Europe since the beginning of the 20th century;

Be able to trace the origins of organisations such as the Council of Europe, the European Coal and Steel Community and the European Economic Community;

Be able to critically assess the differences between these organisations;

Be able to analyse the development of the European Economic Community from 1957 into the European Union in 1993;

Have gained the ability to discuss and synthesise the dynamics of co-operation and integration in Europe

#### Preliminary Reading

URWIN, D. - 'The Community of Europe', 2005

DINAN, D. - 'Europe Recast', 2004

### PO314 Introduction to Political Thought

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Mackenzie Dr I

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### Synopsis

This module introduces students to the study of political concepts that are central to thinking about political life. Through the study of these concepts students will be introduced to the principal ideas of many of the major figures in the history of Western political thought (for example, Plato, Hobbes, Rousseau and Marx) and to the work of many contemporary political theorists as well (John Rawls, Iris Marion Young, Richard Rorty, Susan Okin and others). In addition, lectures and tutorials will familiarize students with a variety of different debates about how best to understand any given concept (such as, debates about the 'naturalness' or not of rights) as well as how to understand the relationship between different concepts (such as, whether a just society must be an equal one or not). Moreover, the module is designed to allow students to develop a set of 'conceptual tools' with which to interrogate and shape the political world in which they find themselves; a world which is saturated everyday with competing articulations of the political concepts that we will study in this module. As such, students should come to develop a subtle appreciation of how the concepts examined on this module are, to greater or lesser degrees, intrinsic to all of their studies in politics and international relations (and related subjects).

#### Learning Outcomes

Familiarity with some of the principal concepts used in political studies;

An understanding of the main debates surrounding the analysis and interpretation of these concepts;

An understanding of the main debates between the different concepts;

An introduction to the idea of political concepts as 'essentially contested';

Introductory knowledge of a broad range of political thinkers and political ideologies through the study of political concepts;

An understanding of the ways in which political concepts and everyday political life are inter-related.

#### Preliminary Reading

HEYWOOD, A. - 'Political Theory – An Introduction', 3rd ed., Palgrave, Basingstoke, 2004

MACKENZIE, I. - 'Political Concepts: A Reader and Guide', Edinburgh UP, Edinburgh, 2005

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### PO315 Introduction to Government

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Wroe Dr A

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### Synopsis

This team taught module introduces students to the study of government through a series of lectures and seminars. The module introduces students to the key structures, institutions and processes in political life. It examines the differing ways to organize national governments and looks at the relationship between the centre and periphery. It focuses on executive, legislative and judicial institutions and power as well as those 'intermediate' institutions, such as political parties and interest groups, which link people to their government. The module concludes with an analysis of the public policy process.

#### Learning Outcomes

be familiar with the main debates and issues in political studies

understand the various ways to structure central authority

comprehend the various types of power (executive, legislative and judicial)

have been introduced to the intermediate institutions that link citizens and government (such as political parties, interest groups and the media)

have a basic understanding of the public policy process

#### Preliminary Reading

HEYWOOD, A. - 'Politics', Palgrave, 2007

DANZIGER, J., AXFORD, B., BROWNING, B., HUGGINS, R. & ROSAMOND, B. - 'Understanding the Political World', Longman, 2005

LEFTWICH, A. - 'What is Politics?', Polity, 2004

### PO318 The Rise of China

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Lee Dr PK

#### Contact Hours

1-hour lecture and 1-hour seminar per week.

#### Synopsis

A thread running through this module is a belief that to understand today's China we have to know about it in the past. Present-day China is a product of its deep imperial past and of its revolutions in the 20th century, the Republican, the Nationalist and the Communist. Before studying the 'rise' of contemporary China, we must therefore understand the collapse of imperial China in the early 20th century. We can perceive the said rise of China as a process of regaining its rightful place in the Western-dominated international system and of mutual accommodation between China and the rest of the world.

This module first examines the defining features of the Chinese traditional political system. It is followed by a narrative of modern China that starts from the late 16th century when China was ruled by the Ming dynasty (1368-1644). Over this long time span Chinese rulers, officials and intellectuals have repeatedly searched for ways to modernise their country to counter pressures from the West. Seen in this perspective, this module will be primarily focused on how China adapted itself to the modernising West in order to be accepted as a full and respected member of the international society and resolve its own pressing governance problems while preserving its own non-Western identity.

With this, you should be able to understand, towards the end of this module, why China now values the respect for national sovereignty, territorial integrity and the right of all nations to freely choose their own paths to development. Also, for many students of international relations, China's entry and integration into the international society since the 1970's has been strikingly non-violent. A secondary focus of this module will be on how China and other key members of the world have been mutually accommodating to each other.

#### Learning Outcomes

understand the influence of the quest for modernity and international recognition and prestige on the evolution of China's foreign relations and policy.

use the knowledge earned from the study of China to inform comparative political studies.

understand the challenges both China and the world face when they increase their mutual engagement with each other in the early 21st century.

understand China's importance as a rising economic and political power and analyse China's role in the emerging post-Cold war global order.

#### Preliminary Reading

Zhang, Y., China in International Society since 1949: Alienation and Beyond (Basingstoke: Palgrave, 1998)

Benton, G., ed., Mao Zedong and the Chinese Revolution (Abington: Routledge, 2007)

Grasso, J., Corrin J., and Kort, M., Modernization and Revolution in China, 3rd ed. (Armonk, NY: M E Sharpe, 2004)

Mitter, R., A Bitter Revolution: China's Struggle with the Modern World (Oxford: Oxford University Press, 2004)

Mackerras, C., China in Transformation 1900-1949 (London: Longman, 1998)

Shambaugh, D., ed., The Modern Chinese State (Cambridge: Cambridge University Press, 2000)

Spence, J.D., The Search for Modern China, 2nd ed. (New York: W W Norton, 1999)

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

PO319		The Media and Politics of Contemporary Japan				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Horii Dr M

### Availability

PLEASE NOTE, THIS MODULE IS TAUGHT AT CHAUCER COLLEGE

### Synopsis

The role of the mass media as a 'key' ideological state apparatus, informing and perpetuating political debate and opinion, is one that is often left under-analysed by degree programmes in Politics and International Relations.

The media-saturated and technologically advanced nature of Britain and Japan provides the basis for this module's critical engagement within a range of theoretical approaches to Media Studies. This module discusses a variety of contemporary issues and debates with the media of Britain and, particularly, Japan. It pays a particular attention to the discourse and ideological implications in media representation, the comparative examination of the political economy and the historical development of media institutions, such as the BBC and the NHK, as well as the analysis of media's role in the social construction of the nation, historical memory, and cultural identities.

The module will be divided into three sections. The first section will introduce students to 'key' theoretical concepts in Media Studies. Students will encounter theoretical approaches and concepts, such as semiotics, discourse and ideology. Students will analyse a range of media 'texts' from Britain and Japan using theoretical approaches they have learnt. In particular, students will focus on contemporary advertisements and political cartoons. The second section of the module will introduce students to a range of contemporary issues and debates about media institutions of Britain and Japan. This section of the module will be organised around specific case studies of political economy of the media and the Public Service Broadcasting (NHK and BBC). The third section will explore the media's role in the social construction of the nation, historical memory and cultural identities.

### Learning Outcomes

On successful completion of this module, students will:

Engage with historical development of 'key' media institutions in Japan.

Engage in the analysis of media representations.

Locate the historical development of 'key' media institutions within contemporary debates on ownership and politics.

