

2013-14 Social Sciences Undergraduate Stage 1 Module Handbook

45 School of Anthropology and Conservation

DI303 Survey and Monitoring for Biodiversity						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Struebig Dr M

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"

DI304 Economic and Environmental Systems						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

Contact Hours

10 lectures and 10 seminars.

Synopsis

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

Learning Outcomes

On completion of the module students will understand:

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

Preliminary Reading

Common, M. & Stagl, S. "Ecological Economics: An introduction" (1st ed.), Cambridge University Press, 2005 (Main Text)
 Barry, R.G. & Chorley, R.J. "Atmosphere, Weather and Climate" (5th ed.), Routledge, 1989
 Botkin, D.B. & Keller, E.A. "Environmental Science" (4th ed.), Wiley, 2003
 McKinney, M.L. & Schooch, R.M. "Environmental Sciences", Jones & Bartlett, Sudbury, Mass, 1998
 Myers, N. "The Gaia Atlas of Planet Management", Gaia Books Ltd., UK, 1985
 Cox, B and Moore, P "Biogeography", 4th ed., Blackwell, 1986

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DI305		Biodiversity				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Davies Dr Z

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. 1996. Conservation biology in theory and practice. Blackwell Science, Oxford.

Dobson, A.P. 1996. Conservation and biodiversity. Scientific American, New York.

Gaston, K.J. (ed.) 1996. Biodiversity: a biology of numbers and difference. Blackwell Science, Oxford.

Groombridge, B. (ed.) 1992. Global biodiversity: status of the Earth's living resources. Chapman & Hall, London.

Groombridge, B. & Jenkins, M.D. 2002. World atlas of biodiversity: Earth's living resources in the 21st Century. University of California Press, London.

Huston, M.A. 1994. Biological diversity: the coexistence of species on changing landscapes. Cambridge University Press, Cambridge.

Loreau, M., Naeem, S. & Inchausti, P. (eds.) 2002. Biodiversity and ecosystem functioning: synthesis and perspectives. Oxford University Press, Oxford.

Margulis, L. & Schwarts, K.V. 1997. Five kingdoms: an illustrated guide to the phyla of Life on Earth. 3rd edition. Freeman, New York.

Wilson, E.O. 2001. The diversity of Life. 2nd edition. Penguin, London.

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	Bennett Dr P

Contact Hours

Lectures, field trips and labs.

Synopsis

The aim of this module is to introduce and link theoretical and practical aspects of wildlife conservation and management including: threats, extinction risk and conservation actions demographic and genetic management of small 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"

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DI311		The Green Planet				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Roberts Dr D

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.

Learning Outcomes

Students who successfully complete this module will:

12.1 Have a sound understanding of basic plant biodiversity and conservation

A1. SB: Fundamental ecological concepts and how they apply to conservation biology.

A3. SB: Practical understanding of wildlife conservation.

B1. General learning and study skills.

B3. Ability to express ideas in writing and orally.

C1. SB: Field biology skills (surveys, sampling, etc.)

12.2 Gain skills in interpreting plant structures

B2. Critical and analytical skills.

B7. Ability to make a structured and logical argument.

C1. SB: Field biology skills (surveys, sampling, etc.)

C6. SB: Skills to evaluate sustainability of wildlife use

12.3 Understand how a knowledge of plant biology (eg anatomy) impacts on conservation practice.

A1. SB: Fundamental ecological concepts and how they apply to conservation biology.

A2. Species conservation and how it relates to wildlife conservation.

A3. SB: Practical understanding of wildlife conservation.

A4. SB: Principles of sustainable use and wildlife management.

B1. General learning and study skills.

B2. Critical and analytical skills.

B3. Ability to express ideas in writing and orally.

B7. Ability to make a structured and logical argument.

C1. SB: Field biology skills (surveys, sampling, etc.)

C6. SB: Skills to evaluate sustainability of wildlife use

Preliminary Reading

Raven et al. (2005) *Biology of Plants*, 7th ed. W. H. Freeman.

Lack & Evans (2005) *Plant Biology*, 2nd ed. BIOS Instant Notes. Taylor & Evans

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SE301		Social Anthropology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Poltorak Dr M

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"

SE302		Foundations of Biological Anthropology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Miszkievicz Ms J

Contact Hours

33 lectures; 11 seminars; 1 fieldtrip

Synopsis

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

Learning Outcomes

Understood the basic principles of evolution.

Developed a good understanding of human prehistory and biology.

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

Discussed what it means to be human.

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

An appreciation of humans as biological entities.

Preliminary Reading

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

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

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

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

Dawkins, "The Blind Watchmaker", Penguin, 1984

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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	Waldstein Dr A

Contact Hours

12 lectures and 12 laboratory/seminars

Synopsis

This module introduces students to a wide-ranging view of the relationships of people, animals and plants. In respect of the BSc programmes in Biodiversity Conservation and Management, Wildlife Conservation and Biological Anthropology, 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, BSc in Anthropology and BSc in Medical 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

Upon successful completion of this module students should be able to:

- * Know and understand the wide-ranging relationships between humans, other animals and plants;
- * Understand basic theories of how plants and animals are named, identified and classified by different peoples, including scientists;
- * Know and understand cross-cultural variation in the use of plants and animals, both as symbols (in art and ritual) and as materials (in food, medicine, construction and handicrafts, among other things);
- * Know and understand the linkages between plant and animal diversity and human cultural diversity in time and space, including the origins of domestication and agriculture.
- * Understand, in general terms, anthropological theories of local plant and animal knowledge, its generation, transmission, alteration and loss;

Preliminary Reading

Anderson, D.G. & M. Nuttall (eds) 2004. *Cultivating Arctic Landscapes: Knowing and Managing Animals in The Circumpolar North*. Oxford: Berghahn.

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

Bekoff, M. 2007. *The Emotional Lives of Animals: A Leading Scientist Explores Animal Joy, Sorrow, and Empathy - and Why They Matter*. Novato, California: New World Library.

Benton, T. 1993. *Natural Relations: Ecology, Animal Rights and Social Justice*. London: Verso.

Cassidy, R. & M.H. Mullin (eds) 2007. *Where The Wild Things Are Now: Domestication Reconsidered Wenner-Gren International Symposia*. Oxford: Berg.

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

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

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

Minnis, Paul E., ed., 2000. *Ethnobotany: A reader*. Norman: Oklahoma.

Nabhan, G. P. 1987. *Gathering the Desert*. Tucson: University of Arizona Press.

Rival, L., ed. 1998. *The Social Life of Trees: Anthropological perspectives on tree symbolism*. Berg.

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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	Henig Dr D

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

SE308 Skills for Anthropology and Conservation

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

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

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SE309	Violence and Conflict in the Contemporary World					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Bovensiepen Dr J

Contact Hours

22

Pre-requisites

None

Method of Assessment

Assessment is by 100% coursework. The coursework component comprises an essay based on a research project (60%), an oral presentation (10%) and a timed class test requiring short answers and factual knowledge (30%). The oral presentation will be a group presentation of 20 minutes that will be carried out during the seminars. For the research project (2,500-3,000 words) students will focus on one particular case study (e.g. one case of conflict or war in the 20th century), which they use to discuss major theoretical debates in relation to violence and conflict. The class test will test the range of students' knowledge of substantive issues and theoretical approaches to the subject. The class test, the oral presentation and the essay together are designed to cater to the different learning strengths of students as well as ensuring their mastery of the module's objectives.

Synopsis

The aim of this module is to introduce students to the relevance of anthropological debates to current issues, specifically in relation to one of the most pertinent and persistent phenomena of the 20th century: violent conflict and war. Students will gain a first insight into one of anthropology's main contributions: the way that small-scale issues can be related to much broader and perhaps universal questions about human nature, violence, poverty and inequality. Even though this module will focus on anthropological approaches to violence and conflict, it will also draw on discussions from other disciplines (such as philosophy and political theory), especially in relation to topics covered during the first weeks of term, such as human nature, war and genocide, legitimacy and the state. Other relevant topics that will be covered later in this course include memory, gender, subjectivity, structural violence, reconstruction and reconciliation, as well as anthropological approaches to peace, emotions and human suffering. In addition, by discussing the ethics of doing research in conflict situations, this course will allow students to critically engage with the challenges, dilemmas and limitations of anthropological research methods. The topics covered will be dealt with both thematically and historically, providing an account of their current relevance in anthropology and beyond. The module will be designed in a way that it encourages students to engage with current affairs and to get first insights into how anthropology can contribute to our understanding of political, social and historical events.

Learning Outcomes

On successful completion of this module, students should:

Be conversant with the major theoretical positions taken in contemporary Social Anthropology.

Be able to discuss critically the evidence supporting competing anthropological theories.

Be able to connect the way anthropological debates relate to current affairs, including political, social and economic developments and historical events.

Be able to describe some of the historical development of anthropological ideas in the 20th century

Have cultivated an in-depth understanding of the recognised topic in anthropology of violence and conflict and the related fields of power and politics, the nation-state, anthropological approaches to memory and emotions, gender, war and ethics.

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

Be able to plan a small research project that connects anthropological debates to broader social issues and current events.

Be able to present their findings in an oral presentation and work with other students in order to develop their ideas.

Preliminary Reading

Arendt, Hannah. 1994. *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Viking Press.

Das, Veena, Arthur Kleinman, Mamphela Ramphele & Pamela Reynolds. 2000. *Violence and Subjectivity*. Berkeley, Los Angeles, London: University of California Press.

Das, Veena, Arthur Kleinman, Margaret Lock, Mamphela Ramphele & Pamela Reynolds. 2001. *Remaking a World: Violence, Social Suffering, and Recovery*. Berkeley, Los Angeles and London: University of California Press.

