

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### 35 Kent Business School

<b>AC300 Financial Accounting I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	

#### Contact Hours

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

#### Restrictions

- May not be taken with CB675 Financial Accounting, Reporting and Analysis
- Not available as a 'wild' module

#### Method of Assessment

70% 3-hour written examination; 30% coursework (minimum of 3 equally weighted pieces of coursework; one 1,000 word essay; one progress test; one computer-based learning package)

#### Synopsis

This is the foundation module for the Accounting programme.

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 and Ward: Introduction to Financial Accounting (latest)
- Benedict & Elliot Financial Accounting: An Introduction (latest)
- Britton & Waterston Financial Accounting (latest)

<b>CB302 Managers and Organisations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	

#### 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

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

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB311</b>		<b>Business Skills</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	C	15 (7.5)		

### Contact Hours

1 hour lecture and 1 hour seminar per week

### Restrictions

Available only to students taking Kent Business School 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 research a business report using an analytical framework.

### 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

<b>CB312</b>		<b>Introduction to Management</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

1 hour lecture and 1 hour seminar per week

### Restrictions

CANNOT BE TAKEN WITH CB302

This module is available only to students taking single and joint honours Business Administration or Employment Relations & Human Resource Management and International Business degrees. Students taking Accounting & Finance and Business Administration (joint honours) will take 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; Decision-making 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 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

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### CB313 Introduction to Statistics for Business

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

#### 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

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

Lind, D.A., Marchal, W.G. and Wathen, S.A. (2011) Basic Statistics for Business and Economics, (7th Edition), McGraw Hill.

### CB314 Quantitative Models and Methods for Accounting and Finance

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	

#### Contact Hours

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

#### Restrictions

May not be taken with any of the following: CO357 CB586 EC305 EC306 EC309 SP300 MA304

#### Method of Assessment

30% coursework consisting of three compulsory components of 10% each. The first component relates to the computing topics of the syllabus. The second and third components relate to the mathematics and quantitative techniques topics of the syllabus. Each component consists of a written unseen test of one hour duration delivered using a virtual learning environment (Moodle). 70% three hour written examination.

#### Synopsis

The module has been designed primarily for accounting and finance students. It provides an understanding of computing, mathematics, statistics and modelling techniques needed to prepare students for stage II and III modules in finance and in management accounting. The objectives are that students should understand the fundamentals of computing and be able to select and apply with understanding appropriate mathematical and statistical methods to process problems particularly in finance and in management accounting and to use spreadsheets and other software effectively.

#### Learning Outcomes

Develop understanding and competencies in numeracy for, and be able to select and apply, a range of quantitative techniques and models to a variety of management and accounting problems in order to have a basis on which relevant aspects of numeracy and related IT skills can be used in other programme modules.

Appreciate how IT may be used in handling quantitative management tasks and develop the necessary technical skills to analyse a range of problems using computer tools. Understand the representation of a range of management and accounting problems in a mathematical or structured form, i.e., quantitative models.

Be able to communicate the results of quantitative analyses to non-specialists, recognising the limitations of the model and showing an awareness of the economic and social context.

#### Preliminary Reading

Louise Swift, Quantitative Methods for Business, Management and Finance, Palgrave Macmillan (2001)

Donald Waters, Quantitative Methods for Business (3rd ed.), FT Prentice Hall (2001)

G. Bancroft & G. O'Sullivan, Foundations of Quantitative Business Techniques, McGraw-Hill (2000)

Clare Morris, Quantitative Approaches in Business Studies (6th ed.), FT Prentice Hall (2002)

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB343</b>		<b>Global Business Environment</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

1-hour lecture and 1-hour seminar per week

### Restrictions

Restricted to students reading: Accounting & Finance and Management Science; Business Administration; Employment Relations and Human Resource Management

### 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 engage students with various business tools and frameworks offering a multidisciplinary approach to explore the interaction between organizations, nation states and international organizations; in a triangle that continuously evolves and through its evolution, shapes the international environment. The module 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

Hamilton, L. & Webster, P., The International Business Environment (2009), Oxford University Press (ISBN: 9780199213993)

<b>CB675</b>		<b>Financial Accounting, Reporting and Analysis</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

### 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. Students who have taken or are taking CB540 may not take CB675 Financial Accounting, Reporting and Analysis.