Demonstrate an engagement with the relevant theoretical concepts - specifically, ideology and discourse.

Apply the theoretical concepts such as ideology and discourse to a range of media 'texts'. to develop lines of argument.

### Preliminary Reading

HAMMOND, PHIL. (ed.) Cultural Differences, Media Memories: Anglo-American Image of Japan (Cassell, London, 1997)

FREEMAN, LAURIE Closing the shop: information cartels and Japan's mass media (Princeton University Press, Princeton, 2000)

HALL, STUART (ed.) Representation: Cultural Representations and Signifying Practices (Sage, London, 1997)

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### 39 School of Psychology

#### SP300 Psychology Statistics and Practical

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	60% Coursework, 40% Exam	Janssen Dr D

#### Contact Hours

3 hours per week. 1 one-hour statistics lecture, 1 one-hour methodology lecture, and a combination of practicals and workshops.

#### Restrictions

This module is available only to students studying Psychology

#### Method of Assessment

Coursework: 6 practical research methods assignments (35%), 6 statistical exercises (5%), and 1 multiple choice research methods test (10%). Students are also required to earn 48 Psychology Research Participation credits during the academic year (10%). Examination: All students sit a 2-hour written statistics examination.

#### Synopsis

This module is taught jointly by members of the Psychology and Mathematics Departments. It consists of statistics and research methods lectures and workshops, as well as laboratory demonstrations. Assessment is by structured coursework, research report writing, statistics exercises, multiple choice and essay examinations. Meetings take place twice per week (consisting of combinations of lectures, workshops or laboratory demonstrations).

#### Learning Outcomes

To understand elementary principles of research design, the scientific method, experimental and descriptive research

To learn how principles of scientific method are instantiated in specific research examples

To learn about relationships between statistics and research hypotheses

To conduct simple statistical tests

To interpret results of inferential statistics

To report research concisely and accurately

#### Preliminary Reading

G W Heiman, *Research Methods in Psychology*. Boston, MA: Houghton-Mifflin, 2002.

D Dunn, *A Short Guide to Writing about Psychology* (2nd edn). New York: Pearson Longman, 2007.

Howitt, Dennis, Cramer, Duncan, *An introduction to statistics in psychology*, 4th Edition. Pearson/Prentice Hall, 2008.

Howitt, Dennis, Cramer, Duncan, *Introduction to SPSS in psychology: for version 16*, 4th Edition. Pearson/Prentice Hall, 2008.

#### SP301 Biological and General Psychology

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	60% Exam, 40% Coursework	Weger Dr U

#### Contact Hours

1 two-hour lecture per week plus a 1.5 hour weekly study skills workshop, which is integrated with the other core subject in year 1 (SP302).

#### Restrictions

This module is available only to students studying Psychology

#### Method of Assessment

Coursework: mid-module multiple choice exam in week 12 (20%); personal development portfolio based on the study skills workshops (20%). Examination: All students sit a 1-hour multiple choice examination.

#### Synopsis

Psychology is an increasingly popular discipline, possibly because of its relevance to the problems of everyday life. It is also a scientific discipline and draws on other areas of scientific investigation for its concepts and ideas, including Biology, Linguistics, Computer Science and Philosophy. The general aim of this module is to introduce students to the scientific study of behaviour, covering the basic approaches to the subject, including the Biological approach, the Cognitive approach, Behaviourism and Ethology, the Development perspective and related philosophical ideas. Rather than teach these topics in separate blocks, the module is organised so as to emphasise how the theoretical frameworks underlying these approaches relate and contrast. The module also shows how psychological theories and ideas can be used to account for both everyday and abnormal human behaviour.

#### Learning Outcomes

Find the relevant psychology material, organise it with reference to the task at hand and demonstrate the ability to manipulate such information

Demonstrate the ability to communicate critically, acquire good listening skills; show an ability to work with others

Write essays which demonstrate an understanding of academic conventions

Be able to select, organise, develop and synthesize complex psychological literature

Be able to structure, develop and defend arguments during seminars

Show an ability to build upon feedback and advice provided by staff and teachers

#### Preliminary Reading

H Gleitman, *Psychology* (4th edition). New York: Norton, 1993.

M J Eysenck & M T Keane, *Cognitive Psychology: A Student's Handbook*. London: Erlbaum, 1990.

M H Ashcraft, *Human Memory and Cognition*. Harper Collins, 1994.

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### SP302 Introduction to Social Psychology

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	60% Exam, 40% Coursework	Douglas Dr K

#### Contact Hours

1 weekly two-hour lecture and a 1.5 hour weekly study skills workshop, which is integrated with the other core subject in year 1 (SP301).

#### Restrictions

This module is available only to students studying Psychology

#### Method of Assessment

Coursework: 1 essay with a word limit of 1,500 words (20%); personal development portfolio based on the study skills workshops (20%). Examination: All students sit a 1-hour multiple choice examination.

#### Synopsis

This module, along with other Stage 1 psychology modules, provides a foundation for Stages 2 and 3. It will provide students with an introduction to the methods, techniques and issues involved in the study of social psychology. The emphasis of the module is on theory as the foundation of an empirical discipline and the importance of scientific methodology. It highlights the interplay between theory, research, and application in social psychology. Focus is placed on core theories and research in (a) social psychology, (b) developmental psychology, (c) personality psychology and (d) applied social psychology. Each of these thematic blocks begins with an overview of the historical development of the subject before introducing students to current theories and methods. The module is taught through lectures and skills workshops.

#### Learning Outcomes

Knowledge and understanding of main phenomena, methods, and theorising in social psychology

Develop intellectual skills, including reading and writing skills, critical reflection and written analysis and interpretation

Develop subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring issues in social psychology, and employing the inferential method in science

Develop transferable skills, including communication skills, numeracy, use of information technology, working with others, and problem solving

#### Preliminary Reading

Crisp, R.J. & Turner, R.N., *Essential Social Psychology*. London: Sage, 2007. OR

Hogg, M.A. & Vaughan, G.M., *Social Psychology* (5th edition). London: Prentice Hall, 2008.

Hewstone, M. & Stroebe, W. (eds.), *Introduction to social psychology. A European perspective* (3rd edition). Oxford: Blackwell, 2001.

Pervin, L.A., Cervone, D. & John, O.P., *Personality: Theory and research* (9th edition). Hoboken, NJ: Wiley, 2005.

### SP304 Introduction to Psychology I

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	Hamilton-West Dr K

#### Contact Hours

1 weekly two-hour lecture

#### Restrictions

This module is not available to students studying Psychology. It is intended as a 'wild' module for non-Psychology students

#### Availability

Taught in SPRING TERM

#### Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the academic year.

Examination: All students sit a multiple choice examination.

#### Synopsis

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected nor assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. drug and alcohol addiction, learning styles, language, love, health and illness, prejudice, and helping).

#### Learning Outcomes

Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

Introductory knowledge and basic understanding of some principal topics in psychology and how they relate to contemporary society

An awareness of sub-disciplines within psychology and how they are connected

The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web)

#### Preliminary Reading

Carlson, N.R., Martin, G.N. & Buskist, W., *Psychology* (3rd European edition). Harlow: Pearson Education (2007).

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### SP305 Introduction to Psychology II

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	Stathi Dr S

#### Contact Hours

1 weekly two-hour lecture

#### Restrictions

This module is not available to students studying Psychology. It is intended as a 'wild' module for non-Psychology students

#### Availability

Taught in AUTUMN TERM

#### Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the academic year.

Examination: All students sit a multiple choice examination.