Farmer, Paul. 2003. *Pathologies of Power. Health, Human Rights, and the New War on the Poor*. Berkeley, Los Angeles and London: University of California Press.

Green, Linda. 1999. *Fear as a way of life. Mayan widows in rural Guatemala*. New York: Columbia University Press.

Halbwachs, Maurice. 1992 [1941]. *On Collective Memory*. Edited by L. A. Coser. Chicago and London: University of Chicago Press.

Howell, Signe and Roy Wills. 1989. *Societies at Peace: Anthropological Perspectives*. London: Routledge.

Kiernan, Ben. 2007. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. Yale University Press.

Kwon, Heonik. 2008. *Ghosts of War in Vietnam, Studies in the Social and Cultural History of Modern Warfare, No. 27*. Cambridge: Cambridge University Press.

Lan, David. 1985. *Guns and rain; guerillas and spirit mediums in Zimbabwe*. Berkeley and Los Angeles: University of California Press.

Scheper-Hughes, Nancy. 1992. *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.

Zur, Judith. 1998. *Violent memories: Mayan war widows in Guatemala*. Boulder and Oxford: Westview Press.

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SE310 Modes of Reasoning						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	

Contact Hours

Contact hours per week: 3 which comprise of 1 lecture exploring seminal academic studies, their methodological approaches and their social impact; and 2 seminars focusing on study design and data interpretation, placing students in the role of "creators of knowledge". Specific sessions will be addressed to familiarise students with appropriate software (Excel and SPSS among others). Time commitment to this module is 12.5 hours per week: 3 contact hours in the classroom and 9.5 hours of self study.

Pre-requisites

No pre-requisites.

Availability

This module is available to take from September 2014.

Method of Assessment

The core aim of the Liberal Arts programme is to facilitate students' abilities to gather, evaluate and integrate an interdisciplinary range of data into well structured, coherently reasoned and creatively thought out arguments motivated by their own engagement in the programme's investigations. The 100% coursework assessment will promote this creativity while inducing students to develop their writing and analytic skills.

Assessment will be 100% coursework: 20% from two in-class tests dealing respectively with quantitative and qualitative analytical exercises; 20% from seminar performance (reflecting on the quality of students' participation in and contribution to the seminar series as a whole, one element of which will be oral presentations); 30% from the development of a mixed methods study design – in response to a research question set with reference to the local community study associated with Understanding the Contemporary and the quantitative teaching methods programme being developed by the School of Social Policy, Sociology and Social Research (SSPSSR) - engaging with the interpretation of quantitative and qualitative data (approximately 2000 words); and 30% from a 2000 word essay addressing a topic formulated by the student in consultation with the module convenor which critically assesses disciplinary approaches to a social phenomenon and highlights the strengths and shortcomings of these.

Synopsis

One of the impediments to communication between different academic disciplines is their use of different ways of making, and validating, arguments and proofs. A key element of the programme in Liberal Arts is to develop a genuine inter-disciplinary approach so that students can understand, appreciate and assimilate the findings from diverse academic approaches.

This module examines the varying modes of developing scientific, social scientific and humanities discourses to facilitate cross-disciplinary understanding of qualitative and quantitative reasoning. Following an introduction to Modes of Thought, engaging students with concepts of rationality as elaborated in logic and analytical reasoning, it will familiarise students in lectures and readings with quantitative and qualitative methodologies as well as with associated processes of data presentation, validation and conclusion reaching.

Seminars will serve both to discuss and assess approaches and to familiarise students with working with techniques of data analysis and representation (quantitatively through statistical methods and software packages such as Excel and SPSS and qualitatively through sessions engaging grounded theory, narratology, actor network theory and image studies). Insofar as an element at the core of reasoning is representation per se, the issue of cognition and its unconscious shaping by both social and psychological forces will be addressed.

Themes introduced here not only intertwine with teaching and practical exercises in the two concurrent first year core modules (for instance the training in research design, statistical methods, and data analysis carried out here will be drawn upon in Understanding the Contemporaries' study of social and historical changes in local communities) but also recur throughout the rest of the programme. The cross-disciplinary debates – and communications – opened in this module will be revisited, and nuanced, over the following three years.

The module Modes of Reasoning is rich in transferable skills training, helping students to develop numeric and analytical skills, engaging them in the formulation and design of research questions and hypotheses, and familiarising them with select software packages.

Learning Outcomes

On completion of this module, students will be able to:

Demonstrate knowledge and understanding of key academics studies within the sciences, humanities and social sciences, how they were implemented, and their impact on broader society.

Understanding of how to develop and test hypotheses using study design approaches appropriate to the discipline.

Understand the utility and interpretation of qualitative and quantitative data.

Demonstrate the ability to critically evaluate primary and secondary literature appropriate to the discipline.

Preliminary Reading

There is no set text for this module. It will feature a case study driven approach to introduce students to original research literature at an early stage. This is an intentional strategy to place students at the heart of the creation of knowledge. As such, original journal articles will be selected from existing library journal provision and will provide the focus for bi-weekly discussions. Where necessary, students will be directed towards on-line learning support for specific issues relating to statistical evaluation. Research design will be addressed by, among other texts and case studies, John Creswell and Vicki Price's *Designing and Conducting Mixed Methods Research* (Sage, 2010).

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SE311	Understanding the Contemporary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

Contact Hours

Contact hours per week: 3 which comprise of 1 lecture introducing students to key texts, ideas and issues and will total 10 hours contact time across the module; and 2 seminars providing the opportunity for discussion of texts, ideas and issues introduced in lectures and will total 20 hours contact time across the module. Time commitment to this module is 12.5 hours per week: 3 contact hours in the classroom and 9.5 hours of self study.

Pre-requisites

No pre-requisites.

Availability

This module is available to take from September 2014.

Method of Assessment

Assessment will be 100% coursework: 10% seminar performance mark (to reflect the quality of the student's participation in and contribution to the seminar series as a whole, one element of which will be an oral presentation); 20% for 1000 word report on demographic and field analysis project; 10% for 500 word essay plan; and 60% for 2000 word essay on a topic chosen by individual students in consultation with module convenors.

Synopsis

'Understanding the Contemporary' will enable students to think critically about their own period, and analyse the forces and events shaping contemporary culture and society. Students will consider texts from a range of disciplines and will be selectively introduced to key ideas in contemporary theory and philosophy. They will furthermore apply insights drawn from their readings and discussions to practical analysis of contemporary situations, not only through developing awareness of current events but also through designing and carrying out field analysis of social and historical changes in local communities (linked both to the research plan designed in Modes of Reasoning and to SSPSSR's quantitative teaching methods programme).

The focus of the module will be on the period since 2000, though clearly it will be necessary to reach back before that date to contextualise current issues. Students will be required to think critically about the ways different disciplines are formulating representations of the contemporary period, and to discuss themes and ideas that cross disciplines.

Week by week, seminars and lectures will address topics that define the present period, for instance, migration, environmental change, financial crisis, democratic agency, and new media. The module will consider how different disciplines and intellectual traditions are responding to and framing such issues and developments so developing skills of comparative and cross-disciplinary reading.

Overall, the module will develop multi-disciplinary understandings of the contemporary world and will encourage students to consider their role in shaping it.

Learning Outcomes

On completion of this module, students will be able to:

Demonstrate a knowledge of the forces and events shaping contemporary thought and behaviour across a range of practices and disciplines.

Demonstrate an awareness of key ideas informing representations and critiques of the contemporary period.

Demonstrate an understanding of the varying ways in which different disciplines and practices – across the arts, the social sciences, history and politics - conceptualise the contemporary period and its concerns.

Demonstrate a knowledge and understanding of forms of representation that have emerged in the contemporary period.

Show an ability to relate issues in contemporary politics and society to developments in contemporary arts and culture.

Demonstrate an ability to formulate and intellectually respond to the problems and challenges shaping contemporary culture and society.

Preliminary Reading

There is no set text for this module. It will feature a topic driven approach, with sample texts and extracts being introduced to address the given issue from a range of disciplines. This is an intentional strategy to place students at the heart of the creation of knowledge. As such, original essays, journal articles and extracts from books will be selected from existing library provision and will provide the focus for bi-weekly discussions.

The following list is indicative of the kind of reading students will be introduced to:

Giorgio Agamben, 'What is the Contemporary', in *What Is An Apparatus* (Stanford University Press, 2009)

Michael Agar, *The Professional Stranger: an Informal Introduction to Ethnography* (Academic Press 1996)

Alain Badiou, *The Meaning of Sarkozy* (Verso, 2010)

Tim Clark, *Farewell to an Idea: Episodes from a History of Modernism* (Yale 2001)

Don DeLillo, *Cosmopolis* (Picador, 2011)

David Harvey, *Rebel Cities: From the Right to the City to the Urban Revolution* (Verso, 2011)

Arundhati Roy, *Field Notes on Democracy: Listening to Grasshoppers* (Haymarket Books, 2009)

Hulme, Mike, *Why we disagree about Climate change* (Cambridge, 2009)

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SE312	Roots of Transformation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

Contact Hours

Contact hours per week: 3 which comprise of a 1 hour lecture introducing students to key texts, ideas and issues and will total 10 hours contact time across the module; and 2 1 hour seminars providing the opportunity for discussion of texts, ideas and issues introduced in lectures. Time commitment to this module is 12.5 hours per week: 3 contact hours in the classroom and 9.5 hours of self study.

Pre-requisites

No pre-requisites.

Availability

This module is available to take from September 2014.

Method of Assessment

Assessment by 100% coursework: 10% seminar performance mark (to reflect the quality of the student's participation in and contribution to the seminar series as a whole, one element of which will be an oral presentation); 10% 500 word essay plan; 10% reading diary (min. 1500 words); 70% 2000 word essay.