### 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

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB680</b>		<b>Introduction to Marketing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

11 x 1 hr lectures and 11 x 1 hr seminars

### Restrictions

Available only to students taking Business degrees.

### Method of Assessment

70% Examination, 30% 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.

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### 45 School of Anthropology and Conservation

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

#### Contact Hours

One-week field course: Easter Vacation.

#### Pre-requisites

DI305 or DI308

#### Availability

THIS MODULE IS NOT AVAILABLE TO BE TAKEN AS A 'WILD' MODULE

#### Synopsis

The broad aim of this module is to provide students with practical field experience in wildlife conservation 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 undertake five-day surveys and monitoring projects under the supervision of members of staff. Each project will assess the biodiversity of an appropriate taxonomic group (such as invertebrates, birds, mammals, amphibians, reptiles and plants) 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>DI305 Biodiversity I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
2	Canterbury	Autumn	C	15 (7.5)		

#### 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

Margulis, L. & Schwarts, K.V. "Five Kingdoms: An Illustrated Guide to the Phyla of Life on Earth" (3rd ed.), Freeman, New York, 1997

Wilson, E.O. "The Diversity of Life" (2nd ed.), Penguin, 2001

Gaston, K.J. & Spicer, J.I. "Biodiversity: An Introduction" (2nd ed.), Blackwell Science, Oxford, 2004

Groombridge, B. & Jenkins, M.D. "World Atlas of Biodiversity: Earth's Living Resources in the 21st Century", University of California Press, London, 2002

Loreau, M., Naeem, S. & Inchausti, P. (eds.) "Biodiversity and Ecosystem Functioning: Synthesis and Perspectives" Oxford University Press, Oxford, 2002

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### DI310 Skills for Wildlife Conservation and Management

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

#### 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 populations over exploitation 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"

### DI311 The Green Planet

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

#### Contact Hours

12 lectures 12 seminars

24 x 1 hour sessions

#### Synopsis

The module will begin with the question of what defines a plant and how they are related to the other kingdoms. This will then lead on to a journey from the plant cell to vegetation communities and how they interact with, and are important to other groups of organisms. The module will then finish with a discussion surrounding the Global Strategy for Plant Conservation (from the Convention on Biological Diversity) and the targets within this document.

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE301</b>		<b>Social Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	

### Contact Hours

36 lectures and 12 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"

<b>SE302</b>		<b>Foundations of Human Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Autumn and Spring	C	30 (15)		

### 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



## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### SE306      **Animals, People and Plants: An introduction to Ethnobiology**

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

#### **Contact Hours**

12 lectures and 12 laboratory/seminars

#### **Synopsis**

This module introduces students to a wide-ranging view of the relationship of people, animals and plants. In respect of the BSc programmes in Biodiversity Conservation and Management and Wildlife Conservation, the module will provide social, political and cultural perspectives that will complement the other areas of study within that degree. In respect of the BA in Social Anthropology, it will introduce students to some of the technical aspects of ethnobiology. The module emphasises the importance of culture in mediating the use of plants and animals among humans, and explores the role of wild and domestic plants and animals in human evolution, including the way human societies have manipulated and altered the landscape. The application of ethnobiology to contemporary problems in conservation, development and human rights is also explored.

#### **Learning Outcomes**

The wide-ranging relationship between humans and animals.

How animals have affected human history and have contributed to the structure of contemporary societies around the world.

Aspects of utilitarian, welfare and rights-based perspectives, among others, that affect contemporary relationships with animals.

Mythological and religious perspectives of animals.

The legal status of animals: concepts of ownership, the differentiation between wild, 'game' and domesticated species and the regulation of animal welfare.

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

The basic theories of how plants are named, identified and classified by different peoples, including botanical scientists.

Cross-cultural variation in the use of plants, both as symbols (in art and ritual) and as materials (in food, medicine, construction and handicrafts, among other things).

The linkages between plant diversity and human cultural diversity in time and space, including the origins of domestication and agriculture.

Anthropological theories of local plant knowledge, its generation, transmission, alteration and loss.

How to collect an ethnobotanical voucher specimen and prepare a collection record and label.

