

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

### 35 Kent Business School

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

#### Contact Hours

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

- 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 best three 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

<li>Knowledge and understanding of the professional and regulatory environments within which financial statements are prepared.</li>

<li>Knowledge and understanding of the concepts which underpin financial reporting.</li>

<li>Knowledge and understanding of the technical language and practices employed in the preparation of financial statements.</li>

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

#### 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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

CB302	Managers and Organisations					
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

Lectures: 11  
Seminars: 10  
Private Study: 27  
Preparation for Seminars: 22  
Preparation for Presentation: 15  
Preparation and research for timed essay: 25  
Preparation for Examination: 40

Total hours: 150

### Method of Assessment

Two hour unseen exam - 60%, Coursework 800-1000 word timed essay - 20%, Seminar performance/attendance - 5%, Presentation - 15%

### Synopsis

The main strand of the lecture material will establish the foundations of organisational behaviour in the context of the historical development of ideas and theory. The theories will be related to practical examples and thence students will be introduced to modern experience, practice and scholarship. Once the information of the foundation of organisational behaviour is established, at the next level, contemporary topics of management will be touched upon briefly. This will provide students with basic knowledge related to modern management practices. The content of the module will, therefore, be based on the following topics:

- Scientific Management
- Human Relations School
- Bureaucracy
- Post Bureaucratic Organizations
- Contingency Approach
- Group and teams
- Motivation
- Power and authority
- Managing diversity

### Learning Outcomes

Intended subject specific 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

The recommended textbook is:

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

Other useful background books are

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

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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB311 Business Skills &amp; Employability</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Duffy Dr R
2	Medway	Autumn	C	15 (7.5)	100% Coursework	Tarrant Mrs S

### Contact Hours

2 hour lecture and plus workshops per week<BR>

<BR><LI>Lectures: 16

<LI>Workshops: 9

<LI>Independent study: 125</LI>

<BR><B>Total hours: 150</B>

### Restrictions

Available only to students taking Kent Business School related degrees

### Method of Assessment

2500 word essay - 50%, 2500 word Business Report - 50%

### Synopsis

- Orientation to studying at university, time management, learning styles and goal setting
- Essay and report writing skills following academic conventions
- Research skills including the use of electronic literature searches
- Using research literature appropriately
- Case study methodology
- Presentation skills and the delivery of a business pitch
- Critical and analytical thinking, reflection and the ability to summarise business issues & models.
- Use of analytical frameworks
- PDP familiarisation
- Understanding and Analysing Employability
- Employability: Development and Demonstration
- Corporate Engagement and Networking
- Coursework preparation

### Learning Outcomes

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

Demonstrate 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 key 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

Cameron, S. (2009) The Business Student's Handbook. (5th. ed.), Financial Time, Prentice-Hall

Gallagher, K. (2010) Skills Development for Business and Management Studies, OUP

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

1 hour lecture and 1 hour seminar per week

Lectures: 11

Seminars: 11

Preparation for in-class test: 20

Preparation for timed essay: 20

Seminar preparation: 22

Independent study: 26

Preparation for Exam: 40

Total hours: 150

### Restrictions

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

### Method of Assessment

Two hour exam (unseen) - 60%, 800-1000 word timed essay - 15%, In-class Test - 15%, Group Presentation - 10%

### Synopsis

The 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 throughout the 20th and 21st century. The main topics of study include:

- Scientific Management
- The Human Relations School
- Bureaucracy
- Post Bureaucratic Organizations
- The Contingency Approach
- Culture Management
- Leadership
- Decision-Making
- Managing Ethically

### Learning Outcomes

Intended subject specific learning outcomes:

Understand key theories of management.

Understand the development of management thinking and the continuities and changes embedded in this.

Understand the interplay between management and organizational forms.

Understand the impact of management thinking on processes such as decision-making and communication.

Understand the connection between management practices and the business environment.