Synopsis

The module will prepare students to think critically about the forces shaping ways of being in the contemporary world, with attention to how 'the modern' has emerged from innovations and continuities in modes of production, reproduction and communication in the past two centuries.

This module examines the technological and economic revolutions that shape human cultures, with a particular focus on the 19th and early 20th century roots of modernity and the impacts of recent and developing technological innovations. Students will be introduced to basic issues in scientific and technological developments impacting upon the contemporary world and will, building on their understanding of these, investigate their ramifications in social practices and ideations, in philosophical discourse and in the fields of aesthetic and literary production.

Students will be required to think critically about the ways different disciplines respond to and are shaped by technological and social developments, and will be encouraged to engage these from a cross-disciplinary perspective.

Overall, the module will develop multi-disciplinary understandings of the history of the contemporary world and will encourage students to become aware of, and to understand, the 'unseen' influences which enable and constrain our ways of being so as to both work with them and, where appropriate, seek to shape them.

Learning Outcomes

On completion of this module, students will be able to:

Demonstrate knowledge of the forces and events shaping contemporary thought and behaviour across a range of practices and disciplines.

Show an ability to link technological changes – in forces of production, reproduction, and communication – to changes in social practices, ideation, and creativity.

Demonstrate an awareness of the relation of key ideas informing representations and critiques of the contemporary period with the matrices of technological and social changes in which they have developed.

Demonstrate an understanding of the varying ways in which different disciplines and practices – across the arts, the social sciences, history and politics - conceptualise the contemporary period and its concerns.

Demonstrate a knowledge and understanding of forms of representation that have emerged in the contemporary period.

Show an ability to relate issues in contemporary politics and society to developments in science and technology.

Demonstrate an ability to formulate and intellectually respond to the problems and challenges shaping contemporary culture and society.

Preliminary Reading

Stuart Elden, *Mapping the Present: Heidegger, Foucault and the Project of a Spatial History* (Continuum 2001).

James Gleick, *The Information, A History, a Theory, A Flood.* (Fourth Estate, 2012)

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EC302		Economics Mode 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)	80% Exam, 20% Coursework	Jiang Dr W

Contact Hours

48 lectures and 20 seminars

Restrictions

EC304, EC313 and MA309 cannot be taken with this module. This module is not open to students taking single honours or joint honours programmes in Economics.

Method of Assessment

20% coursework (two essays, two in-class tests), 80% three-hour end-of-year exam

Synopsis

This module has been designed for students who need to study what is often described as a Principles of Economics course. Each economics topic is introduced assuming no previous knowledge of the subject. The lectures and related seminar programme explain the economic principles underlying the analysis of each topic and relate the concepts to the real world. In particular, many examples are taken from the real world to show how economic analysis and models can be used to understand the different parts of the economy and how policy has been used to intervene in the working of the economy.

This module aims to introduce you to the basic principles of Economics, to the main ways in which economists think about problems and to the important current economic issues in the United Kingdom, the European Union and the world economy. The module is self-contained, so that if you do not study Economics further, you should have a basic understanding of economic methods and debates. It is also suitable as a basis for further modules that you may take in economics, either as part of an Economics degree or as part of another degree programme or as part of a future professional qualification.

Learning Outcomes

By the end of the module, you will

be able to follow analysis of economic problems, construct your own economic arguments and offer critical comments on the arguments of others

be able to present economics arguments and ideas in seminars

be able to write economics essays and answers to short economics questions

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; exchange; organisation of markets; consumer, producer and government decision making; distribution of income; poverty; market failure; the environment; government policy; national income; unemployment; inflation; economic growth; business cycles; macroeconomic models; government spending and taxation (fiscal policy); money; interest rates (monetary policy); macroeconomic control of the economy (stabilisation using fiscal and monetary policy); the financial crisis; and balance of payments and exchange rates.

Preliminary Reading

Richard Lipsey and Alex Chrystal, Economics, Oxford University Press, 12th ed, 2011

Michael Parkin, Melanie Powell and Kent Matthews, Economics, Addison-Wesley, Pearson Education, 8th ed, 2012

'The Economic Review', Philip Allan, quarterly periodical

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EC304		Economics Mode A				
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)	80% Exam, 20% Coursework	Peirson Dr J

Contact Hours

44 lectures and 21 seminars

Restrictions

Only open to students taking single honours or joint honours programmes in Economics. EC302, EC313 and MA309 cannot be taken with this module

Method of Assessment

20% coursework consisting of two class tests and two timed essays; 80% end-of-year exam

Synopsis

Economics looks at the material aspects of people's lives. It is about how people make choices about what and how to produce and consume. It is about how the difference in economic outcomes between firms, people and countries can be related to the effects of choices they and others have made. It builds on the very simple and plausible assumption that people want to get the most they can, given the constraints they face. Studying economics entails both gaining an understanding of the economies in which we all live, and developing skills to think logically about economic situations. The emphasis in this module is on how economics can help us to understand the society we live in.

The module aims to provide a thorough understanding of economics at an introductory level and provides the basis for all subsequent study you may undertake in economics. The first term covers the principles of microeconomics and the second term develops a framework for understanding macroeconomic events and macroeconomic policy. Throughout the module and in the seminars in particular, we demonstrate the usefulness of economics as an analytical tool for thinking about real world problems.

Learning Outcomes

Successfully completing this module will:

improve your understanding of economic problems confronted by individuals, firms, governments and countries

provide an understanding of how economists tackle economic problems

improve your analytical skills

improve your ability to develop a logical, coherent argument

improve your ability to communicate logical, coherent arguments by means of essay-writing

develop your knowledge of economics to the level required for continued undergraduate study

Preliminary Reading

Levitt, Steven and Stephen J Dubner, *Freakonomics*, Allen Lane, 2006

T Harford, *The Undercover Economist*, Abacus, 2007

D Begg, R Dornbusch & S Fischer, *Economics*, McGraw-Hill, (10th ed), 2011

The Economic Review (quarterly periodical)

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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	Peirson Dr J

Contact Hours

21 lectures and 10 seminars

Pre-requisites

A level Mathematics or an equivalent qualification.

Restrictions

EC306 cannot be taken with this module. Not available to students taking CB314 Quantitative Models and Methods for Accounting and Finance

Method of Assessment

20% coursework (one class test, one take-home test); 80% end-of-year exam

Synopsis

This Stage 1 module is designed for students who have an A -Level in mathematics, AS mathematics or equivalent qualification. A first-year mathematics module (either Mode A or B) is a compulsory part of all economics degree programmes and these modules take place in the Autumn term with a statistics module following on in the Spring term. If you are unsure whether your mathematical background is equivalent to an A level pass, please consult the Module Convenors when you arrive at the University.

The aim of the module is to provide you with a good understanding of the mathematics necessary for your Stages 2 and 3 Economics modules. The teaching of each topic starts from first principles, but the speed of the module assumes that you have studied mathematics before (but not economics). By the end of the module, you will have covered the important uses of mathematics in economics (and business) and be able to use many mathematical techniques commonly used to analyse economic (and business) problems. In the long term, the analytical and quantitative skills you acquire from this module are relevant to many different occupations.

Learning Outcomes

By the end of the module, you will

be able to understand and use the mathematical techniques presented

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 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

J Soper, Mathematics for Economics and Business: An Interactive Introduction, Blackwell (2nd ed), 2004

G Renshaw, Maths for Economics, Oxford University Press (3rd ed), 2012

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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	Carruth Prof A

Contact Hours

22 lectures and 11 seminars, 9 revision workshops

Restrictions

EC305 cannot be taken with this module. Not available to students taking CB314 Quantitative Models and Methods for Accounting and Finance

Method of Assessment

20% coursework consisting of two class tests, 80% end-of-year exam

20% coursework consisting of two class tests, 80% end-of-year exam

Synopsis

The main aim of this module is to provide you with a basic understanding of mathematics suitable for the Stages 2 and 3 degree programmes in Economics, Business, and Accounting. The mathematics material is developed in a clear, contextual framework, and is linked to a Stage 1 module in Economics. You develop your understanding with suitable problem sets combining mathematical concepts and economic methods.

Learning Outcomes

By the end of the module you should be able to:

- appreciate why economists use mathematics
- use basic algebra, and understand linear, quadratic and simultaneous equations
- understand how functions and equations are used in economics
- calculate elasticities and work out equilibrium outcomes
- differentiate simple functions and economic relationships
- sketch curves and understand optimising behaviour in the context of marginal relationships
- differentiate multivariable functions and calculate partial elasticities
- set up and solve constrained optimisation problems
- understand the basic concepts of matrices and matrix algebra

Preliminary Reading

Geoff Renshaw, Maths for Economics, Oxford University Press (3rd ed), 2012

Ian Jacques, Mathematics for Economics and Business, Addison-Wesley, (6th ed), 2009

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	Carruth Prof A

Contact Hours

24 lectures and 11 seminars

Restrictions

Not available to students taking CB314 Quantitative Models and Methods for Accounting and Finance

Method of Assessment

20% coursework, consisting of two class tests, 80% end-of-year exam

Synopsis

The main aim of this module is to provide you with a basic understanding of statistics suitable for the Stages 2 and 3 degree programmes in Economics, Business and Accounting although it is also suitable for students taking other Social Science degrees. This module introduces you to statistical concepts and methods in preparation for Stages 2 and 3 modules in economics; it is a prerequisite for Stages 2 and 3 Economics modules and is a core input to the second year quantitative module, EC511. So as well as learning basic statistics, the module emphasises the interpretation of statistical results; and provides you with the opportunity to apply statistical concepts to economic and business data using calculators and computer software. Work with Excel is an independent study element of the module, and using calculators to undertake basic descriptive statistics is an important focus of the practical problem solving.