#### **Preliminary Reading**

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

Cunningham, A., "Applied Ethnobotany", 2001

Martin, G.J., "Ethnobotany: A Methods Manual," London: Chapman and Hall, 1995

Rival, L. ed., "The Social Life of Trees: An Anthropological Perspective on Tree Symbolism", Berg, 1998

Schultes and Hofmann, "Plants of the Gods: Origins of Hallucinogenic Use", New York: McGraw-Hill, 1979

Ingold, T. (ed.), "What Is An Animals?" (One World Archaeology), London: Routledge, 1988

Moulton, M.P and Sanderson, J., "Wildlife Issues in a Changing World", St. Lucie Press, Florida USA, 1997

### SE307      **Thinkers and Theories: An Introduction to the History and Development of**

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

#### **Contact Hours**

12 x 2 hour lectures

#### **Synopsis**

The module introduces students to the major figures who have shaped the discipline of Anthropology (both socio-cultural and biological) and take them through the historical development of the discipline. Major thinkers such as Marx, Weber and Durkheim on the one hand, and Linnaeus, Lamarck, Darwin and Mendel on the other, are introduced, and their influence on and contribution to the discipline traced. The module will provide an historical outline of major schools of thought within Anthropology - evolution, diffusionism, functionalism structuralism, postmodernism, socio-biology, evolutionary psychology - in both Britain and the USA, and examine the relationship between socio-cultural anthropology and biological anthropology from an historical perspective.

#### **Learning Outcomes**

A broad knowledge of the major thinkers who have influenced the development of Anthropology.

A broad knowledge of the major schools of thought within Anthropology.

An understanding of the historical development of, and changes within, Anthropology.

An understanding of the historical relationship between sociocultural and biological anthropology.

#### **Preliminary Reading**

Bowler, P.J., "Evolution: The History of an Idea", California: University of California Press, 2003

Desmond, A. and Moore, J., "Darwin: The Life of a Tormented Evolutionist", 1994

Moore, J.D., "Visions of Culture: An Introduction of Anthropological Theories and Theorists", Walnut Creek: Altimira Press, 1996

Borofsky, R. (ed.), "Assessing Cultural Anthropology", NY, London: McGraw Hill, 1994

Barnard, A., "History and Theory in Anthropology", Cambridge: CUP, 2000

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE308</b>		<b>Skills for Anthropology and Conservation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

24 hours

### Availability

THIS MODULE IS NOT AVAILABLE TO BE TAKEN AS A 'WILD' MODULE

### Synopsis

This module is designed to introduce students to the range of basic practical and technical skills required across the School's BA and BSc programmes. The following areas will be covered:

Literary skills - different types of academic writing, and when and how to use them.

Reading skills - how to read an academic paper, how to precis an argument, how to make notes on a book chapter.

Bibliographical skills - how to construct a bibliography and the use of the library, online databases and full-text journals.

Correct referencing and the use of Endnote/Refworks.

Data collection and handling - the use of spreadsheets for simple statistics and graphs.

Planning projects and fieldwork.

The use of appropriate specialist software.

Photography and video skills.

### Learning Outcomes

Acquisition of skills necessary for successful completion of the School's BA and BSc programmes.

### Preliminary Reading

Ashman & Creme, "How to Write Essays", Blackwell, 2005

Ashman & Creme, "Reading for Study", Blackwell, 1990

Ashman & Creme, "Taking Notes from Lectures", Blackwell, 2005

Fisher & Harrison, "Citing References", Blackwell, 2005

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### 36 School of Economics

<b>EC302</b>		<b>Economics Mode B</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	
2	Canterbury	Autumn and Spring	C	30 (15)		

#### 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

PARKIN, M., POWELL, M., & MATTHEWS, K. - 'Economics', Addison-Wesley, 6th ed., 2005

LIPSEY & CRYSTAL - 'Economics', Oxford University Press, 11th ed., 2007

PHILLIP ALLAN - 'The Economic Review', quarterly periodical

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC304</b>	<b>Economics Mode A</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	
2	Canterbury	Autumn and Spring	C	30 (15)		

### 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)

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### EC305 Mathematics for Economics and Business Mode A

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	

#### **Contact Hours**

24 lectures and 11 seminars

#### **Pre-requisites**

A level Mathematics or an equivalent qualification.