#### Synopsis

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of some key topics within psychology and seminal psychological research. No prior knowledge of psychology is expected or assumed. The module encourages students to explore classical concepts in psychology within the context of cutting edge research and contemporary issues within modern society. There is a particular focus on how psychology and concepts within the subject can inform controversial issues in everyday society (e.g. mental illness and treatment, self and personality, understanding emotions, identity development & crises, person perception, and decision-making).

#### Learning Outcomes

Knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

Introductory knowledge and basic understanding of the principal topics in psychology and how they relate to contemporary society

An awareness of sub-disciplines within psychology and how they are connected

The development of independent learning skills to support learning and personal development through the use of available resources (e.g. the web)

#### Preliminary Reading

Carlson, N.R., Martin, G.N. & Buskist, W., Psychology (3rd European edition). Harlow: Pearson Education (2007).

### SP306 Introduction to Forensic Psychology

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	Vasquez Dr E

#### Contact Hours

1 weekly two-hour lecture

#### Restrictions

Available to all Stage 1 Psychology students. Also available to Stage 2 non-Psychology students who have taken either SP304 Introduction to Psychology I and/or SP305 Introduction to Psychology II

#### Synopsis

This module will introduce students to key topics in Forensic Psychology including the development of offending, the rehabilitation of offenders, the criminal justice system, criminal statistics, policing, and the public's response to crime. In particular, this module will focus on (1) fundamental applications of psychology, as a science, for understanding important forensic issues, and (2) key research methods common in forensic psychological research. Throughout the module students will be encouraged to apply contemporary psychological concepts and methods to understand the important forensic psychological issues outlined.

#### Learning Outcomes

Understanding of the practical role played by contemporary forensic psychologists in society

Introductory knowledge of forensic psychology as a discipline and research methods used within forensic psychology

Awareness of the fundamental application of psychology, as a science, to understand key forensic issues

Understanding of key concepts and sub-topics within forensic psychology and how they relate to each other (ie ability to synthesise core concepts within forensic psychology)

Basic ability to evaluate core theories and research in forensic psychology

#### Preliminary Reading

Howitt, D. Introduction to Forensic and Criminal Psychology (3rd ed.). London: Pearson (2009)

Wood, J. and Gannon, T.A. Public Opinion and Criminal Justice. Cullumpton: Willan (2008)



**2009-10 Social Sciences Undergraduate Stage 1 Module Handbook**  
**40 School of Social Policy, Sociology and Social Research**

<b>SA300</b>		<b>Social Problems and Social Policy I: Youth, The family and the State</b>				
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Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Mitton Dr L

**Contact Hours**

22 (1 hour lecture and 1 hour seminar weekly).

**Method of Assessment**

50% coursework (annotated bibliography [25%] and one essay [25%]) and 50% examination (summer term)

**Synopsis**

This module is designed both for students intending to specialise in social policy, and for other students who are interested in social problems and responses to them. We explore the ways in which phenomena come to be labelled as social problems, we focus upon the 'problem of youth' and why certain youth behaviours are seen as problematic, who defines them as such and what is expected in terms of the balance between state and family responsibility. Issues explored include: young people's changing relationship to the family; teenage pregnancy; education and transitions to work and alcohol and drug (mis)use.

**Learning Outcomes**

- An understanding of the ways in which phenomena come to be labelled as social problems;
- An understanding of some of the key concepts used in social policy, such as need, equity, inequality, poverty, exclusion and diversity;
- An ability to critically evaluate the solutions to social problems that are suggested and adopted;
- An awareness of the way in which social policy not only responds to such problems but actually helps to shape them.
- Developing skills in presentation and debate, both verbal and written;
- Developing problem solving skills and the ability to seek solutions to social problems and individual needs.

**Preliminary Reading**

- Baldock J et al (eds.) (3rd edn. 2007) Social Policy. Oxford University Press
- Barry M (ed) Understanding Social Problems. Blackwell
- Furlong A and Cartmel F (2nd edn.) Young People and Social Change. Open University Press
- May et al M (eds) (2001) Understanding Social Problems. Blackwell

<b>SA301</b>		<b>Social Problems and Social Policy II: The Market, The Family and the St</b>				
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Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Mitton Dr L

**Contact Hours**

22 (1 hour lecture and 1 hour seminar weekly)

**Method of Assessment**

50% coursework (two 1,200-1,500 word essays) and 50% examination (summer term)

**Synopsis**

This module is about why and how the state may intervene in family life or the workings of the free market to tackle social problems. It can be taken independently, but does build on SA300 'Youth, the Family and the State'. It is a core module for the Social Policy and Health and Social Care degrees within SSPSSR and for those taking Law and Welfare. It looks at policy responses to such issues as family life and the work-life balance, inequalities in health, poverty, homelessness and an ageing population.

**Learning Outcomes**

- Have an introductory level understanding how a number of key social problems are perceived and dealt with by UK social policy.
- Have an introductory level knowledge of the aims of social policies.
- Have an introductory level knowledge of some recent developments in UK social policy.
- Be familiar with some of the key debates relating to current social policies at introductory level.
- Have demonstrated an ability to evaluate the effectiveness of social policies at introductory level

**Preliminary Reading**

- Baldock J, Manning N and Vickerstaff S (eds) (3rd edn. 2007) Social Policy, Open University Press

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### SA303 Environmental Issues: Social Science Approaches

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	Rootes Prof C

#### Contact Hours

44 (1-hour lecture and a 1-hour seminar weekly).

#### Method of Assessment

50% coursework (three 1,500 word essays) and 50% examination (summer term)

#### Synopsis

This module aims to give you an understanding of a range of key environmental issues, the ways in which they have arisen, and the means by which they might be addressed. Among the topics considered are: global warming, climate change and energy policy; waste and waste management; transport and tourism; development population, and agriculture; the politics of food production and supply; the rise of environmental concern; the socially constructed character of environmental issues; representations of environmental issues in mass media; environmental movements and protest; environmentalism and global justice; cultural conceptions of nature; tropical deforestation, biodiversity and trade; environmental policy and the nature of environmental law and regulation. The module includes contributions from the perspectives of sociology, anthropology, social policy, political science and law.

#### Learning Outcomes

- Key environmental issues such as global warming, climate change and waste, and the policy responses to them
- Why some situations come to be defined as problems while others are ignored
- How the behaviour of households and business produces environmental impacts
- The ways in which environmental concern is translated into public action
- How actions at local, national and international levels address environmental problems, and the main obstacles they encounter
- The various ways in which the environment and environmental issues are conceptualised by various disciplines

#### Preliminary Reading

- Ball S & McGillivray D (5th edn. 2000 or later) Environmental Law
- Bell M An Invitation to Environmental Sociology
- Carter N (2nd edn. 2007) Politics and the Environment
- Connelly J & Smith G (2nd edn. 2003) Politics and the Environment: From Theory to Practice
- Descola P & Palsson G (eds) Nature and Society: Anthropological Approaches
- Furedi F Population and Development: A Critical Introduction
- Goldfarb T Taking Sides: Clashing Views on Controversial Environmental Issues
- Harper CL (3rd or 4th edn.) Environment and Society: Human Perspectives on Environmental Issues
- Tudge C (2004) So Shall We Reap. Penguin

### SO300 Sociology

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	Burgess Dr A

#### Contact Hours

44 (1 hour lecture and 1 hour seminar weekly)

#### Method of Assessment

50% coursework (four 1,200-1,500 word essays) and 50% 3-hour examination (summer term)

#### Synopsis

Sociology offers an understanding of how society works. This course provides grounding in the basic history and assumptions of sociological thought, and how it applies to key aspects of our society. Many of the lectures will start with 'common-sense' assertions about social life in contemporary society and challenge you to 'look behind' these assumptions in light of available research evidence. The questions addressed in this module include: Will changes taking place in Britain today lead to a reduction or increase in class, gender and ethnic inequalities? Do we now live in a 'risk society'? Are the 'founding fathers' of sociology still relevant to understanding society today? There will be a lecture and small seminar groups each week. In the seminars students will be encouraged to engage in informed discussion and debate, because sociology is an interpretative discipline which offers few 'right' or 'wrong answers'. The module aims to satisfy both those who have studied sociology to A-level and those who are new to the subject.