Learning Outcomes

By the end of the module, you will be able to:

- organise and describe statistical data
- 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, (5th ed), Longman

Suitable alternatives textbooks are:

T H and R J Wonnacott, Introductory Statistics for Business and Economics, Wiley (any edition)

J Kazmier and N F Pohl, Basic Statistics for Business and Economics, McGraw-Hill

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EC311 The Contemporary European Economy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Klein Dr A (EC)

Contact Hours

9 lectures, five seminars, workshops

Restrictions

Only available to students on Economics single honours and joint honours programmes.

Method of Assessment

100% coursework based on a collaborative group project, comprising 50% individual contribution and 50% for the overall project

Synopsis

The module provides a largely non-technical introduction to the major issues affecting the European economy in the 20th and early 21st century, and to the contrasting ways in which different social and economic policy problems are tackled in a range of different countries. It provides a context for understanding the current European economic climate and lessons from the 20th century that will help to assess the potential success of current economic policies. The module covers following topics: the European economy in the interwar years, the Great Depression, post-WWII reconstruction, the heyday of the Golden Age 1950-1973 and the centrally planned economies, the European Integration, Europe on decline and recovery: 1973-1990, Europe 1990s-2000, and Europe in the long 20th century.

Learning Outcomes

On completion of the module, you will:

have learned some basic information about how modern economies work

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

have learned 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 problems and structure and write a report in conjunction with other students

be able to follow the economic analysis of decisions, construct economic arguments and offer critical comments on the arguments of others

Preliminary Reading

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

Stephen N Broadberry, Kevin H O'Rourke, *The Cambridge Economic History of Modern Europe, Volume 2: 1870 to the Present*, Cambridge University Press, 2010

Nicholas Crafts, Gianni Toniolo, *Economic Growth in Europe since 1945*, Cambridge University Press, 1996

Barry Eichengreen (ed), *Europe's Post-War Recovery*, Cambridge University Press, 1995

Charles H Feinstein, Peter Temin, Gianni Toniolo, *The World Economy between the World Wars*, Oxford University Press, 2008

Marcel P Timmer, Robert Inklaar, Mary O'Mahony, Bart van Ark, *Economic Growth in Europe*, Cambridge University Press, 2010

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EC312		Strategy and Games				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Cartwright Dr A

Contact Hours

11 lectures, 10 seminars/computer terminal classes

Restrictions

Only available to students on Economics single honours and joint honours programmes.

Method of Assessment

100% coursework, consisting a class test (30%), an experiment log book (30%) and an experimental report (40%).

Synopsis

This module is aimed to be accessible to all students, requiring no previous education in economics. It introduces you to the exciting fields of game theory, experimental economics and behavioural economics, and equips you with all the essential tools to analyse strategic interaction, in economics, biology, politics or other social sciences. The emphasis throughout the module is on discussing practical applications and providing hands-on experience of experimental economics and game theory. By the end of the module you should have a good understanding of the basic principles of game theory as well as experience in the practical issues of experimental economics.

Learning Outcomes

By the end of the module you will

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

be able to communicate (both orally and in written form) the use of game theory in analysing real world problems

be able to write answers to short game theoretic questions

Preliminary Reading

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

Edward Cartwright, *Behavioural Economics*, Routledge, 2011

Harrington, *Games, Strategy and Decision Making*, Palgrave, 2009.

Straffin, *Game Theory and Strategy*, Mathematical Society of America, 1995.

Holt, *Markets, Games and Strategic Behavior*, Addison Wesley, 2006.

Bergstrom and Miller, *Experiments with Economic Principles: Microeconomics*, McGraw-Hill, 2000

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EC313		Microeconomics for Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Gschwandtner Dr A

Contact Hours

10 lectures, 10 seminars, 3 workshops

Restrictions

EC302, EC304 and MA309 cannot be taken with this module

Method of Assessment

40% coursework, consisting of two essays (10% each) and one class test (20%); 60% written examination

Synopsis

This module is designed for students who have not studied Microeconomics for Business before or who have not previously completed a comprehensive introductory course in economics. However, the content is such that it is also appropriate for students with A-level Economics or equivalent, as it focuses on the analysis, tools and knowledge of microeconomics for business. The module applies economics to business issues and each topic is introduced assuming no previous knowledge of the subject. The lectures and related seminar programme explain the economic principles underlying the analysis of each topic and relate the theory to the real world and business examples. In particular, many examples show how economic analysis and models can be used to understand the different parts of business and how policy has been used to intervene in the working of the economy. Module workshops apply economic analysis and techniques to business situations. The module is carefully designed to tell you what topics are covered under each major subject area, to give readings for these subjects, and to provide a list of different types of questions to test and extend your understanding of the material.

Learning Outcomes

By the end of the module, you will

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

be able to construct your own economic arguments and offer critical comments on the arguments of others.

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
have been introduced to the following economics topics: business organisations; supply and demand; operation of markets; business in a market environment; the consumer; profit maximisation; consumer, producer and government decision making; pricing strategies; and input markets.

Preliminary Reading

J Sloman and K Hinde, Economic for Business (5th ed), Prentice Hall, Pearson Education, 2010

Chris Mulearn and Howard Vane, Economics for Business (2nd ed), Palgrave Macmillan, 2012

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EC314		Data Analysis for Economists				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Collier Dr W

Contact Hours

12 lectures, 6 seminars, 12 computing workshops

Restrictions

Only available to students studying single honours programmes in the School of Economics

Method of Assessment

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

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 develops your use of information technology and your ability to access electronic and other secondary sources of data, particularly the range of skills necessary for evaluation of economic data. Finally, the module will improve your computing and quantitative skills within a structured environment.

Learning Outcomes

On successful completion of this module, you will:

- be practised in searching and retrieving electronic data
- be practised in using spreadsheets, in particular, Microsoft Excel
- be able to use Reuters EcoWin as a data analysis and reporting tool
- have a better understanding of graphical and numerical data analyses
- be able to interpret data in the context of economic theory and policy
- have developed economic and independent learning skills
- be able to analyse data to support your understanding of economics
- be practised in the application of quantitative techniques
- be practised in planning and working as part of a group
- be practised in developing logical, coherent verbal and written arguments

Preliminary Reading

Michael Barrow, *Statistics for Economics*, 5th ed, 2009, Prentice Hall

Guy Judge, *Computing Skills for Economists*, 2000, John Wiley

D Etheridge, *Excel Data Analysis: Your Visual Blueprint for Creating and Analyzing Data, Charts and Pivot Tables* (3rd ed), John Wiley

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EC315	Economic Institutions and the Economics Profession					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Barde Dr S
2	Canterbury	Spring	C	15 (7.5)		

Contact Hours

3 one-hour lectures, 9 two-hour workshops

Restrictions

Only available to students on Economics single honours and joint honours programmes

Method of Assessment

Group presentation (40%), written precis (20%), class test precis (40%)

Synopsis

This module has been designed as a complement to the core modules you take in Stage 1 economics programmes. Each topic is introduced assuming no previous knowledge of the subject, but points out the connections with the economic content of other School of Economics modules. In particular, the key purpose of the module is to show how economic analysis can be used to understand the role that professional economists play within the real-world economy. In order to do so, the module is organised by themes, within which it examines the key institutions, their roles within society, and the economic questions they face.

The module introduces you to the main fields of activity that require the involvement of economists, to the institutions involved in these fields and their responsibilities, to the type of economic problem that is addressed in each of these and the type of work carried out by economists, and to how general economic modules and knowledge are adapted and applied to the realities of each field. The aim is for you to be able to link the conceptual knowledge delivered as part of your economics degree with practical everyday issues, and to identify the main thematic areas of economics and the key institutions involved, so that you can start forming career strategies early on in your degree.

Learning Outcomes

By the end of the module you will

be able to identify the key economic institutions for each major thematic area of economics

understand the role that the professional economist plays within each of these institutions

understand the main ways in which economics is used to analyse problems in everyday life

be able to identify relevant economic information from various sources within a theme and synthesise it into a coherent argument using economic analysis

Preliminary Reading

There is no core text to accompany this module. Instead we provide reading material in various formats on each field of activity that is covered. In addition, you are encouraged to examine in detail various institutions web pages for examples of economic analysis and output, as well as regular economics commentaries on the economy. Examples include:

- Economist and Financial Times
- Oxford Review of Economics and Policy (<http://oxrep.oxfordjournals.org/>)
- Journal of Economic Surveys (www.wiley.com/bw/journal.asp?ref=0950-0804)
- Institute for Fiscal Studies (www.ifs.org.uk/)
- Bank of England (www.bankofengland.co.uk/)
- HM Treasury (www.hm-treasury.gov.uk/)
- European Central Bank (ECB) (www.ecb.int/home/html/index.en.html)
- Oxera (www.oxera.com)
- OFWAT (www.ofwat.gov.uk/)
- World Bank (www.worldbank.org/)
- IMF (www.imf.org/external/index.htm)

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AC300		Financial Accounting I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Jupe Prof R
1	Medway	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Finn Mr D

Contact Hours

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

Lectures:44

Seminars:21

Independent study: 235

Total hours:300

Restrictions

May not be taken with CB675 Financial Accounting, Reporting and Analysis

Not available as a 'wild' module

Method of Assessment

Examination: 3 hour unseen (70%)

Unseen Computational Test 1 (10%)*

Unseen Computational Test 2 (10%)*

Essay Assignment (10%)*

BBP Bookkeeping Package (10%)*

*Arithmetic average of <I>best three</I> component marks

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

Intended subject specific learning outcomes

Knowledge and understanding of the professional and regulatory environments within which financial statements are prepared.

Knowledge and understanding of the concepts which underpin financial reporting.

Knowledge and understanding of the technical language and practices employed in the preparation of financial statements.

Knowledge and understanding of the alternative technical languages and practices proposed for use in the preparation of financial statements to reflect changes in prices.