#### **Restrictions**

EC306 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	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	

#### **Contact Hours**

24 lectures and 11 seminars

#### **Restrictions**

EC305 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**

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

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

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

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### EC309      Statistics for Economics and Business

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	

#### **Contact Hours**

24 lectures and 11 seminars

#### **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	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

#### **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

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC312</b>		<b>Strategy and Games</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### 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

<b>EC313</b>		<b>Microeconomics for Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	

### 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

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<b>EC314 Data Analysis for Economists</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

12 lectures, 6 seminars, 6 workshops

### Method of Assessment

10% short computer-based assignments in workshops, 10% seminar attendance and participation, 30% individual written report, 50% group report

### Synopsis

The aim of the module is to introduce you to fundamental key skills used by economists in applying economics to real world issues. The module will develop your use of information technology and your ability to access electronic and other secondary sources of data. In particular, the module will improve your computing and quantitative skills within a structured environment.

### Learning Outcomes

Understand the importance of sampling in data collection  
Searching and downloading secondary data sources  
Using spreadsheets, in particular, Microsoft Excel  
Using Reuters EcoWin as a data analysis and reporting tool  
Having a better understanding of graphical and numerical data analyses  
Interpreting data in the context of economic theory and policy  
Developing logical and coherent verbal and written arguments  
Developing economic and independent learning skills

### Preliminary Reading

Guy Judge, Computing Skills for Economists, 2000, John Wiley  
D Whigham, Business Data Analysis using Excel, 2007, OUP  
Michael Barrow, Statistics for Economics, 5th ed, 2009, Prentice Hall



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<b>LW313 A Critical Introduction to Law</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	

#### 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 worth 80% and seminar participation worth 20%.

#### 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

<b>LW315</b>		<b>Introduction to Obligations</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

#### 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 and is a pre-requisite for LW597 Law of Obligations. Only available to students following a Law programme of study (either single or joint honours).

#### Restrictions

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

#### Method of Assessment

100% coursework consisting of a multiple choice test worth 30%, a case exercise worth 60% and a preparation and participation mark worth 10%.

#### 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 The Law of Obligations), 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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<b>LW316</b>		<b>Foundations of Property</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

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

### Pre-requisites

Co-requisite - This module is to be taken with LW315 Introduction to Obligations. Only available to students following a Law programme of study (either single or joint honours).

### Restrictions

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

### 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 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.
- to identify, evaluate and critique the foundational components carried within the idea of 'property'.

### 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.

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LW502	Business Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	

### Contact Hours

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

### Restrictions

Available to Accounting & Finance students only.

### Availability

This module is normally recorded and may be downloaded.

### Method of Assessment

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

### 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 Principles of the Law of Contract; Negligence in a Business Context (with particular reference to negligent mis-statements); Partnership and Company Law (with particular reference to the legal aspects of the management and administration of a company); Aspects of the Employment relationship and Discrimination. 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

S Riches & V Allen Keenan & Riches Business Law (Pearson Longman 9th ed, 2009)

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

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

LW508	Criminal Law					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	

### Contact Hours

40 hours lectures; 20 hours seminars (approximately)

### Pre-requisites

Please note: this module is only available to students following a Law programme of study (either single or joint honours).

### Availability

Please note: This module is only available to students following a Law programme of study (either single or joint honours).

### Method of Assessment

Written examination worth 80%, an essay of 2000-2500 words worth 10% and an oral assessment worth 10%.

### 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

A Ashworth Principles of Criminal Law (Oxford University Press, 6th edition, 2009)

A Norrie 'Crime, Reason and History' (Weidenfeld & Nicholson 2nd ed, 2001)

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<b>LW567</b>		<b>Droit Administratif</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	

### 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

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

### 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

P Ardant Institutions politiques et droit constitutionnel, 22nd ed. (Paris: L.G.D.J. 2010)

J Waline Droit administratif 23rd ed. (Paris: Dalloz, 2010).

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LW588	Public Law 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	

### Contact Hours

40 hours lectures; 20 hours seminars (approximately)

### Pre-requisites

Please note: this module is only available to students following a Law programme of study (either single or joint honours).

### Restrictions

Only available to LAW students

### 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

D Held Models of Democracy (Polity Press, 2006)

M Partington Introduction to the English Legal System (Oxford University Press, 2008)

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

**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**

Understand the way that political decisions are reached in Britain.