### Preliminary Reading

- Bloisi W. 2007: Management & Organisational Behaviour, 2nd Edition, London: McGrawHill
- Buchanan, D. & Huczynski, A. 2007: Organizational Behaviour, 6th Edition, Harlow: Financial Times Prentice Hall.
- Bratton J. 2007: Work & Organizational Behaviour, Basingstoke: Palgrave Macmillan
- Clegg, S. Kornberger, M. and Pitsis, T. 2008: Managing and Organizations: An Introduction to Theory and Practice. London: Sage

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB313</b>	<b>Introduction to Statistics for Business</b>					
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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

Lectures: 11

Terminals: 11

Independent study: 35

Preparation for terminals: 15

Preparation for and completion of VLE quizzes: 25

Research for statistics report: 23

Writing of statistics report: 30

Total hours: 150

### Restrictions

Available only to students taking business related degrees

### Method of Assessment

100% coursework comprising of:

3 online quizzes: 60%

Statistics report: 40%

### Synopsis

- The nature and use of numerical information
- Summarising data
- Graphical representation of data: histograms, pie charts, cumulative frequency curves
- Measures of location and dispersion
- Probability, distributions and expected values
- Sampling and its uses
- The  $\chi^2$  distribution, questionnaire analysis and contingency tables
- Correlation

### Learning Outcomes

Intended subject specific learning outcomes:

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

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

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

Demonstrate an ability to use appropriate software, including spread sheets.

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

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

Intended generic learning outcomes:

Problem solving and decision taking skills.

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

Lind, D.A., Marchal, W.G. and Wathen, S.A. (2011) Basic Statistics for Business & Economics, (7th edn.), McGraw-Hill (ISBN 9780077129071)

Seeley, J. (2002), One Step Ahead: Writing Reports, Oxford University Press (ISBN 0198662831).

<b>CB314</b>	<b>Quantitative Models and Methods for Accounting and Finance</b>					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Yu Mr T

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

### Contact Hours

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

IT Classes - lectures: 8

IT Classes - terminals: 4

Lectures: 36

Seminars/Example Classes term 1: 7

Seminars/Example Classes term 2: 11

Independent study: 234

Total hours: 300

### Restrictions

It may not be taken with other Stage 1 quantitative modules such as CB313, EC305, EC306, SP300

### Method of Assessment

Examination – 3 hour unseen 70%

Computing Based Assignment 10%

Maths Based Assignment 10%

Quantitative Technique Based Assignment 10%

### Synopsis

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.

- Fundamentals of computing: Operating systems, Computer communications, Word-processing, Databases.
- 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 frequency distributions, measures of central tendency and dispersion (standard deviation, variance).
- Probability: The relationship between probability, proportion and percent, addition and multiplication rules in probability theory, Venn diagrams,
- Distributions: binomial, Poisson; uniform, exponential, normal, Pareto.
- Sampling and its use in inference; applications of sampling in business and account-ing.
- Analysing data: histograms, bar charts, hypothesis testing, summary measures of central tendency and dispersion for both grouped and ungrouped data.
- 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 and solving simultaneous linear equations graphically; simple polynomials such as quadratic and cubic functions; manipulation of inequalities.
- Applications: Linear Programming. Modelling and the graphical method.
- Calculus: The concepts of differentiation and integration, and their relationship; stationary values.
- Logarithms and exponential functions. Linear interpolation.
- 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.
- Project Management.

### Learning Outcomes

Intended subject specific learning outcomes:

Have developed competencies in numeracy for, and an understanding of, the application of quantitative techniques to a variety of management and accounting problems, have a basis on which relevant aspects of numeracy and related IT skills can be used in other programme modules and in continuing management learning and be able to select an appropriate mathematical or statistical method applicable to a management problem.

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.

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.

Intended generic learning outcomes:

To identify and make effective use of information from various sources to analyse ideas.

To be an effective self-manager of time, so as to plan and deliver required outputs effectively.

To communicate effectively orally and in writing, using media appropriate to the purpose.