Generic learning outcomes

Ability to critically evaluate arguments and evidence

Ability to manipulate financial data

Ability to record and summarise economic events through double entry bookkeeping

Ability to prepare financial statements

Ability to analyse the financial performance and position of a business

Ability to undertake independent and self-managed learning and use communications and information technology

Preliminary Reading

Indicative Reading List

A Benedict and B Elliott [BE]: Financial Accounting An Introduction (2nd. ed.) Prentice Hall, Harlow, 2011.
A Thomas and

A M Ward [T]: An Introduction to Financial Accounting (7th ed.) McGraw-Hill, London, 2012

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CB302	Managers and Organisations					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Ali Dr F

Contact Hours

11 lectures, 10 seminars

Restrictions

CANNOT BE TAKEN WITH CB312

Method of Assessment

Two Hour Examination (60%), Coursework (40%) of which: Timed Essay (20%), Group Presentation (15%) & Seminar Performance/Attendance (5%)

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; Bureaucratic Organizations; Contingency Approach; Group and teams; Motivation; Power and authority; and Managing diversity.

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

Clegg, S. Kornberger, M. and Pitsis, T. 2011: *Managing and Organizations: An Introduction to Theory and Practice*. (3rd Edition) London: Sage - CORE TEXTBOOK

Kramer, R. & Syed, J. (Eds) (2012). *Human Resource Management in a Global Context: a critical approach*. Basingstoke: Palgrave MacMillan

LJ Mullins (2007) *Management and Organisational Behaviour*, (8th ed.) Financial Times, Prentice-Hall (ISBN: 1405854766)

CB311	Business Skills					
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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)	100% Coursework	Yu Mr T (KBS)
2	Medway	Autumn	C	15 (7.5)	100% Coursework	Sinclair Mr P

Contact Hours

2 hour lecture and plus workshops 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 presentations 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 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

Demonstrate an initial understanding of the concept of 'Employability'.

Identify a recognised range of employability skills.

Analyse, at a fundamental level, a range of key employability skills in the context of business applications.

Preliminary Reading

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

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CB312		Introduction to Management				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Lewis Dr PMJ

Contact Hours

1 hour lecture and 1 hour seminar per week

Restrictions

CANNOT BE TAKEN WITH CB302 - NOT AVAILABLE AS A WILD MODULE

This module is available only to students taking single and joint honours Business Administration 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

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

Knight, 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

Clegg, S. Kornberger, M. and Pitsis, T. (3rd Edition) 2011: Managing and Organizations: An Introduction to Theory and Practice. London: Sage

CB313		Introduction to Statistics for Business				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Parker Dr K

Contact Hours

1 hour lecture and 1 hour computer workshop per week

Restrictions

Available only to students taking business related degrees

Synopsis

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

Learning Outcomes

Demonstrate an ability to use graphical, numerical and algebraic techniques to handle a variety of business and accounting problems

Demonstrate an ability to summarise and analyse data and present it effectively to others

Demonstrate an ability to use appropriate software, including spreadsheets

Demonstrate an ability to understand the scope and limitations of quantitative methods such as sampling and regression

Preliminary Reading

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

Lind, D.A., Marchal, W.G. and Wathen, S.A. (2013) Basic Statistics for Business and Economics, (8th Edition), McGraw Hill.

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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	Yu Mr T (KBS)

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)

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CB330	Financial Accounting 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Finn Mr D
1	Medway	Spring	C	15 (7.5)		

Contact Hours

Two lectures of one hour and one seminar/workshop of one hour each week

Lectures: 22

Seminars: 10

Independent study: 118

Total hours: 150

Pre-requisites

None

Method of Assessment

Examination – 2 hour unseen (70%)
2000 Word Essay (15%)
Two In-Class Computational Tests (15%)

Synopsis

A synopsis of the curriculum

Role and evolution of accounting

Single entry accounting; double entry bookkeeping

Financial reporting conventions; recording transactions and adjusting entries

Principal financial statements; monetary items; purchases and sales; bad and doubtful debts; stock valuation; fixed assets and depreciation methods; liabilities

Accounting for sole traders /

Learning Outcomes

The intended subject specific learning outcomes

Knowledge and understanding of the professional and regulatory environments within which financial statements are prepared and used.

Knowledge and understanding of the conceptual (economic, decision-theoretic and behavioural) underpinning the preparation of financial statements.

Knowledge and understanding of the alternative technical language, concepts and practices proposed for use in the preparation of financial statements.

Ability to critically evaluate arguments and evidence.

Ability to manipulate and analyse financial data and financial performance.

Ability to record and summarise economic events through double entry bookkeeping and to prepare financial statements.

The intended generic learning outcomes

 Ability to undertake independent and self-managed learning and use communications and information technology.

The module supports opportunities available elsewhere for students to communicate effectively.

Preliminary Reading

Benedict & Elliott 'Financial Accounting, An Introduction.' 2011 Prentice Hall
Thomas & Ward 'An introduction to Financial Accounting.' 2011 McGraw Hill

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CB331 Management Accounting 1						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Katsikas Mr E

Contact Hours

Lectures:22
Seminars:11
Preparation for Class Tests:30
Preparation for Exam:50
Seminar Preparation:22
Independent study:25
Total hours:150

Pre-requisites

None

Method of Assessment

Examination – 2 hour unseen (70%)
In Class Test One (15%)
In Class Test Two (15%)

Synopsis

Synopsis of the curriculum
Definition of management accounting;
Relationship to financial accounting;
Absorption costing; marginal costing;
Process costing; joint costs;
Activity based costing;
Cost behaviour;
Breakeven analysis;
Pricing: external, internal, transfer pricing;
Forecasting costs;
Regression analysis;
Information and management accounting

Learning Outcomes

The intended subject specific learning outcomes
Understand the differences between management and financial accounting.
Carry out the main costing procedures used in management accounting.
Understand the behaviour of costs and carry out breakeven analysis.
Utilise the different methods of determining prices.
Forecast trends in costs.
The intended generic learning outcomes
 Communicate management accounting information to professionals and managers.
Collect data, analyse it and make recommendations.

Preliminary Reading

Indicative Reading List
Seal, W.B. (2011).Management Accounting for Business Decisions. London : McGraw-Hill
McLaney, E.J and Atrill, P. (2010), Accounting an Introduction, 5th edition, Harlow : Financial Times Prentice Hall

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CB343	Global Business Environment					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Stone Dr Z
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Li Dr S

Contact Hours

1-hour lecture and 1-hour seminar per week

Lectures: 11

Seminars: 10

Independent study: 129

Total hours: 150

Restrictions

Restricted to students reading: Accounting & Finance and Management Science; Business Administration; Employment Relations or Human Resource Management (Canterbury); and Business & Management or Accounting & Management (Medway)

Method of Assessment

Examination – 3 hour (70%)
2000 Word Essay (30%)

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.

Knowledge and understanding of the organisations, their environments and their management, including: the management of people, operations management, finance, marketing and organisational strategy.

Knowledge and understanding of the social science concepts and theories and the ability to apply them to business and management contexts.

Knowledge and understanding of the contemporary and pervasive issues, deepening and/or integrating core knowledge.

Link business problems with their everyday life.

Understand where they can apply their knowledge from their degree.

Study the organizations, their management, and the changing global environment.

Be prepared for developing a career in business and management.

Preliminary Reading

Indicative Reading List

A. Harrison, Business Environment in a Global Context (2010) Oxford University Press, Oxford

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

Brooks, I., Weatherton, J. and Wilkinson, G. (2004) The International Business Environment, Financial Times Prentice-Hall (ISBN 0273682474)

Ball, D.A. and McCulloch W.H. (1999) International Business: The Challenge of Global Competition, 7th Edition, McGraw-Hill/ Irwin, London

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CB362	Data Management For Business					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	

Contact Hours

Two hours of lectures per week; one hour of seminars per week; one hour computer terminal session, fortnightly from week 5

Lectures: 44

Seminars: 12

Terminals: 9

Independent study: 235

Total hours: 300

Pre-requisites

None

Method of Assessment

Examination – 3 hour unseen (60%)

Online tests x 2:(15% each)

Statistical report (10%)

Synopsis

A synopsis of the curriculum

The current curriculum embodied in the module deals with the following topics. The texts and module materials show the level of treatment of the topics.

The nature and use of numerical information in business decision-making.

Spreadsheets: Features and functions of commonly-used spreadsheet software: workbook, worksheet, rows, columns, cells, data, text, formulae, formatting, printing, graphics and macros. Charts and graphs, what-if analysis, Solver. Data management facilities. Data validation. Spreadsheet security and documentation.

Summarising data with histograms, bar charts, frequency distributions, measures of central tendency and dispersion

Probability: The relationship between probability, proportion and percent, addition and multiplication rules in probability theory, Venn diagrams,

Distributions: Normal, Pareto, Chi-Square.

Sampling and its use in inference; applications of sampling in business management.

Regression and correlation: scatter plots; simple and multiple regression; interpreting computer output.

Forecasting using spreadsheets.

Decision making: payoff tables and decision strategies; decision trees; the Bayesian approach.

Functions, equations and inequalities: linear functions, solving linear equations

Applications: Linear Programming.

Financial mathematics: Simple and compound interest, annuities and perpetuities, loans and mortgages, sinking funds and savings funds, discounting to find NPV and IRR and interpretation of NPV and IRR.

Use of spreadsheets for financial mathematics.

Learning Outcomes

The intended subject specific learning outcomes

Demonstrate an ability to use graphical, mathematical and statistical techniques to handle a variety of business problems.

Demonstrate ability to summarise and analyse data and present it effectively to others.

Use statistical techniques to draw well founded inferences from quantitative data.