Be able to identify the evidence and criteria used in determining which actors shape key policy decisions.

Understand the recent structural changes to Britain's political system, and the effects these changes have had.

Be able to critically review the strengths and weaknesses of political institutions in Britain, and analytically evaluate the merits of alternative institutional arrangements.

Understand how the design and operation of Britain's political system relates to arrangements in other western democracies, and be able to identify the main consequences of these similarities and differences.

**Preliminary Reading**

KING, A. - 'Does the UK Still Have a Constitution?', 2001

WRIGHT, T. - 'British Politics: A Very Short Introduction', 2003

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### PO305 International History and International Relations

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### Synopsis

This module introduces first year undergraduate students to some of the key historical events of modern history, and related debates and questions that have occupied the discipline of International Relations (IR). 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. These key ideas include: war, conflict, violence and terror; international reformism; the nature of international order under conditions of anarchy; the balance of power; the influence of ideology on international affairs and on theorising; the tension between order and justice in the international sphere; and the nature of imperialism and its effects. Exploration of these themes, ideas, and issues emerges through analysis of the World Wars, the Cold War, decolonisation and the emergence of the US as the world's sole superpower in the post-Cold War era. The course places an emphasis on historical events between the global North and South, as these events often led to dramatic shifts and changes in international relations and foreign policy. Students will be encouraged to identify significant continuities and changes in international politics across the period studied.

#### Learning Outcomes

By the end of the module, students will:

Have a basic knowledge of some of the key themes and events in the study of international history;

Be able to relate these historical debates to some of the key debates in International Relations theory;

Have an introductory knowledge of some of the International Relations literature relating to issues of war and peace, security, foreign policy, sovereignty, and resources;

Have an understanding of war, terror, empire and revolutions as the 'motors' of history;

Be able to discuss liberal alternatives to war such as international organizations and the democratic peace principle, and have a basic knowledge of the 'end of history' thesis and its relevance.

#### Preliminary Reading

John Baylis, Steve Smith, and Patricia Owens (eds.), *The Globalization of World Politics*, Fourth Edition, (Oxford: OUP, 2007).

Jenny Edkins and Maja Zehfuss (eds.), *Global Politics, A New Introduction*, (London: Routledge, 2009).

Michael Cox, Tim Dunne and Ken Booth (eds), *Empires, Systems and States: Great Transformations in International Politics*, (Cambridge: Cambridge University Press, 2001).

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

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

#### 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

An awareness of the wide range of learning resources available at the University of Kent.

Familiarity with the assessment methods used in Politics and International Relations.

The ability to describe and use 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.

An understanding of some of the key issues in the philosophy of social science.

The ability to critically assess the assumptions underlying 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, 3rd ed., 2010



## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PO310</b>		<b>Introduction to International Politics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

### 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'

Timothy Dunne, Milja Kurki, Steve Smith (eds.), International Relations Theories: Discipline and Diversity (Oxford: Oxford University Press, 2006)

<b>PO311</b>		<b>Politics and Popular Culture in Modern Japan</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

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

### Synopsis

This module utilises cinema and literature as a means to understand 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 and society in Japan is reflected in literature 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 films such as the anime, *Graves of the Fireflies*, *Tokyo Sonata* and *Hiroshima*.

### 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

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PO312</b>		<b>European Integration</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

### 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, 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

D Dinan, 'Europe Recast', (Palgrave Macmillan, 2004)

S. George and I. Bache, Politics in the European Union (Oxford: OUP, 2011)

<b>PO314</b>		<b>Introduction to Political Thought</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### 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

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PO315</b>		<b>Introduction to Government</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

### 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

LEFTWICH, A. - 'What is Politics?', Polity, 2004  
 HEYWOOD, A. - 'Politics', Palgrave, 2007  
 AXFORD, B., BROWNING, B., HUGGINS, R. & ROSAMOND, B. - 'Understanding the Political World', Longman, 2005

<b>PO318</b>		<b>The Rise of China</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### 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

Benton, G., ed., Mao Zedong and the Chinese Revolution (Abington: Routledge, 2007)  
 Grasso, J., Corrin J., and Kort, M., Modernization and Revolution in China, 4th ed. (Armonk, NY: M E Sharpe, 2009)  
 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)  
 Moise, E.E., Modern china, 3rd edition (Harlow: Pearson Education, 2008)  
 Spence, J.D., The Search for Modern China, 2nd ed. (New York: W W Norton, 1999)  
 Zhang, Y., China in International Society since 1949: Alienation and Beyond (Basingstoke: Palgrave, 1998)

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

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

### 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 nature of Japan provides the basis for this module's critical engagement with a range of theoretical and methodological approaches to Media Studies. This lecture will discuss a variety of contemporary issues and debates within the media of Japan. This module pays particular attention to the ideology and politics of media representation and the political economy of the mass media.