#### Learning Outcomes

- To develop an understanding of different theoretical perspectives
- To develop a significant understanding of a range of social issues
- To obtain sufficient knowledge of the empirical evidence used in sociology
- To be able to make considered judgements about the world we live in
- To develop writing skills through essay writing and the exam
- To develop group work skills through seminar work

#### Preliminary Reading

- Bauman Z Thinking Sociologically
- Fulcher J & Scott J Sociology
- Giddens A (3rd edn.) Sociology
- Marsh I Sociology

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### SO304 Studying Modern Culture

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	Birchall Dr CB

#### Contact Hours

1 hour lecture per week 1 hour seminar per week

#### Method of Assessment

50% coursework (three 2,000 word essays) and 50% 3-hour examination (summer term)

#### Synopsis

This module is for anyone interested in the sources, forms and contexts of culture and cultural debate in the contemporary west. Culture is everywhere: we all contribute to producing and consuming it in our daily lives. It reflects on how we participate in and evaluate this central aspect of our social experience, and the relation of culture to the modern humanist tradition. In the lectures and seminars we will examine the ways in which 'culture' has been defined and look at the often fierce political contests – the 'culture wars' – over the value and significance of cultural differences and identities. We consider the cultural implications of developments in the arts and mass media as well as in science and technology in recent times. These theoretical debates will be contextualised in relation to specific cultural phenomena such as fashion and the body, popular music, subcultures, the visual image, new media communications and cultural institutions.

#### Learning Outcomes

Be able to articulate and criticise competing definitions of 'culture'

Have acquired an elementary vocabulary of relevant concepts

Understand how cultural values are related to cultural elites

Have gained an introductory knowledge of a number of contextualised debates and cultural issues

Have a general knowledge of the Marxist background to British cultural studies

Have acquired an introductory knowledge of a range of contextualised issues and topics prominent within contemporary cultural studies

Have extended their knowledge of different approaches to culture to include feminism, consumerism, cultural populism and postmodernism

Have gained elementary skills of analysis and criticism relevant to cultural studies

#### Preliminary Reading

Baldwin E et al (1999) *Introducing Cultural Studies*. Prentice-Hall

Barker C (2000) *Cultural Studies Theory and Practice*. Sage

Turner G (1997) *British Cultural Studies: An Introduction*. Routledge

### SO305 Introduction to Criminology

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	O'Brien Dr K

#### Contact Hours

1 hour lecture (11 weeks) and 1 hour seminar (10 weeks).

#### Pre-requisites

SO305 is the pre-requisite module for the Stage 2 / 3 modules SO505 Sociology of Deviance, and SO536 Criminal Justice in Modern Britain.

#### Method of Assessment

50% coursework (one 2,000-2,500 word essay) and 50% 2-hour examination (summer term)

#### Synopsis

Crime is a major social and political issue and the source of much academic and popular debate. Key criminological issues will be examined during the course of the module within their wider sociological and social policy context. There will be a particular focus on understanding the nature and extent of crime and victimisation, analysing public and media perceptions of crime, and exploring the relationship between key social divisions (age, gender and ethnicity) and patterns of offending and victimisation.

#### Learning Outcomes

Critically assess the ways in which images and notions of crime are constructed and represented

Describe and evaluate the debates surrounding the links between key social divisions and offending/victimisation

Use empirical data to explore the nature and extent of crime in society and patterns of offending and victimisation and critically assess the key data sources

Describe the role of the key agencies which make up the criminal justice system and understand the key stages in the criminal justice process

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

#### Preliminary Reading

Carrabine E et al (2002) *Crime in Modern Britain*. Oxford: Oxford University Press

Coleman C & Moynihan J (1996) *Understanding Crime Data*. Buckingham: Open University Press

Hale C, Hayward K, Wahidin A & Wincup E (eds) (2005) *Criminology*. Oxford University Press

Muncie J & McLaughlin E (2001) *The Problem of Crime*. Open University Press

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### SO328 Academic Development

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Gore Dr NJ

#### Contact Hours

28. Learning and teaching will take place within a 4-day workshop. Total study hours: 122

#### Restrictions

AVAILABLE only to students studying the Intellectual and Developmental Disabilities Programme

#### Synopsis

This module has been developed to facilitate learning of key skills in students with a range of abilities and needs. They will develop competence in: learning subject specific material and preparing assessed written and verbal assignments. These intended learning outcomes are consistent with the broader programme outcomes in terms of development of intellectual, analytical and communication skills.

#### Learning Outcomes

Demonstrate effective skills in written communication

Demonstrate verbal communication skills as required for seminar participation and oral presentations

Demonstrate an understanding of the academic conventions appropriate to the subject discipline

Demonstrate the ability to evaluate and synthesise information from reading and lectures

Use information and communication technologies for a range of activities such as bibliographic searches, data acquisition and data presentation

Reflect on their academic performance and assess their personal strengths and weaknesses

#### Preliminary Reading

Arcsot, K, Dagnan, D & Stenfort-Kroese, B. (1999) Assessing the ability of people with a learning disability to give informed consent to treatment. *Psychological Medicine*, 29, 1367-1375

Burns T and Sinfield S (2003) *Essential Study Skills: The complete guide to success at University*, London: Sage

Cottrell S (1999) *The Study Skills Handbook*. Basingstoke: Palgrave

Cottrell S (2003) *Skills for Success: the personal development planning handbook*. Basingstoke: Palgrave

Drew S and Bringham R (1997) *mThe Student Skills Guide*. Aldershot: Gower

Greetham B (2001) *How to write better essays*, Basingstoke: Palgrave

Marshall L and Rowland F (1998) *A Guide to Learning Independently*. 3rd end. Buckingham: Open University

McCarthy P and Hatcher C (2002) *Presentation Skills*. London: Sage

McIlroy D (2003) *Studying at University*. London: Sage

Northedge A (1990) *The Good Study Guide*. Milton Keynes: Open University

Redman P (2001) *Good Essay Writing*. London: Sage

Talley J (1999) *Extending and Developing your Thinking Skills*. Student Toolkit 9. Milton Keynes: Open University Worldwide

Tracey E (2002) *The student's guide to exam success*. Buckingham: Open University Press

Turner J (2002) *How to Study*. London: Sage

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### TZ309      Supporting Participation and Independence

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Gore Dr NJ

#### **Contact Hours**

28. Learning and teaching will take place within a 4-day workshop. Non-contact study hours: 122

#### **Restrictions**

AVAILABLE only to students studying the Intellectual and Development Disabilities programme

#### **Synopsis**

This module looks at the rationale for supporting participation in community contexts by children and adults with intellectual or developmental disability. Students will use systems and structures at different levels within an organisation to facilitate and maintain successful participation and teach people new skills through the use of precision teaching.