Demonstrate ability to use appropriate software, including spread sheets.

Demonstrate ability to understand the scope and limitations of quantitative methods.

Identify sources of published statistics, understand their context and report on their wider relevance.

The intended generic learning outcomes

Numeracy and quantitative skills

Ability to scan and organise data, abstract meaning from information and share knowledge with others.

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

The development of a reflective approach to learning and critical thinking skills essential for success in business.

Effective written skills at Level C as required to complete written assignments and business reports.

Ability to work and study independently and utilise resources effectively.

Preliminary Reading

Louise Swift (2010), Quantitative Methods for Business, Management and Finance, (3rd Edition), Palgrave Macmillan

Lind, D.A., Marchal, W.G. and Wathen, S.A, (2013) Basic Statistics for Business & Economics, (8th Edition), McGraw-Hill

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CB364	Introduction to Business Modelling					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	O'Hanley Dr J

Contact Hours

1 hour Lecture per week and 2 hours of Practical Computing Labs per week

Pre-requisites

There are no pre-requisites for this module

Restrictions

Cannot be taken with other Stage One quantitative modules

Method of Assessment

100% Coursework, consisting of: 35% on-line test, 25% group project, 40% individual computing exercise

Synopsis

The aim of the module is to give students hands-on experience in using industry-standard spreadsheet software (Microsoft Excel) to structure, analyse and solve a variety of problems encountered in business and management.

Preliminary Reading

L. Swift and S. Piff (2010) Quantitative Methods for Business, Management and Finance (3rd Edition), Palgrave, NY.

W. Winston (2011) Microsoft Excel 2010: Data Analysis and Business Modeling (3rd Edition), Microsoft Press.

CB365	Economics for Business 1					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Fearne Prof A

Contact Hours

Formal contact hours comprise a one hour lecture and a one seminar per week

Lectures: 11

Seminars: 10

Private Study: 25

Preparation for Seminars: 24

Preparation for in- class tests: 40

Preparation for Examination: 40

Total hours 150

Pre-requisites

The module is designed for students without A level Economics or equivalent. However the content is such that it is also appropriate for students with A level Economics as it focuses on the analysis, tools and knowledge of economics for business.

Method of Assessment

Assessment will be by a 2 hour end-of-year examination (70%), a 2000 word essay (20%) and an in-class test (10%).

Synopsis

The main topic areas are as follows:

Business organisations

Supply and demand

Operation of markets

The consumer

Profit maximisation

Input markets

Investment and capital

Learning Outcomes

The intended subject specific learning outcomes for this module are:

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

The generic subject specific learning outcomes for this module are:

Be able to draw on social science concepts and theories in decision-making situations

Be able to write economics essays

Be able to answer short economic questions particularly on business problems.

Plan work and study independently

Retrieve information from a variety of sources.

Preliminary Reading

Sloman, J. and Hinde, K. 2007: Economic for Business, 4th edition, Prentice Hall, Pearson Education
 Worthington, Britton and Rees 2007: Economics for Business: Blending Theory and Practice, 2nd edition, Prentice Hall, Pearson Education

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CB366 Management Principles						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Sinclair Mr P

Contact Hours

There is a one-hour lecture and a one-hour seminar per week.

Lectures: 11

Seminars: 10

Private Study: 34

Preparation for seminars: 20

Preparation for Moodle tasks: 30

Preparation for Examination: 45

Total hours 150

Pre-requisites

None

Method of Assessment

The module is assessed by a combination of examination (60%) and timed essay (25%) and group presentation (15%)

Synopsis

Management Principles aims to provide an understanding of the challenges of managing people within complex work organisations. The experience of work and employment are being affected by rapid change as a result of a number of factors including new technology, the growth of global competition and the changing demographic profiles and values of the work force. These developments are considered within an historical context. An exploration of their implications for management practices and organisational forms will be conducted.<P>Students will be introduced to the main concepts and theories through readings and discussions of the main authors in the field. Case studies will be used to show how these concepts can impact upon management decision making within work organisations. </P>

Learning Outcomes

The intended subject specific learning outcomes for this module are:

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 organisational forms

Understand the connection between management practices and the business environment

The generic subject specific learning outcomes for this module are:

An ability to organise and present an analysis as a considered viewpoint

An ability to find, select and synthesise complex information

Interpersonal skills required for interacting within groups and small teams

Team presentation skills

An ability to plan work and study independently using relevant resources

An ability to communicate effectively orally and in writing

Preliminary Reading

Mullins, L. (2010), Management and Organisational Behaviour, 9th Edition, Harlow. Prentice Hall
Clegg, S. Kornberger, M. Pitsis, T. (2011) Managing and Organizations: An Introduction to Theory and Practice, Third Edition. London: Sage
Buchanan, D. & Huczynski, A. (2010) Organizational Behaviour, 7th Edition, Harlow: Financial Times Prentice Hall
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
Watson, T. (2006) Organising and Managing Work, 2nd Edition, Essex: Pearson Education

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CB675 Financial Accounting, Reporting and Analysis

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

Contact Hours

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

Restrictions

May not be taken with AC300 Financial Accounting I . 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

CB680 Introduction to Marketing

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Wood Dr L

Contact Hours

11 x 1 hr lectures and 11 x 1 hr seminars

Restrictions

Not available as a wild module.

Method of Assessment

70% Examination, 30% Coursework (5% Group Presentation, 25% Group Project)

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 ethical marketing.

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

Dibb, Simkin, Pride & Ferrel (2012) 'Marketing; Concepts and Strategies' 6th Edition, Cengage Learning - ISBN 978-1-4080-3214-5

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CB714		Marketing Principles				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	Preece Dr C

Contact Hours

One 1 hour lecture and one 1 hour seminar per week

Lectures: 11

Seminars: 10

Private Study: 36

Preparation for Seminars: 22

Preparation and research for group presentation and project: 36

Preparation for examination: 35

Total hours: 150

Pre-requisites

None

Method of Assessment

Examination (60%); a group presentation (15%); group project (15%) and seminar participation and attendance (10%)

Synopsis

A synopsis of the curriculum

The module introduces to students the importance of marketing in competitive and dynamic environments. The key topics of the module are:

The marketing concept

The marketing environment

Market segmentation & targeting

Brand development and management

Management of the marketing mix

Marketing research and new product development

The implications of internationalisation for marketing managers

Learning Outcomes

The intended subject specific learning outcomes

Explain and illustrate the principles and concepts of marketing

Understand the boundaries of marketing, its integration with other business functions and its role in an organisation

Understand the relationship between the internal and external environments in the formulation and execution of marketing plans.

Apply the principles and concepts of marketing to specific markets and industries

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

Reflect critically on marketing practices

The intended generic learning outcomes

Students' abilities to evaluate the role of marketing in a management and business context.

The analytical skills of students will be developed by linking theoretical perspectives to practical situations.

Students' oral communication skills will be developed and enhanced.

Students' ability to write coherently and critically will be developed and enhanced

Students' ability to work both independently and as a team will be enhanced

Students' ability to select and apply appropriate data and information will be developed.

Preliminary Reading

Indicative Reading List

Palmer A (2012), 'Introduction to Marketing: theory and practice', 3rd Edition, Oxford University Press
Armstrong, G. and

Kotler, P. (2011) 'Marketing: An Introduction'. 10th Edition Pearson Education
Armstrong, G. and Kotler, P (2009)

'Principles of Marketing' 13th Edition. Pearson Education
Dibb, Simkin, Pride & Ferrell (2012) 'Marketing: concepts and

strategies' 6th Edition Cengage Learning

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

Contact Hours

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

Restrictions

This module is only available to Law students

Method of Assessment

100% coursework consisting of a portfolio 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

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LW315		Introduction to Obligations				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Horsey Dr K

Contact Hours

16 hours of lectures: 9 hours of seminars: 4 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 an essay worth 30%, a case note and problem question worth 60% and participation made up of attendance, oral participation.

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)
A Weir *An Introduction to Tort Law* (2nd ed Oxford University Press, 2006)
C Harlowe *Understanding Tort Law* (Sweet and Maxwell 3rd ed, 2005)
J Conaghan and W Mansell *The Wrongs of Tort* (Pluto 2nd ed, 1999)

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LW316	Foundations of Property					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Bottomley Ms A
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Bottomley Ms A

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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LW317		Introduction to German Civil Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	0 (0)	Pass/Fail Only	White Dr W

Contact Hours

20 hours over the year.

Restrictions

Not available to choose in Online Module Registration.

Availability

Only available to students on LLB English and German Law.

Method of Assessment

This module is not part of the formal 120 credit diet for Stage 1, therefore assessments do not formally 'count' for the degree. This module represents extra learning for students on the degree programme.

The module convenor will assess students level of performance as demonstrated by their attendance, level of preparation for, and participation in seminars and at least one piece of written work of 1500 – 2000 words. Students who do not demonstrate the appropriate level of performance will not be deemed to have passed the module and will therefore not be permitted to proceed to a year abroad. Students who do not pass the module and are therefore not permitted to proceed to the year abroad, will have their programme of study changed to LLB Law.

Synopsis

The module provides an introduction to German civil law including elements of practice and procedure.

Learning Outcomes

To introduce students to the German legal system

To provide a sound grounding in aspects of German civil law

To introduce students to methods of assessment used in German universities, in preparation for the year of study abroad

To introduce students to relevant legal terminology in the German language

LW319		Introduction to Italian Civil Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	0 (0)	Pass/Fail Only	Roccia Mr M

Contact Hours

20 hours over the year.

Restrictions

Not available to choose via Online Module Registration.

Availability

Only available to students on LLB English and Italian Law programme.

Method of Assessment

This module is not part of the formal 120 credit diet for Stage 1, therefore assessments do not formally 'count' for the degree. This module represents extra learning for students on the degree programme.