The module will be divided into three sections. The first section will introduce students to key theoretical concepts. Students will analyse a range of media 'texts', in particular, Anglo-American representations of 'Japan', and Japanese representations of 'Others' including those of 'West'. The second section explores the media's role in the social construction of the nation, historical memory and cultural identity. The Third section of the module will critically examine the political economy of the mass media in Japan, including Japanese public service broadcasting (NHK) and the issue of censorship in Japanese media.

### 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

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)

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

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### 40 School of Social Policy, Sociology and Social Research

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

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

#### **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

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

### SA303 Environmental Issues: Social Science Approaches

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	

#### Contact Hours

42

#### 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

### SO305 Introduction to Criminology

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

#### 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

- Demonstrate knowledge of the core debates and arguments in criminology
- Critically assess the ways in which images and notions of crime are constructed and represented
- Have acquired a basic understanding of the way the criminal justice system operates.
- Be aware of different sources on crime and victimisation and will be able to assess their usefulness for understanding the extent of crime in society.
- Have a rudimentary understanding of how race, gender and age affect offending and victimisation.
- Have a basic understand of the relationship between drug use and criminality.
- Understood the basic role of psychology within criminology.

#### Preliminary Reading

- Hale, C, Hayward, K, Wahidin, A, & Wincup, E (Eds) (2009) Criminology: Oxford University Press
- Newburn, T (2007) Criminology: Willan Publishing
- Carrabine, E, Iganski, P, Lee, M, & Plummer, K (2004) Criminology: A Sociological Introduction: London: Routledge

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO333 Crime, Culture and Control</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

1 lecture (1 hour) per week (11 weeks) and 1 seminar (1 hour) per week (11 weeks)

### Pre-requisites

None

### Synopsis

This module provides first year students with a general introduction to the various ways in which cultural dynamics intertwine with the practices of crime and crime control within contemporary society. To that end, the course will contain lectures on subjects such as crime and everyday life, "reality" crime tv, surveillance and the culture of control, and police culture and the politics of crime control. The module will also seek to introduce students to other essential areas of criminological interest (such as the critical analysis of criminological theory, and criminological methods) via innovative teaching techniques involving staff debates and the close textual reading/analysis of contemporary crime news stories. In addition, this module provides a space to embed key generic social science skills (in the form of three lecture-seminar slots)

### Learning Outcomes

Identify and explain some of the ways cultural dynamics intertwine with the practices of crime and crime control within contemporary society

Recognise the criminological importance of deconstructing media/popular understandings of crime and punishment

Identify and make use of different sources of media and other empirical data on crime and victimisation, and assess its usefulness for understanding the nature and extent of crime in society

Understand the value of criminological theory and how it is both applied within and used to critique practical criminal justice issues

Recognise the main types of criminological research methods, their differences and applications within criminology

The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

Demonstrate skills in presentation and debate, both verbal and written, and in utilization of research and empirical data

Be able to synthesise the theoretical contributions of different schools and disciplines of enquiry

Be able to gather appropriate library and web-based resources for undergraduate study; make critical judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing

### Preliminary Reading

Hale, C, Hayward, K, Wahidin, A and Wincup, E (eds) (2009) *Criminology*. Oxford: Oxford University Press

Ferrell, J, Hayward, K and Young J (2008) *Cultural Criminology: An Invitation*. London: Sage

Carrabine, E (2007) *Crime, Culture and the Media*. Oxford: Polity

McLaughlin, E and Muncie, J (eds) (2006) *The Sage Dictionary of Criminology*. London: Sage