#### **Learning Outcomes**

Give an account of the rationale for supporting participation in community contexts by children and adults with intellectual or developmental disability.

Enable individuals and groups to participate in activities.

Use systems and structures at different levels within organisations to facilitate and maintain successful participation.

Collect, analyse, represent, interpret and feedback data about the engagement and participation of clients in activity.

Give an account of the rationale for the inclusion of the development of competence as a goal in any service.

Select relevant, functional and age-appropriate skills to teach, which are tailored to meet individual needs.

Teach people new skills through the use of precision teaching.

Identify and assess systems and structures at different levels in the organisation which facilitate and maintain the development of competence for individuals.

Collect, analyse, represent, interpret and feedback data about the progress of individuals and groups in developing competence.

#### **Preliminary Reading**

Sellars C (2002). Risk assessment in people with learning disabilities. Oxford: Blackwell Publishing.

Carnaby S (ed) Learning Disability Today. Pavilion Publishing, Brighton (2002)

Donnellan AM, LaVigna GW, Negri-Shoultz N, Fassbender LL Progress without Punishment: Effective Approaches for Learners with Behaviour Problems. New York: Teachers College Press. (1998)

Mansell J, Beadle-Brown J, Ashman B and Ockenden J Person-Centred Active Support. Brighton, Pavilion Publishing (2004)

Saunders RR and Saunders MD 'Supported routines', in JK Luiselli and MJ Cameron (eds). Antecedent Control: Innovative Approaches to Behavioural Support (pp. 245-272). Baltimore, Paul H Brookes

### TZ310      Person Centered Values and Support

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Gore Dr NJ

#### **Contact Hours**

28. Learning and teaching takes place within a 4-day workshop. Non-contact study hours: 122

#### **Restrictions**

AVAILABLE only to students studying the Intellectual and Development Disabilities programme

#### **Synopsis**

Students will explore the ethical and legal issues and the role of values in the development of intellectual disability services. They will study the development of approaches to individual planning and needs assessment, particularly the role of "person-centred planning" and will work with an individual to support the development of a person-centred plan.

#### **Learning Outcomes**

Demonstrate an understanding of key ethical and legal issues in providing support to children and adults with intellectual or developmental disabilities

Demonstrate an understanding of the main approaches to person-centred planning and their role in guiding service provision

Demonstrate an understanding of the principle of social role valorisation and its role in guiding service provision

Detect practice in services for people with intellectual/developmental disabilities which is coherent with social role valorisation

Demonstrate an understanding of needs assessment

Identify how individual assessment relates to other organizational systems with particular reference to: individual planning; multidisciplinary teams; general practitioners.

Collate, summarise and interpret specialist report

Demonstrate a knowledge of published needs assessment schedules

Demonstrate an understanding of useful data to collect in the workplace

Demonstrate an understanding of the importance of adopting a person-centred, values-based approach in supporting children and adults with complex needs including challenging behaviour

#### **Preliminary Reading**

Cambridge, P. & Carnaby, S (Eds.) (2005). Person centred planning and care management with people with learning disabilities. London: Jessica Kingsley Publishers.

Bolton C & Allen B (1999) Getting to know you: Planning for services in supported living. CIRCL., Arcadia, CA

Brown H & Smith H (eds.) (1992) Normalisation: A reader for the nineties. Routledge, London.

O'Brien J & O'Brien CL (eds.) (2002) Voices of experience: Implementing person-centred planning. Inclusion Press., Toronto

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### TZ311 Promoting Choice, Well-being and Communication

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

#### Contact Hours

28. Learning and teaching takes place within a 4-day workshop. Non-contact study hours: 122

#### Pre-requisites

TZ310 Person-Centred Values and Support

#### Restrictions

AVAILABLE only to students studying the Intellectual and Development Disabilities programme

#### Synopsis

This module provides an introduction to choice, well-being and communication for people with intellectual and developmental disabilities (IDD). The sessions on communication will explore assessment of communication and the communication environments leading to communication intervention. Other topics covered in the curriculum include the assessment of choice, well being and health, intimate care, sexuality and sexual health for people with IDD, the development of social networks

#### Learning Outcomes

Describe physical, sensory and health problems commonly experienced by people with intellectual and developmental disabilities and the roles of health action planning and health facilitation

Describe the process of assessing preference and choice and implement interventions that increase the availability of chosen and preferred activities

Describe the process of communication with reference to individual and environmental factors.

Describe and identify the precursors to language development, including describing the way in which intentional communication develops.

Describe the different types of hearing loss and the ways in which hearing loss impacts on communication difficulties.

Demonstrate the process of assessment of basic aspects of communication including observational techniques and questionnaires.

Describe and implement a range of interventions which target communication skills.

Describe the relevance of promoting choice, well-being and communication in children and adults with complex needs, including those whose behaviour is challenging.

#### Preliminary Reading

Carnaby, S. & Cambridge, P. (Eds.) (2006). *Intimate and personal care with people with learning disabilities*. London: Jessica Kingsley Publishers.

Bradshaw J (1998) Assessing and intervening in the communication environment. *British Journal of Learning Disabilities*, 26, 62-66

Carnaby S (ed.), (2002) *Learning Disability Today*. Pavilion Publishers, Brighton.

Prasher V & Janicki MP (eds.) (2002) *Physical health of adults with intellectual disabilities*. Blackwell

Wehmeyer M, Agran M and Hughes C (1998) *Teaching Self Determination to Students with Disabilities*, Baltimore, Paul H Brookes

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### TZ312 Work-based Learning in Person Centered Support

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	60 (30)	100% Project	Gore Dr NJ

#### Contact Hours

28. Learning and teaching will take place within a 4 one-day workshop spread across 4-5 months. Non-contact study hours: 572

#### Pre-requisites

TZ310 , TZ311, TZ309, SO328

#### Restrictions

AVAILABLE only to students studying the Intellectual and Development Disabilities programme

#### Synopsis

This module's objectives are primarily about the implementation and demonstration of professionally relevant knowledge. Accordingly, learning and teaching will focus on the provision of supervision/mentoring. All students will have both a university tutor and a local supervisor. Together they will map out the work-based learning module at the beginning of the Stage. They will meet regularly throughout the Stage to review progress. In the second half of the Stage, 1-day workshops in small groups will allow students to obtain and provide peer supervision as well as ongoing mentoring from their tutor and local supervisor.

#### Learning Outcomes

Demonstrate a clearly articulated person-centred values base underlying their work with people with intellectual and developmental disabilities.

Demonstrate the promotion of choice, well-being and communication in their work with people with intellectual and developmental disabilities.

Demonstrate the provision of effective support for participation and independence in their work with people with intellectual and developmental disabilities.

Demonstrate the taking of a local leadership role in their work with people with intellectual and developmental disabilities.

#### Preliminary Reading

Reading lists from modules 1 - 4 will also be relevant for this workshop.

Ager A (1991) Effecting sustainable change in client behaviour: The role of the behavioural Analysis of service environments. In B Remington (ed.), *The Challenge of Severe Mental Handicap: A Behaviour Analytic Approach* (pp. 343-368) Chichester: John Wiley

Buchanan D & Boddy D (1992) *The Expertise of a Change Agent: Public Performance and Backstage Activity*. Hemel Hempstead, Prentice Hall

Emerson E, McGill P and Mansell J (eds.) (1994/1999) *Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services* London/Cheltenham: Chapman & Hall/Stanley Thornes

Heron J (1990) *Helping the Client: A Creative Practical Guide*. London, Sage

L Vigna GW, Willis T, Shaul J, Abedi M and Sweitzer M (1994) *The Periodic Service Review: A Tool Quality Assurance System for Human Services and Education*. Baltimore., Paul H Brookes

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### 45 School of Anthropology and Conservation

<b>DI303 Survey and Monitoring for Biodiversity</b>						
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Griffiths Prof R

#### Contact Hours

One-week field course: Easter Vacation.