To work in groups effectively and to apply other interpersonal skills.

### Preliminary Reading

Swift L. & Piff S. Quantitative methods for business, management and finance (3rd edition 2010)

Morris C, Quantitative Approaches in Business Studies (7th edition 2008)

Waters D. Quantitative methods for business (5th edition 2011)

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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<BR>

<BR><LI>Lectures: 11 hours

<LI>Seminars: 10 hours

<LI>Independent study: 129 hours</LI>

<BR><B>Total hours: 150 hours</B>

### 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%)<BR>2000 Word Essay (30%)

### Synopsis

The module will cover various aspects of the changing global environment. An indicative list of topics is given below, however the main aim of the module is to examine contemporary issues within the global business environment that are likely to impact upon business operations and strategy:

- Globalisation: Definition, Evolution, Implications for countries, firms and people,
- The Triad: European Union, United States, Japan - Investment, Trade, Relations
- International Capital and Financial Markets: New York, London, Frankfurt, Tokyo
- World Institutions: World Trade Organisation, International Monetary Fund, United Nations
- International Economic Environment: Exchange Rates and patterns of trade
- Environment: Global Warming – Kyoto Agreement
- Business and Corporate Culture: Japan & Germany VS UK & US
- Innovation & Technology
- Mergers and Acquisitions
- Firm and Stakeholders - Ethical Issues

### 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.

### Preliminary Reading

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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Lectures: 11 hours

Terminals: 20 hours

Independent Study: 119 hours

Total hours: 150

### Pre-requisites

There are no pre-requisites for this module

### Restrictions

May not be taken with other Stage 1 Quantitative modules

### Method of Assessment

100% Coursework:

On-line test: 35%,

Group project (2-3 people): 25%,

Individual computing exercise: 40%

### Synopsis

An indicative set of topics to be covered within the module are outlined below:

**Basic Spreadsheet Functionalities:** Introduction to common spreadsheet features: workbooks, worksheets, menus, cells, rows, columns, data types, relative and absolute cell addressing, copying, basic formulae, naming cells, formatting, charts and graphs, printing.

**Data Management Facilities:** sorting, filtering, data forms, pivot tables.

**What-if Analysis:** scenario manager, goal seek, data tables.

**Basic Financial Analysis:** Introduction to basic financial analysis and how to carry this out using spreadsheets: compound interest, discounting, NPV, IRR, loans and mortgages.

### Learning Outcomes

Subject specific learning outcomes:

Have knowledge of essential data analysis, modelling and decision making in a business environment.

Have developed the necessary technical skills to structure, analyse and solve practical decision problems using Excel spread sheets.

Be able to analyse the quantitative/qualitative data and present findings both in tabular and graphical form.

Be able to design, implement and use simple databases.

Be able to carry out basic financial and "what-if" type analyses.

Be able to design and implement a maintainable, well documented spread sheet model suitable for end-users.

Intended generic learning outcomes:

Plan work and study independently using relevant resources.

Apply their model building, problem solving and numerical skills to solve everyday business problems.

Present their findings in a clear manner.

Work effectively in groups, learning how to make use of complimentary abilities and to negotiate outcomes.

### 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.



## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

Lectures: 22

Seminars: 10

Independent Study: 118

Total hours: 150

### 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.

### Method of Assessment

Two hours unseen examination - 70%, In-class test - 15%, Essay on Financial Reporting 1200 words - 15%

### Synopsis

- The relationship between business and accounting
- The principles underlying a double-entry accounting system
- The preparation of 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

Subject specific learning outcomes:

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

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

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

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

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

Understand the role of auditors in the financial reporting process.

Understand the roles of executive directors and non-executive directors within the context of corporate governance.

Be aware of how corporate social responsibility issues influence the behaviour of organizations and their reporting of them.

Be able to read and understand the key elements of a listed company's annual report.

Be able to apply numerical techniques in analysing performance, position, cash flow and investments returns.