Trend, D (2007) *The Myth of Media Violence*. Oxford: Blackwell

Jewkes, Y (2004) *Media and Crime*. London: Sage

Hayward, K, Maruna, S, and Mooney, J (2009) *Fifty Key Thinkers in Criminology*. Abingdon: Routledge

Maguire, M, Morgan, R, and Reiner, R (eds) (2007) *The Oxford Handbook of Criminology*. Oxford: Clarendon Press

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO334</b>		<b>Modern Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

22 hours (11 lectures and 11 seminars)

### Synopsis

This module introduces students to discussions and debates surrounding modern culture. It looks at why culture has always been such a contested sphere and has a decisive impact on society at large. Students will look at culture in the widest sense, ranging from 'the arts' to the banalities of everyday life in our consumer society; at how culture has expressed and organised the way people think and live from the days of 'protestantism' to those of post-punk. Books, magazines, radio, TV, movies, cartoons, fashion, graffiti, the cult of celebrity, youth subcultures and pop music will be used to understand class, history, sexuality, colonialism, revolution, conflict and globalisation.

### Learning Outcomes

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

Evaluate the historical, political, and philosophical importance of how the idea of culture is positioned.

Implement key analytical approaches to the study of mediated modern culture.

Understand Cultural Studies as an inter-disciplinary body of work.

Understand culture is both product and process and gives rise to social and political 'forms of life'.

### Preliminary Reading

- Barker, C. (2000) *Cultural Studies: Theory and Practice*. Sage.
- Durham, M.G. & Kellner, D (2001) *Media and Cultural Studies: Key Works*. Blackwell.
- Longhurst, B. et al (2008) *Introducing Cultural Studies*. Prentice-Hall.
- McGuigan, J. 2010 *Cultural Analysis*. Sage.
- Mikula, M. (2008) *Key Concepts in Cultural Studies*. Palgrave.
- Pickering, M (ed.) (2008) *Research Methods for Cultural Studies*. Edinburgh University Press.
- Turner, G. (1997) *British Cultural Studies: An Introduction*. Routledge.

<b>SO335</b>		<b>Contemporary Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

22 hours (11 lectures and 11 seminars)

### Synopsis

Contemporary culture is 'now-time' culture, but when did 'now' begin - and, will it be over before the course starts? This module focuses on analysing contemporary culture and contemporary cultural forms and aims to demonstrate the range of possible interpretations that culture can be open to. It raises questions about how culture can be viewed from aesthetic, political, ethical and economic perspectives. What is culture really for? Is it product or a process? Who owns it? Is it for fun or is it deadly serious? In order to think through contemporary issues such as multiculturalism and otherness, and what they might imply about our changing perceptions of space, place, and belonging, we'll be taking a case study approach to a range of cultural products and objects, media and institutions, and post-modern practices of communication: including such things as maps and satnavs; internet pirates; social networking technologies like Facebook and Twitter; gossip magazines; conspiracy theories; plastic surgery and tattooing; 3D movie experiences; and interactive video games such as Wii. This module aims to understand the transformation of culture and everyday life we are living through and the way it changes who we are.

### Learning Outcomes

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

- Situate the idea of 'contemporary culture' and of 'the contemporary' within a philosophical and historical context.
- Implement key analytical approaches for the study of contemporary culture through case studies.
- Understand contemporary culture through an inter-disciplinary body of work.
- Understand the contemporary cultural conjuncture as a political, economic and social phenomenon.

### Preliminary Reading

- Barker C (2000) *Cultural Studies: Theory and Practice*. Sage.
- Kirkby, A. (2009) *Digimodernism*. Continuum.
- Longhurst B et al (2008) *Introducing Cultural Studies*. Prentice-Hall.
- McGuigan J (2006) *Modernity and Postmodern Culture*. OUP.
- Mikula M (2008) *Key Concepts in Cultural Studies*. Palgrave



## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO336</b>		<b>Sociology of Everyday Life</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)		

### Contact Hours

Contact Hours: 22 (one lecture and one seminar each week)

### Method of Assessment

100% coursework (3 essays/assignments of 2000-2500 words)

### Synopsis

Sociology offers insight into how society works. To do this, we question and look behind the 'common sense' view of everything in the social world. This course looks at a range of important and topical aspects of society and explains how we can make better sense of them by 'thinking sociologically'. The aim is to introduce students to the wide range of topics which comprise contemporary Sociology and indicate how social circumstances shape and influence our lives. Why do powerful differences and inequalities between men and women persist even though both are now formally equal? Why, in a world that is safer and healthier than ever before, do we witness so much concern about risks such as to our health, children and security. These are type of questions we will begin to answer. The course is suitable both for those who have studied sociology at A level, and those who have not. There is a considerable emphasis on interactive discussion, through weekly seminar groups.