#### Pre-requisites

DI305 or DI308

#### Synopsis

The broad aim of this module is to provide students with practical field experience in biodiversity monitoring and assessment methods. Specific aims are to introduce students to a range of basic field techniques and develop their skills in the collection, analysis and presentation of field data. The module provides an essential practical element of the Biodiversity Conservation and Management programme. The module is offered as an intensive one-week residential field course during the Easter Vacation. Groups of students will each undertake a five-day survey or monitoring project under the supervision of a member of staff. Each project will assess the biodiversity of an appropriate taxonomic group (i.e. invertebrates, birds, mammals, amphibians, plants, bacteria etc.) in either a terrestrial or freshwater habitat. Students will be expected to arrive at an appropriate design for data collection in discussion with their supervisor, carry out the survey, analyse the data and present a short seminar on their results at the end of the week.

#### Learning Outcomes

- Skills to design and execute ecological surveys.

#### Preliminary Reading

Elzinga, C.L. et al "Monitoring Plant and Animal Populations"

Henderson, P.A. "Practical Methods in Ecology"

Krebs, C. "Ecological Methodology"

Sutherland, W.J. "Ecological Census Techniques: A Handbook"

<b>DI304 Economic and Environmental Systems</b>						
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	MacMillan Dr D

#### Contact Hours

10 lectures and 10 seminars.

#### Synopsis

The survival of man and other living organisms is ultimately controlled by the interaction of our economic system and the earth's resources and climate. In Part I you consider Earth history and the main environmental systems of the earth. In Part II we explore the impact of man on the Earth and its resources from a systems perspective. In Part III we explore imbalances in the economic-environment system that have given rise to environmental problems such as climate change and biodiversity loss and consider potential solutions.

#### Learning Outcomes

On completion of the module students will understand:

- The relationship between the environment and economy.
- The fundamentals of economic theory with reference to the use and management of natural resources.
- The distinctive characteristics of natural resources from an economic perspective and how this impacts on their conservation and management.
- The role of government intervention in promoting sustainable management of natural resources.

#### Preliminary Reading

Common, M. & Stagl, S. "Ecological Economics: An introduction" (1st ed.), Cambridge University Press, 2005 (Main Text)

Barry, R.G. & Chorley, R.J. "Atmosphere, Weather and Climate" (5th ed.), Routledge, 1989

Botkin, D.B. & Keller, E.A. "Environmental Science" (4th ed.), Wiley, 2003

McKinney, M.L. & Schooch, R.M. "Environmental Sciences", Jones & Bartlett, Sudbury, Mass, 1998

Myers, N. "The Gaia Atlas of Planet Management", Gaia Books Ltd., UK, 1985

Cox, B and Moore, P "Biogeography", 4th ed., Blackwell, 1986



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### DI305 Biodiversity I

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Rosser Dr A

#### Contact Hours

12 lectures and 12 seminars.

#### Synopsis

This module aims to explore various definitions and applications of the term 'biodiversity' and to provide students with a basic knowledge of animal and plant diversity, classification and biogeography. The module also assesses the importance of biodiversity in scientific, social and cultural terms and examines the necessity for conserving biodiversity and basic toolkits essential to its management.

#### Learning Outcomes

On completion of the module, students will have an understanding of the meaning and applicability of the term 'biodiversity'. They will have an appreciation of the wealth of animal and plant species on Earth and of some reasons for their evolutionary success and decline.

#### Preliminary Reading

Caughley, G. & Gunn, A. "Conservation Biology in Theory and Practice", Blackwell Science, 1996

Dobson, A. "Conservation and Biodiversity", Scientific American, New York, 1996

Harper, J.L. & Hawksworth, D.L. "Biodiversity Measurement and Estimation", Philosophical Transactions of the Royal Society, London, B 345, 5-12, 1994

Wilson, E.O. "The Diversity of Life", Penguin, 1994

Margulis, L. & Schwarts, K.V. "Five Kingdoms: An Illustrated Guide to the Phyla of Life on Earth" (2nd ed.), Freeman, New York, 1988

### DI307 Environmental Sciences

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Rosser Dr A

#### Contact Hours

12 lectures and 12 seminars

#### Synopsis

The aim of this unit is to consider human use of natural resources and the way in which changing patterns of use are influencing environmental policies. The concept of sustainability in past and current practices will be reviewed in relation to current issues such as food production, landuse and GMOs; water wars, peak oil and alternative energy, mineral production, pollution.

Application of the environmental sciences will underpin this module to examine means of developing future sustainability. The module will be delivered by specialist lecturers.

#### Learning Outcomes

On completion of the module students will have an understanding of:

- Natural resource use and its impact on biodiversity.
- The need to reduce, reuse and recycle.
- Means of assessing risks and hazards and developing responses.
- The basis of management for a quality environment.

#### Preliminary Reading

Jackson, A.R.W. & Jackson, J.M., "Environmental Science and Human Impact", 2000, Longman

Bryant, E.A. "Natural Hazards", 2005, Cambridge University Press

Mannion, A.M., "Global Environmental Change: A Natural and Cultural History", 1992, Wiley

O'Riordan, T. (ed.) "Environmental Science for Environmental Management", 2000, Pearson Education

Smith, D. "The State of the World Atlas", 2008, Earthscan.

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DI308 Life's Systems and Processes						
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	von Cramon-Taubadel, Dr N

### Contact Hours

30 including compulsory practical classes

### Synopsis

This module aims to provide students with knowledge of and practical skills in biological science to enable successful progression in the Biodiversity Conservation and Management, and BSc Anthropology programmes. Students will gain an understanding of the scientific background to evolutionary adaptation and an appreciation of the mechanisms underlying evolution and adaptation in higher organisms. Students taking the module will be taught a diversity of skills, including a practical knowledge of fundamental genetics, physiology, evolution, comparative morphology and behaviour.

### Learning Outcomes

At the end of this module students will have learnt:

- Laboratory skills.
- Concepts of biological sciences.
- Skills for experimental design.
- Skills for writing laboratory reports.

### Preliminary Reading

Roberts, M. et al "Advanced Biology", 2000

Randal, D.W. et al "Eckert Animal Physiology Mechanisms and Adaptations" (4th ed.)

Kardong, K. "Vertebrates", 2001

Mange, E.J. & Mange, A.P. "Basic Human Genetics", 1994

Ridley, M. "Evolution", 2004

Manning, & Dawkins, M. "Introduction to Animal Behaviour"

Dawkins, R. "The Selfish Gene"

DI309 Animals and People						
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Harrop Prof S

### Contact Hours

12 lectures and 12 seminars

### Synopsis

This module introduces students to a wide-ranging view of the relationship of animals and people as follows: The historical relationship of animals and people. Domestication and agriculturalisation of animals and the use of companion animals. Animals in trade. The development of concepts of animal rights and animal welfare. The green movement, animals and NGO's. Fishing, hunting and trapping animals. Animals in entertainment and in sport. Mythological and religious perspectives of animals. Contemporary social views of animals. Endangered species, biodiversity preservation and conservation policy. Conflicts between welfare and species conservation and conflicts between the multilateral trade regime and conservation.