Be able to identify financial strengths and weaknesses through interpreting that analysis and where appropriate suggest possible corrective action.

Be able to evaluate the impact of corporate strategy on financial results.

Generic learning outcomes:

Students' oral and written communication skills will be developed and enhanced.

Students' ability to write coherently about management issues will be developed.

Plan work, management time and study independently.

Retrieve information from a variety of sources.

### Preliminary Reading

Attil, P. & Mc Laney, E. (2013) Accounting and Finance for Non-Specialists, 8th edition, FT Prentice Hall

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Lectures: 11  
Seminars: 10  
Independent Study: 129

Total hours: 150

### Restrictions

Not available as a wild module.

### Method of Assessment

Two hour unseen examination - 70%  
Group Presentation - 5%  
Group Project, 3000 words - 25%

### Synopsis

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  
New product development  
Overview of internationalisation

### Learning Outcomes

Intended subject specific learning outcomes:

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.

Intended generic learning outcomes:

The module will facilitate the development of 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

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

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

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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

### 45 School of Anthropology and Conservation

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

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

#### Contact Hours

10 lectures and 10 seminars.

#### Availability

Not available as wild

#### 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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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.

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

36 lectures and 12 seminars

### Synopsis

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

### Learning Outcomes

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

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

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

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

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

### Preliminary Reading

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

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

<b>SE302</b>		<b>Foundations of Biological Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Johns Dr S

### Contact Hours

33 lectures; 11 seminars; 1 fieldtrip

### Synopsis

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

### Learning Outcomes

Understood the basic principles of evolution.

Developed a good understanding of human prehistory and biology.

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

Discussed what it means to be human.

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

An appreciation of humans as biological entities.

### Preliminary Reading

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

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

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

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

Dawkins, "The Blind Watchmaker", Penguin, 1984

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

SE306	Animals, People and Plants: An introduction to Ethnobiology					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	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.

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

### 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



## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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	Fotta Dr M

### 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; guerrillas 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.

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE310 Modes of Reasoning</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	Bowman Mr G

### 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.

### Restrictions

This module is only available to students on BA Liberal Arts.

### 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).

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### 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.

### Restrictions

This module is only available to students on BA Liberal Arts.

### 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)

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### 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.

### Restrictions

This module is only available to students on BA Liberal Arts.

### 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)

36 School of Economics

<b>EC302</b>		<b>Introduction to Economics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Jiang Dr W

**Contact Hours**

48 lectures and 20 seminars

**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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC304 Principles of Economics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Collier Dr W

### 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)

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC305</b>		<b>Mathematics for Economics and Business Mode A</b>				
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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

EC306	Mathematics for Economics and Business Mode B					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	

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

### Contact Hours

24 lectures and 11 seminars

### 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



## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

EC311		The Contemporary European Economy				
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	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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC314</b>	<b>Data Analysis for Economists</b>					
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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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	
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Barde Dr S

### 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](http://www.wiley.com/bw/journal.asp?ref=0950-0804))
- Institute for Fiscal Studies ([www.ifs.org.uk/](http://www.ifs.org.uk/))
- Bank of England ([www.bankofengland.co.uk/](http://www.bankofengland.co.uk/))
- HM Treasury ([www.hm-treasury.gov.uk/](http://www.hm-treasury.gov.uk/))
- European Central Bank (ECB) ([www.ecb.int/home/html/index.en.html](http://www.ecb.int/home/html/index.en.html))
- Oxera ([www.oxera.com](http://www.oxera.com))
- OFWAT ([www.ofwat.gov.uk/](http://www.ofwat.gov.uk/))
- World Bank ([www.worldbank.org/](http://www.worldbank.org/))
- IMF ([www.imf.org/external/index.htm](http://www.imf.org/external/index.htm))

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

#### Contact Hours

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

#### Restrictions

This module is only available to Law students

#### Method of Assessment

100% coursework.