The module convenor will assess students level of performance as demonstrated by their attendance, level of preparation for, and participation in seminars and at least one piece of written work of 1500 – 2000 words. Students who do not demonstrate the appropriate level of performance will not be deemed to have passed the module and will therefore not be permitted to proceed to a year abroad. Students who do not pass the module and are therefore not permitted to proceed to the year abroad, will have their programme of study changed to LLB Law.

Synopsis

The module provides an introduction to Italian civil law including elements of practice and procedure.

Learning Outcomes

To introduce students to the Italian legal system

To provide a sound grounding in aspects of Italian civil law

To introduce students to relevant legal terminology in the Italian language

To introduce students to methods of assessment used in Italian universities, in preparation for the year of study abroad

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LW321		Introduction to Spanish Civil Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	0 (0)	Pass/Fail Only	Prieto-Acosta Ms M

Contact Hours

20 hours over the year.

Restrictions

Not available to choose via Online Module Registration.

Availability

Only available to students on the LLB English and Spanish Law programme.

Method of Assessment

This module is not part of the formal 120 credit diet for Stage 1, therefore assessments do not formally 'count' for the degree. This module represents extra learning for students on the degree programme.

The module convenor will assess students level of performance as demonstrated by their attendance, level of preparation for, and participation in seminars and at least one piece of written work of 1500 – 2000 words. Students who do not demonstrate the appropriate level of performance will not be deemed to have passed the module and will therefore not be permitted to proceed to a year abroad. Students who do not pass the module and are therefore not permitted to proceed to the year abroad, will have their programme of study changed to LLB Law.

Synopsis

The module provides an introduction to Spanish civil law including elements of practice and procedure.

Learning Outcomes

To introduce students to the Spanish legal system

To provide a sound grounding in aspects of Spanish civil law

To introduce students to methods of assessment used in Spanish universities, in preparation for the year of study abroad

To introduce students to relevant legal terminology in the Spanish language

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

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; Intellectual Property Law. The module aims to provide a coherent analysis of the relationship between law and business.

Learning Outcomes

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

Preliminary Reading

E MacIntyre Business Law (Pearson Education Ltd, 6th ed, 2012)

L Roach Business Law for Business, Accounting & Finance Students (Oxford University Press, 2nd ed, 2012)

A Adams Law for Business Students (Pearson Education Ltd, 7th ed, 2012)

K Hayward et al Business Law (Routledge, 6th ed, 2011)

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

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%, a written assessment of 1500 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

J Herring *Great Debates: Criminal Law* (Palgrave Macmillan, 2009)

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

A Ashworth & J Horder *Principles of Criminal Law* (Oxford University Press, 7th edition, 2013)

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

Contact Hours

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

Restrictions

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

Method of Assessment

80% written examination and 20% coursework (4 written 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 and B Mathieu *Institutions politiques et droit constitutionnel*, 24th ed. (Paris: L.G.D.J. 2012)

J Waline *Droit administratif* 24th ed. (Paris: Dalloz, 2012).

S Guinchard and G Montagnier *Lexique des termes juridiques* 20th ed. (Paris: Dalloz, 2012)

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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	Payne Mr S
1	Medway	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Payne Mr S

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)

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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		
3	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Seyd Mr B	

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 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 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

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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	Mavelli Dr L

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 inequality;

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*, Fifth Edition, (Oxford: OUP, 2010).

Jenny Edkins and Maja Zehfuss (eds.), *Global Politics, A New Introduction*, Second edition (London: Routledge, 2013).

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

Availability

Not running 2012/13; 2013/14.

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

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PO310 Introduction to International Politics

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

Contact Hours

1 hour lecture and 1 hour seminar per week

Method of Assessment

50% coursework; 50% exam.

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

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

BROWN, C. - 'Understanding International Relations'

Knud Erik Jørgensen, *International Relations Theory: A New Introduction* (Palgrave MacMillan, 2010)

PO311 Politics and Popular Culture in Modern Japan

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

1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
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Contact Hours

1 hour lecture and 1 hour seminar per week, plus a 2 hour film slot in a different time of the week.

Method of Assessment

50% coursework; 50% exam.

Synopsis

This module utilises literature and film as well as political theory to assess the political marketplace in Japan. It will analyse the core values and problems that Japan faces and affect political beliefs. Rising nationalism, a pacifistic Constitution, a failing political engagement and rising social problems will be analysed utilising key modern writers such as Mishima Yukio and Murakami Haruki and landmark Japanese films such as the anime, *Grave of the Fireflies*, and more recent films such as *Tokyo Sonata*.

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

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PO312	European Integration					
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

Availability

Not running 2012/13.

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)

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

Contact Hours

1 hour lecture and 1 hour seminar per week

Method of Assessment

50% coursework; 50% exam.

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, Michael Sandel, Richard Rorty, Susan Okin and others). In addition, lectures and tutorials will familiarise students with a variety of different debates about how best to understand any given concept (such as, debates about what constitutes 'human nature') 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

Peri Roberts and Peter Sutch (eds), An Introduction to Political Thought. A Conceptual Toolkit. Second Edition, Edinburgh: Edinburgh University Press, 2012.

Iain MacKenzie (ed.), Political Concepts: A Reader and Guide, Edinburgh: Edinburgh University Press, 2005.

Catriona McKinnon (ed.), Issues in Political Theory, Second Edition, Oxford: Oxford University Press, 2012.

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PO315		Introduction to Government				
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

Availability

Not available 2012/13; 2013/14.

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

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PO318		The Rise of China				
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.

Availability

Not running 2012/13;2013/14.

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)

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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)

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PO325		Introduction to Conflict Analysis and Resolution				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Toros Dr H

Contact Hours

150 hours including 22 hours lecture/seminar; 128 study hours

Method of Assessment

100% coursework: Conflict report of 2,000 words (worth 50%) and fortnightly reading assignments (worth 50%).

Synopsis

The module is designed to introduce students to the principle approaches to conflict and conflict resolution. Starting with a discussion of the pervasiveness of conflict in human existence, the module will engage with the key question of "what is conflict?" Students will be introduced to conflict management and conflict resolution approaches before engaging with conflict resolution processes such as negotiation and mediation. The module will rely on case studies and simulations to help students engage directly and better grasp the different theoretical approaches. Case studies will include an in-depth analysis of the Oslo process and a discussion of the specific difficulties linked to negotiations with "terrorists." The students will emerge from the module with knowledge of the central paradigms and concepts of conflict analysis and resolution, and with an initial set of skills (negotiation and mediation) which can be used to further understand international politics but also in their personal engagement with others.

Learning Outcomes

Upon completion of this module, students will be able to:
Recognize key approaches to the study of conflict.

Understand the main concepts and theories of international conflict and conflict resolution.

Identify the main practices of conflict resolution and their limitations.

Engage with empirical cases and simulations of international conflicts.

Identify the main critiques of conflict theories.

Preliminary Reading

Ramsbottam, O. Miall, H. and T. Woodhouse (2011). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*. Cambridge: Polity. (Textbook)

Azar, E. (1990) *The Management of Protracted Social Conflict: Theory and Cases*. Dartmouth: Aldershot.

Bercovitch, J. and R. Jackson (2009). *Conflict Resolution in the 21st century: Principles, Methods, and Approaches*. Ann Arbor: University of Michigan Press.

Burton, J. and Sandole, D. (1986). "Generic Theory: The Basis of Conflict Resolution", *Negotiation Journal*. 2(4) 333-44.

Fisher, R. and Ury, W. (1991). *Getting to Yes*, New York: Penguin.

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PO326		Introduction to Political Science				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Loveless Dr M

Contact Hours

Lectures (11 contact hours) and Seminars (11 contact hours).

Method of Assessment

Weekly assignments (100%).

Synopsis

This core module introduces students to the wide range of different methodologies commonly employed in political science. This includes the scientific method and both traditional and newer forms of research. In support of this, students will also be introduced to some of the fields of inquiry that dominate the study of politics, including public choice, social movements, economic development and democracy, inter alia. Pedagogically, the module integrates these two main components to create both an awareness of the breadth of political science and its approaches, ultimately providing students with the foundation for further study in political science. Substantive topics include: the nature of inquiry (questioning and determining what constitutes evidence), methods of comparison, and what are data, theory and hypotheses. They will also be introduced to and explore quantitative methods, formal methods, experimental methods and empirical quantitative methods. Finally, students will be introduced to concepts such as equivalence, selection bias, spuriousness, value bias and ecological and individualist fallacy in order to illuminate the difficulties faced when making comparisons.

Learning Outcomes

On successful completion of this module students will be able to understand the different approaches used in the study of Politics, including the basic logic of the research process and the ability to choose among a wide range of approaches to develop their own methods to explore substantive research questions in the fields of politics and international relations. Students will gain the knowledge and understanding of several key concepts, theories and methods used in the study of politics and international relations. This includes the normative and positive foundations of political ideas (i.e. the reliance of Politics on knowledge from cognate disciplines) that produce different interpretations of world political events and issues. Finally, students will apply concepts, theories and methods used in the study of politics and international relations to evaluate different interpretations of world political events and issues by describing, evaluating, and applying different approaches to collecting, analysing and presenting political information.

Preliminary Reading

None.

PO327		Introduction to Comparative Politics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	O'Dwyer Dr G

Contact Hours

11 lectures, 11 seminars.

Method of Assessment

2,000 word essay (50%); 2 hour multiple choice exam (50%).

Synopsis

Introduction to Comparative Politics introduces students to the empirical study of the key structures, institutions and processes in political life. It does so through the lens of the comparative method, in which countries are compared and contrasted to test hypotheses about various organising principles. The module first introduces the comparative method, and then discusses the different ways in which political systems can be organized and classified. It focuses on the three key powers in all political systems—executive, legislative and judicial power—and the 'intermediate' institutions that link people to their governments, namely elections, political parties, interest groups and the media. The module concludes with an analysis of the how and why citizens are increasingly disengaged from political life in early twenty-first century democracies.