### Learning Outcomes

The wide-ranging relationship between humans and animals from many theoretical perspectives.

The politics of the relationship between humans and animals and the dynamics of animal protection.

Conservation priorities and whether they are proportionate and effective in preserving animal diversity or, for other reasons appropriately conserving species.

### Preliminary Reading

Moulton, M.P. & Sanderson, J. "Wildlife Issues in Changing World", St Lucie Press, 1997

Harrop, S.R. "Conservation Regulations: A backward step for biodiversity?", Biodiversity and Conservation, 8(5), 679-707, 1999

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### DI310 Skills for Wildlife Conservation and Management

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Bennett Dr P

#### Contact Hours

Lectures, field trips and labs.

#### Synopsis

The aim of this module is to introduce and link theoretical and practical aspects of wildlife conservation and management including: threats, extinction risk and conservation actions demographic and genetic management of small population overexploitation and sustainable use methods for conducting animal and plant surveys methods for establishing conservation priorities

#### Learning Outcomes

The importance of an interdisciplinary approach to wildlife conservation.

How to work in groups.

Scientific report writing.

Practical fieldwork in wildlife censuses.

Scientific data collection.

Statistical data analysis.

Qualitative data analysis of management and conservation issues.

#### Preliminary Reading

Ricklefs, R.E. "Ecology" (3rd ed.)

Smith, R.L. & Smith, T.M. "Elements of Ecology" (4th ed.)

Wilson, E.O. "The Diversity of Life"

### SE300 Computing for Anthropologists

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	Fischer Prof M

#### Contact Hours

24 lectures; 24 seminars / practicals

#### Synopsis

The module is strongly recommended to intending Stage 2 BA Social Anthropologists - it is not a required module. The module is required for students entering the BSc in Anthropology. Numbers are restricted, and students registered for Anthropology degrees in Stage 2 will have priority. No previous experience of computers is needed to register for this module, nor are there any preferred A-levels or other qualifications. If you do choose to take it, you may find it worthwhile to learn to type. This module is a twenty-four week introduction to using computers in 'ordinary' anthropology, suitable for students intending to do Stage 1 Social Anthropology and Anthropology (BA and BSc). It is taught by lectures, practicals and seminars. You will use the computer to assist on projects, which are drawn from 'real-world' anthropological experience, developing an understanding of what 'doing' anthropology is about. This module was the first of its kind in the country, and remains the most comprehensive. It is designed to teach you useful skills, ones you can use in your other modules at the University, and in your future career. The main emphasis is on using the computers to do interesting and useful anthropological things, and on understanding the intellectual implications of those techniques. You will learn basic skills like writing, drawing and accessing information relevant to anthropology; field notes, ethnographic photographs, video and audio material. You will use computers to explore human knowledge in areas ranging from kinship to navigation in the South Seas, and how to explore the variety of human society with computer models. Most of the material in the module is drawn from work in anthropology and computing of the past three decades. Supporting materials almost entirely online – this and other information on the module is found at <http://lucy.kent.ac.uk/Courses/SE300>

#### Learning Outcomes

Exploit computers for a range of anthropological applications.

Advance these skills further in an independent manner.

Understand in a basic manner how computers are programmed to address complex anthropological problems.

Understand in a basic manner how human relationships are structured and how anthropologists address this structure.

Understand in a more practical manner the basic approaches to research in anthropology.

Understand both the complexity of human knowledge and how we as anthropologists can represent this complexity.

#### Preliminary Reading

Fischer, M. "Application of Computing for Social Anthropologists"

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### SE301 Social Anthropology

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	Just Prof F

#### Contact Hours

24 lectures and 24 seminars

#### Synopsis

Social Anthropology is a discipline which has traditionally specialised in the study of non-Western, pre-industrial societies. With increasing frequency, however, social and cultural anthropologists have turned towards the study of 'home', using insights gained from studying other cultures to illuminate aspects of their own society. This course draws on both these areas of social anthropology, looking at people from places as different as the rainforests of West Africa and the industrial heartlands of Britain and America, and introduces students to social anthropology through a selection of topics which have been chosen to illustrate the kind of issues that social anthropologists study and the kinds of arguments and theories they have developed. Module Topics Include: CULTURE, SYMBOLISM AND CLASSIFICATION (including language, myth, taboo). THE ANTHROPOLOGY OF INTIMATE LIFE (including marriage, divorce and exchange). RELIGION, RITUAL AND BELIEF (including initiation, and witchcraft). POWER, POLITICS AND IDENTITY (including ethnicity, nationalism, multiculturalism, globalisation).

#### Learning Outcomes

A degree of familiarity with some of the anthropological topics and issues relating to writings on: culture, society, classification, kinship and marriage, exchange, religion and ritual, political relations and identities.

A knowledge and understanding of the breadth of cultural diversity drawn from their reading about different societies and cultures.

An ability to discuss the similarity and difference between the student's own society and those encountered in ethnographic writings.

An ability to analyse and communicate their understanding of anthropological texts in written and spoken contexts.

An ability to construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with the discussion of ethnographic data.

#### Preliminary Reading

Hendry, J. "An Introduction to Social Anthropology. Other People's Worlds."

Monaghan, J. & Just, P. "Social and Cultural Anthropology: A Very Short Introduction"

### SE302 Foundations of Human Culture

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	30 (15)	50% Coursework, 50% Exam	Johns Dr S

#### Contact Hours

33 lectures; 11 seminars; 1 fieldtrip

#### Synopsis

This module is an introduction Biological Anthropology and human prehistory. It provides an exciting introduction to humans as the product of evolutionary processes. We will explore primates and primate behaviour, human growth and development, elementary genetics, the evolution of our species, origins of agriculture and cities, perceptions of race, and current research into human reproduction and sexuality. This module is required for all BSc in Anthropology and BA in Social Anthropology students. The module is also suitable for students in other disciplines who want to understand human evolution, and the history and biology of our species. A background in science is not assumed or required, neither are there any preferred A-levels or other qualifications.

#### Learning Outcomes

Understood the basic principles of evolution.

Developed a good understanding of human prehistory and biology.

Reviewed evidence from palaeoanthropology, evolutionary biology, comparative primatology, and archaeology that leads to this understanding.

Discussed what it means to be human.

An understanding of the origins of human culture, art, and society.

An appreciation of humans as biological entities.

#### Preliminary Reading

Boyd & Silk "How Humans Evolved", W.W. Norton, 2006

Jones, et al "The Cambridge Encyclopedia of Human Evolution", Cambridge University Press

Stanford, et al "Biological Anthropology", Prentice Hall, 2009

Scarre, "The Human Past", Thames & Hudson, 2005

Dawkins, "The Blind Watchmaker", Penguin, 1984

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### SE304 People and Plants

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Puri Dr R

#### Contact Hours

12 lectures and 12 seminars

#### Synopsis

This module introduces students to the interdisciplinary subject of ethnobotany, the study of the human conceptualisation and use of plants, historically and cross-culturally. It emphasises the importance of culture in mediating the use of plants among humans, and explores the role of wild and domestic plants in human evolution, including the way human societies have manipulated and altered the landscape. Other topics include plant classification among cultures, medicinal plants, hallucinogens and other drug plants, and plants in material culture and trade. The application of ethnobotany to contemporary problems in conservation, development and human rights is also explored. The Anthropology Departments' Ethnobiology Laboratory will be the scene for weekly labs in the methods and techniques used by ethnobotanists including anthropological and botanical field methods. Videos and field trips will also enhance the opportunities for alternative means of learning.