#### 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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Method of Assessment

100% coursework consisting of a case note worth 30%, a problem question worth 60% and participation made up of attendance and 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 LW597 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)

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

LW316	Foundations of Property					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Carr Dr H (LW)

### 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.

### 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.



## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LW317</b>		<b>Introduction to German Civil Law</b>				
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

<b>LW319</b>		<b>Introduction to Italian Civil Law</b>				
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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LW321</b>		<b>Introduction to Spanish Civil Law</b>				
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

<b>LW327</b>		<b>The English Legal System and Skills</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	4 (2)	100% Coursework with Compulsory Numeric Elements	Dinsmore Dr D

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LW502</b>		<b>Business Law</b>				
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)

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LW508</b>		<b>Criminal Law</b>				
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)

### 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, 2012)

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)

<b>LW567</b>		<b>Droit administratif</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Glanert 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

50% written examination and 50% coursework (4 written pieces and a mark for 1 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*, 25th ed. (Paris: L.G.D.J. 2013)

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

S Guinchard and G Montagnier, *Lexique des termes juridiques* 21st ed. (Paris: Dalloz, 2013)

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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	Jivraj Ms 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 one essay worth 20% and a second essay worth 30%) together with 1 written exam worth 50%.

### Synopsis

This module has three main parts.

(1) 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?

(2) Forms of government

- i) Democracy
- ii) Federalism
- iii) Supra-national bodies

(3) 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) Constitutional principles and their impact upon government
  - b) Some of the philosophical arguments that lie behind constitutional and human rights discourses
  - c) The organisation of states, including historical and comparative perspectives
  - d) The legal and conventional constraints on the exercise of government power
  - e) Human Rights protections
  - f) Judicial Review and other administrative law remedies
  
- And be able to
  - g) Identify the source of legal authority for government action
  - h) Identify institutional structures and their impact upon individual citizens
  - i) 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
  - j) Conduct basic research by using legal databases and library sources
  - k) 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.
  - l) Analyse case law, identify the key concepts, the interrelation between the facts and the legal arguments, and provide a coherent account of the judgement
  - m) Advance coherent legal and political arguments in both verbal and written form
  - n) Provide a sustained and properly researched analysis in essay form

### Preliminary Reading

D Held Models of Democracy (Polity Press, 2006)

<b>PO304      Analysing British Politics Today</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Whiting Dr M

**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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

### PO305 International History and International Relations

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	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*, 6th Edition, (Oxford: OUP, 2013).

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

### 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. The course proceeds by examining a number of theoretical perspectives on International Relations and offers examples from history and current affairs to demonstrate the extent to which theories can be used to make sense of major issues in areas such as international security and international political economy.

#### 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)

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

### 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 to show employment issues 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

<b>PO314</b>	<b>Introduction to Political Thought</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	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.



## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PO325 Introduction to Conflict Analysis and Resolution</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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

60% coursework (conflict report (40%), reading assignments (20%), 40% exam.

### 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.

<b>PO326 Introduction to Political Science</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Barnes Dr L (PO)

### Contact Hours

Lectures (11 contact hours) and Seminars (15 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. Students will also be introduced to some of the fields of inquiry that dominate the study of politics, including public choice, social movements, political behaviour, economic development and democracy. 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, theory and hypotheses. They will also be introduced to and explore quantitative methods, formal methods, experimental methods and empirical quantitative methods. Students will implement basic quantitative research techniques for themselves. Finally, they 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 construct and 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.

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PO327</b>		<b>Introduction to Comparative Politics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Dardanelli Dr P

### Contact Hours

11 lectures, 16 seminars.

### Method of Assessment

2,000 word essay (50%); 2 hour exam, requiring multiple-choice answers and an essay answer (50%).