### Learning Outcomes

To develop a significant understanding of a range of social issues and how the sociological understanding differs from 'common sense'

To develop writing skills through essay construction

To develop group work skills through seminar work

To acquire skills in locating and sourcing sociological research and data

### Preliminary Reading

Fulcher and Scott, Sociology (3rd edn.), Chapters: 4, 5, 6, 7, 8, 10, 11, 12

<b>SO337</b>		<b>Fundamentals of Sociology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)		

### Contact Hours

Contact Hours: 22 (one lecture and one seminar each week)

### Method of Assessment

50% coursework (2 essays/assignments of 1500-2000 words) 50% exam

### Synopsis

This course follows on from the Sociology of Everyday Life, assuming familiarity with its range of issues and challenge to 'common sense' perspectives. It provides grounding in the basic history and assumptions of sociological thinking and research, and how they apply to key aspects of our society. Topics are less from everyday experience than in the Sociology of Everyday Life course, focusing on more abstract topics such as the state and globalization. Students will also be encouraged to consider competing perspectives on these topics and how they might be assessed. There will be a lecture and seminar each week and students will be encouraged to engage in informed discussion and debate.

### Learning Outcomes

To develop and understanding of different theoretical perspectives

To introduce students to competing sociological arguments

To raise some of the controversies encountered by sociologists in order to promote critical thinking

To obtain sufficient knowledge of the empirical evidence used in sociology

To become familiar with understanding more abstract social processes and institutions

### Preliminary Reading

Fulcher and Scott, Sociology (3rd edn.), Chapters: 1, 2, 3, 13, 15, 16, 17, 18, 19

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SP300		Psychology Statistics and Practical				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Coursework, 40% Exam	

**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: 5 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.

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

SP301 Introduction to Biological and General Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	

### 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 (6th edition). New York: Norton, 2004.

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.

## 2011-12 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SP302</b>		<b>Introduction to Social Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	

### 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.

Berk, L.E., *Child Development* (8th edition). Boston: Pearson/Allyn & Bacon, 2009.

<b>SP304</b>		<b>Introduction to Psychology I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	

### 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

### Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the term. 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).

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<b>SP305</b>		<b>Introduction to Psychology II</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	

### 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

### Method of Assessment

Coursework: Students are required to earn 32 Psychology Research Participation credits during the term. Examination: All students sit a multiple choice examination.

Coursework: Students are required to earn 32 Psychology Research Participation credits during the term. 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. the evolution of mind, mental illness and treatment, self and personality, understanding emotions, identity development and crises, and use of language).

### 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).

<b>SP306</b>		<b>Introduction to Forensic Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	

### Contact Hours

1 weekly two-hour lecture

### Pre-requisites

No pre-requisites for students registered for a psychology programme of study. For non-psychology students EITHER SP304 Introduction to Psychology I OR SP305 Introduction to Psychology II is required as a pre-requisite.

### Availability

Available to all Stage 1 Psychology students. Also available to Stage 2 non-Psychology students who have taken EITHER SP304 Introduction to Psychology I OR SP305 Introduction to Psychology II.

### Method of Assessment

One two-hour multiple choice examination. In the case of short-term exchange students unable to sit the exam, it may be replaced by a single piece of coursework of increased length.

### Synopsis

This module will introduce students to key topics in Forensic Psychology including theories of offending, 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

To gain a basic understanding of the concepts of Forensic Psychology

To develop basic knowledge about various theories related to the occurrence of criminal behaviour

To develop basic knowledge of various interventions employed in the rehabilitation of criminal offenders

To become familiar with how scientific/research methodology is employed in the context of forensic psychology

### Preliminary Reading

Howitt, D. (2009). Introduction to forensic and criminal psychology. Essex, UK: Prentice Hall.

Huss, M.T. (2009). Forensic psychology. Research, clinical practice, and applications. Wiley-Blackwell.