#### Learning Outcomes

Know and understand the sub-discipline of Ethnobotany, its general methods, and its substantive and theoretical contributions to Anthropology, Botany, Conservation and Development Science and Policy.

Understand contemporary debates in topics such as cross-cultural differences in plant nomenclature and classification, uses of plants as symbols and materials, plant domestication and the origins of agriculture, and conservation and development of endangered or economically significant plant species.

Be able to collect an ethnobotanical voucher specimen, identify botanical specimens using a key, and use library resources, both paper and electronic, to locate botanical information in the literature and in herbarium collections.

#### Preliminary Reading

Balick, M.J. and Cox, P.A. "Plants, People and Culture: The Science of Ethnobotany", Scientific American Library, 1996

Cotton, C.M. "Ethnobotany Principles and Applications", John Wiley & Sons, 1996

Cunningham, A. "Applied Ethnobotanic People, Wild Plant Use and Conservation", People and Plants Conservation Manuals, Earthscan, 2001

Martin, G.J. "Ethnobotany. A Methods Manual", Chapman & Hall, 1995

Nabhan, G.P. "Gathering the Desert", University of Arizona Press, 1987

### SE305 Practical Introduction to Biological Anthropology

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Newton-Fisher Dr N

#### Contact Hours

12 x 2 hour seminars

#### Availability

NOT AVAILABLE 2009/2010

#### Synopsis

The purpose of this module is to introduce students to the principles and practice of Biological Anthropology through guided hands-on learning. Covering the broad range of biological anthropology from genetics to human evolution, from primatology to human adaptation and behaviour, the module provides a practical counterpart to the subject areas covered by SE302:

Foundations of Human Culture. Through conducting and writing-up the practical exercises, students gain a deeper understanding of biological anthropology, appreciating the interconnectedness of the discipline and its relationship to both natural and social sciences. By the end of this module, students will have an understanding of the scientific background to evolutionary adaptation: an appreciation of the importance of biological systems and processes as they apply to humans. Students should also have acquired basic laboratory skills, including a knowledge of good laboratory practice and safety procedures, and be able to undertake practical work pertinent to biological anthropology.

#### Learning Outcomes

To interpret and report results of practical investigations within their broader contexts.

To appreciate the diversity of humans and the role of the environment in shaping that diversity.

To understand the breadth and interconnectedness of biological anthropology as a discipline to operate safely in laboratory environment and undertake basic practical work pertinent to biological anthropology.

#### Preliminary Reading

Stanford et al., "Biological Anthropology", 2006

Whitehead et al., "A Photographic Atlas for Physical Anthropology", 2004

Boyd & Silk, "How Human Evolved", 2006

Campbell & Reece, "Biology", 2006

## 2009-10 Social Sciences Undergraduate Stage 1 Module Handbook

### 47 Centre for Professional Practice

<b>WL300</b>		<b>Recognition of Prior Learning</b>				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Woodruff Ms H

#### Contact Hours

3 hours per week for 6 weeks

#### Synopsis

This module introduces students to theories of experiential learning and APEL in order that they can show evidence of existing workplace knowledge and skills and identify learning and achievement. It will provide students with a structured approach to identifying and recognising experiential learning, in order to produce a structured portfolio of learning that can be assessed against the learning outcomes of the module. The module will support students to value the extent of their workplace knowledge and skills, and enable them to make relevant career and educational decisions. Lectures topics will include the following: Theories of experiential learning; An exploration of the learning cycle and learning styles; The theories and practices associated with the production of an APEL portfolio; Development of reflective writing skills.

#### Learning Outcomes

Demonstrate an understanding of the theories of experiential learning

Identify significant work related experiences which can be used to demonstrate academic worth

Demonstrate an understanding of the practice of APEL and how it applies to the assessment of HE studies

Present evidence of certificated and un-certificated experiential learning in a structured portfolio so that it can be assessed against a given set of learning outcomes

#### Preliminary Reading

Boud, Keogh & Walker (1994) Reflection: Turning Experience into Learning

Kolb (1991) Experiential Learning: Experience as a Source for Learning

Kolb (1976) The Learning Style Inventory

Jaspers (2003) Beginning Reflective Practice

Hull & Redfern (2004) Profiles and Portfolios

Brown, Hull & James (1999) The Profile Pack

Redfern (1999) Developing your Professional Portfolio (2nd ed.)

Pearce (2003) Profiles and Portfolios of Evidence

<b>WL302</b>		<b>Programme Planning</b>				
Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Woodruff Ms H

#### Contact Hours

3 hours per week for 6 weeks

#### Synopsis

This module enables students to negotiate a programme of study using modules from the University catalogue. Students are required to write a programme plan through the development of a learning contract. The module will support students to undertake a personal review of their workplace knowledge and skills, and to identify opportunities within the workplace through which to develop their programme of study. Students will use their personal review to identify specific work-related project that they will complete through their negotiated study programme. Students will produce a learning contract detailing the curriculum content, learning outcomes and assessment activity needed to complete a workplace assignment. Lectures topics will include the following: This is a process driven/task orientated module so students will be supported through this process as opposed to being taught specific lecture topics.

#### Learning Outcomes

Create, design and negotiate their individual learning programme

Demonstrate a sound understanding of the modules chosen from different disciplines including the expected learning outcomes

Relate the learning outcomes of the chosen subject specific modules to professional practice and/or future career goals

Anticipate how learning from the subject specific modules will enhance professional practice and/or future career goals

#### Preliminary Reading

Moon (2000) Reflection in Learning and Professional Development

Moon (1999) Learning Journals: A Handbook for Academics, Students and Professional Development

Kolb (1976) Experiential Learning: Experience as a Source for Learning

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### WL303 Introduction to Applied Professional Practice

Version	Campus	Starts in Term	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Woodruff Ms H

#### Contact Hours

4 hours per week for 6 weeks

#### Synopsis

This module enables students to develop the underpinning knowledge and skills needed to complete the programme. It will introduce students to theories, concepts and techniques of one relevant, academic discipline as they relate to the workplace. The module will explore the nature of capability in a professional context. It will also provide students with core work-related HE skills and the skills needed to undertake the Applied Professional Practice Award. The module will build upon existing knowledge and skills and encourage students to test out theories, methods and approaches to workbased learning as they relate to their own practice setting.

#### Learning Outcomes

Demonstrate an understanding of the theories and concepts from one academic discipline as these related to the workplace

Demonstrate an understanding of the nature of capability in a professional context (e.g. analysing problems and situations; evaluating the observed practice of others; conceptualising and evaluating personal work in order to learn from experience)

Show evidence of the development of key skills and knowledge relating to academic and professional work including basic information gathering, communication, problem-solving

#### Preliminary Reading

Drew & Bingham (1999) Key Work Skills

Cameron (2003) The Business Students Study Guide: Learning Skills for Study and Employment

Cottrell (2004) The Study Skills Handbook

Cottrell (2003) The Skills for Success: The Personal Planning Study Guide

Hull (2005) Profiles and Portfolios

Keats (2000) Interviewing: A Practical Guide for Students and Professionals

Pedler, Burgoyne & Boydell (1994) A Manager's Guide to Self-Development

Ranson (1998) Inside the Learning Society

Winter, Sobiechowska & Buck (1999) Professional Experience and the Investigative Imagination: The Art of Reflective Writing