Learning Outcomes

On successful completion of this module, students will:

Understand what is meant by comparative politics and be familiar with the comparative method.

Be familiar with the main debates and issues in the comparative study of political institutions and processes.

Be able to classify political systems according to different criteria.

Have a good knowledge of the executive, legislative and judicial institutions and power.

Understand the various ways to structure power.

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

Preliminary Reading

Rod Hague and Martin Harrop, *Comparative Government and Politics: An Introduction*, 9th edition (Basingstoke: Palgrave 2013)

Andrew Heywood, *Politics*, 4rd Edition (Basingstoke: Palgrave, 2013)

Landman, T., *Issues and Methods in Comparative Politics: An Introduction*, 3rd edition (London: Routledge, 2008)

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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	Viki Dr T

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: (60%): - RPS is worth 16.69% and in addition is required for completion of the programme learning outcomes and therefore is required for progression. There are 3 group reports worth 8.33% each. There are 4 short individual reports worth 8.33% each; there is 1 long individual report in APA format worth 25%.

All students sit a 2-hour unseen written examination (40%).

Synopsis

This module 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 three times per week (consisting of combinations of lectures, workshops or laboratory demonstrations).

Learning Outcomes

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

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

To learn about relationships between statistics and research hypotheses

To conduct simple statistical tests

To interpret results of inferential statistics

To report research concisely and accurately

Preliminary Reading

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

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

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

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

SP301 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	Brooks Dr J

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

Gleitman, H., Gross, J., & Reisberg, D. (2011) *Psychology* (8th International Student Edition). London: W.W. Norton.

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

Contact Hours

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

Restrictions

This module is available only to students studying Psychology

Method of Assessment

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

Synopsis

This module, along with other Stage 1 psychology modules, provides a foundation for Stages 2 and 3. It will provide students with an introduction to the methods, techniques and issues involved in the study of social psychology. The emphasis of the module is on theory as the foundation of an empirical discipline and the importance of scientific methodology. It highlights the interplay between theory, research, and application in social psychology. Focus is placed on core theories and research in social psychology, developmental psychology, personality psychology, and applied psychology. 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

Core reading:

Sutton, R.M., & Douglas, K.M. Social Psychology. Basingstoke: Palgrave MacMillan.

Supplementary reading:

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

Supplementary reading:

Durkin, K. (1995). Developmental social psychology. Oxford: Blackwell.

Supplementary reading:

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

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

Contact Hours

1 weekly two-hour lecture

Restrictions

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

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

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.

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).

SP306		Introduction to Forensic Psychology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	Vasquez Dr E

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 whose registration ends before the summer term, 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.

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SP311		Business Psychology: An Introduction				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	75% Exam, 25% Coursework	Randsley de Moura Dr G

Contact Hours

10 two-hour lectures and 3 two-hour workshops

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

75% examination; 25% coursework (poster presentation)

Synopsis

This module will introduce students to key topics about Psychology in the workplace such as leadership, corporate crime, and workplace motivation – there will be a focus on the application of psychology to real business issues and questions, and lectures will focus on expertise within the School of Psychology at Kent. In particular, this module will focus on (1) fundamental applications of psychology, as a science, for understanding important business, work, and organisational issues, and (2) key research methods common in work and organization psychological research. Throughout the module, students will be encouraged to apply contemporary psychological concepts and methods to understand the application of psychology to core work and organisational issues.

Learning Outcomes

Understanding of the practical role played by contemporary organizational and business psychologists in society

Introductory knowledge of psychology in the workplace as a discipline and research methods used within psychology in the workplace

Awareness of the fundamental application of psychology, as a science, to understand key organizational and business issues

Understanding of key concepts and sub-topics within psychology of the workplace and how they relate to each other (i.e., ability to synthesise core concepts within organizational and business psychology)

Basic ability to evaluate core theories and research in psychology of the workplace

Ability to summarise research evidence for a wide audience

Preliminary Reading

Core text:

Arnold, J., & Randall, R. (2010). *Work psychology: Understanding human behaviour in the workplace* (5th ed.). Essex: Pearson.

Supplementary text:

Ashleigh, M., & Mansi, A. (2012). *The psychology of people in organizations*. Essex: Pearson.

Supplementary text:

Haslam, S.A. (2001). *Psychology in organizations: The social identity approach*. London: Sage.

Supplementary text:

Houston, D.M. (Ed.). (2005). *Work-Life balance in the 21st century*. New York: Palgrave Macmillan.

Supplementary text:

McKenna, E. (2012). *Business psychology and organizational behaviour* (5th ed.). Hove: Psychology Press.

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

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, transitions to work, alcohol and drug (mis)use and youth homelessness.

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.) (4th edn. 2011) *Social Policy*. Oxford University Press

Barry M (ed) (2005) *Understanding Social Problems*. Blackwell

Furlong A and Cartmel F (2007) *Young People and Social Change* (2nd edn) Open University Press

Mizen P (2004) *The Changing State of Youth*, Palgrave

SA301 Social Problems and Social Policy II: The Market, The Family and the St						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Twigg Prof J

Contact Hours

22 (1 hour lecture and 1 hour seminar weekly)

Method of Assessment

50% coursework (2 essays 1,200-1,500 words in length)

50% written examination (2 hours answering 2 questions)

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) (4th edn. 2011) *Social Policy*, Open University Press

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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	Rootes Prof C

Contact Hours

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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	Burrows Mr D

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 (1 essay of 1,500 words in length) 50% two hour exam (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

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SO333 Crime, Culture and Control						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Burrows Mr D

Contact Hours

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

Pre-requisites

None

Method of Assessment

60% coursework (1 essay of 2,500 words in length)

40% class test

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

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SO334		Modern Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Nettleingham Mr D

Contact Hours

22 hours (11 lectures and 11 seminars)

Method of Assessment

30% Chapter Review (1000 words) , 50% Essay (1500 words), 20% Class Participation: Presentation and Attendance

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.

SO335		Contemporary Culture				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Nettleingham Mr D

Contact Hours

22 hours (11 lectures and 11 seminars)

Method of Assessment

30% Coursework (one essay 1500 words), 20% Class presentation and attendance, 50% Examination,

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

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SO336		Sociology of Everyday Life				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Wilkinson Dr I

Contact Hours

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

Availability

Available 2012-13, 2013-14

Method of Assessment

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

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

SO337		Fundamentals of Sociology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Wilkinson Dr I

Contact Hours

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

Availability

Available 2012-13, 2013-14

Method of Assessment

100% coursework (2 essays 2500 words each)

Synopsis

This course 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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SO408		Sociological Theory: The Classics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Wilkinson Dr I

Contact Hours

11 one hour lectures and 11 one hour seminars

Pre-requisites

None

Restrictions

None

Availability

Available 2013/14 and 2014/15

Method of Assessment

100% coursework (two 2500 word essays)

Synopsis

This module provides an introduction to the major issues and controversies surrounding the definition, development and teaching of 'classical' social theory. It introduces students to the key problems that have set the agendas for sociological inquiry as well as the main concepts and theoretical traditions that have shaped sociological thought. A considerable debate surrounds the meaning of 'classical' social theory and what should be associated with this term. For some, 'classical' social theory refers to ideas developed by a generation of thinkers whose works belong to a particular period of our cultural/intellectual history (usually dated c.1880- c.1920). Others understand this as a label for 'canonical' texts that define the project and enterprise of sociology. For many, it simply means the works of Karl Marx, Émile Durkheim, Max Weber and Georg Simmel (the so-called 'founding fathers' of the discipline). Classical sociology has also been identified as a critical tradition of placing society in question so as individuals may be better equipped to understand how their personal troubles are the product of determining socio-economic structures and processes. Each of these approaches to understanding 'classical' social theory will be explored and analysed.

Learning Outcomes

By the end of the module, students should be able to:

Describe and assess a range of 'classical' approaches to theorising society

Summarise the key concerns featured in the works of Karl Marx, Max Weber, Emile Durkheim and Georg Simmel

Explain the relevance of 'classical' social theory for sociological methods of investigation and analysis

Demonstrate an understanding of the links between sociological theories and the socio-historical context in which these are developed

Engage with the task of practising a 'sociological imagination' in their writing

Preliminary Reading

Adams, B. N. and Sydie, R. A. (2002) *Classical Sociological Theory*, Sage Publications

Allan, K. (2012 3rd edition) *Explorations in Classical Social Theory: Seeing the World*, Sage Publications

Ashley, D. and Orenstein, D. M. (2005 6th edition) *Sociological Theory: Classical Statements*, Allyn & Bacon

Callinicos, A. (2007 2nd edition) *Social Theory: A Historical Introduction*, Polity

Craib, I. (1997) *Classical Social Theory: An Introduction to the thought of Marx, Weber, Durkheim, Simmel*, Oxford University Press

Crow, G. (2005) *The Art of Sociological Argument*, Basingstoke: Palgrave

Dillon, M. (2010) *Introduction to Sociological Theory: Theorists, Concepts and their Applicability to the Twenty-First Century*, Oxford: Wiley-Blackwell

Hughes, J. A. et al (1995) *Understanding Classical Sociology: Marx Weber Durkheim*, Sage Publications

Jones, P. Bradbury, L and Le Boutiller, S. (2011) *Introducing Social Theory*, Cambridge: Polity

Morrison, K. (1995) *Marx Durkheim and Weber: Foundations of Modern Social Theory*, Sage Publications

Pampel, F. C. (2000) *Sociological Lives and Ideas: An Introduction to the Classical Theorists*, Word Publishers