### Synopsis

The module 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 political systems are compared and contrasted to test hypotheses about the factors producing similarities and differences across countries and over time. 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 – the ‘intermediate’ actors that link people to their governments, namely political parties, interest groups and the media, and how citizens behave politically in relations to such institutions and actors. Throughout the module, students are encouraged to identify the factors and the processes leading to different political outcomes across states and over time and to use both qualitative and quantitative data to support their arguments.

### 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.

Possess a basic understanding of how executive, legislative and judicial institutions are structured.

Possess a basic understanding of how citizens behave politically in relations to such institutions.

Possess a basic understanding of the intermediate actors that link citizens and government (such as political parties, interest groups and the media).

Be familiar with some of the major data sources in the sub-field of comparative politics and with how they can be used to explore key questions addressed by the sub-field.

### Preliminary Reading

Hague, Rod and Martin Harrop. 2013. *Comparative Government and Politics - An Introduction*. 9th ed. Basingstoke: Palgrave Macmillan

<b>PO328</b>		<b>Globalisation and World Politics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Grundig Dr F

### Contact Hours

150 hours; 11 hours lectures and 11 hours of seminars, 128 hours independent study.

### Method of Assessment

50% coursework; 50% exam

### Synopsis

Globalisation is a contentious phenomenon with opinions divided as to whether it has (mostly) positive or negative consequences. This module assesses the complex process of globalisation by exploring the economic and political dimensions of globalisation, what drives the process, how it affects states and domestic constituencies and to what degree it can be managed. The module explores the role of individuals, states, international economic organisations, and non-state actors in processes and governance of globalisation as well as the growing resistance movements against globalisation. It also examines the relationship between globalisation and (in)equality, economic development, personal rights, environment and armed conflict.

### Learning Outcomes

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

Understand the various economic and political processes of globalisation

Understand the ways in which globalisation evolved, to what degree it is managed and to what degree it can be controlled.

Identify and assess the impact that globalisation has on equality, rights, environment, economic development as well as inter and intra state conflict.

Identify and assess the impact of globalisation on global governance.

Identify and assess forces of resistance to globalisation.

### Preliminary Reading

Joseph Stiglitz (2003), *Globalization and its discontents*, (Penguin)

David Held and Anthony McGrew (eds.) (2007), *Globalization Theory: Approaches and Controversies* (Polity).

Richard Rosecrance (2000), *The Rise of the Virtual State*, (Basic Books)

Nicola Phillips (ed.) (2005), *Globalising International Political Economy* (Palgrave)

John Baylis, Steve Smith, and Patricia Owens (eds) (2013), *The Globalization of World Politics: An Introduction to International Relations* (Oxford University Press)

<b>SA300 Social Problems and Social Policy I: Youth, The family and the State</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	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, migration drug (mis)use, youth homelessness and anti-social behaviour.

**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**

Furlong A and Cartmel F (2007) *Young People and Social Change* (2nd edn) Open University Press  
 Furlong A (2013) *Youth Studies: an introduction*. Routledge.  
 Furlong, A (ed) (2009) *Handbook of Youth and Young Adulthood: new perspectives and agendas*. Routledge.  
 Baldock J et al (eds.) (4th edn. 2011) *Social Policy*. Oxford University Press  
 Barry M (ed) (2005) *Understanding Social Problems*. Blackwell

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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
2	Canterbury	Spring	C	15 (7.5)		

### Contact Hours

22 (1 hour lecture and 1 hour seminar weekly)

Evaluative and analytic skills, to assess the outcomes of social policy intervention on individuals and communities.

### Method of Assessment

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

50% written examination (2 hours)

### Synopsis

Health, care and wellbeing are central concerns in all our lives; and they raise questions of the rival roles of the state, the market and the individual in their creation and support. In this module we explore how we understand and conceptualise these areas, and the potential role of policy interventions in support of them. The module examines the social determinants of health, exploring the ways in which these reduplicate wider inequalities in society. It asks how we might best address changing health needs, particularly in relation to the growing proportion of older people, exploring these in the context of the new politics of the NHS. What are the best structures to deliver health care? How that these best be funded? Life style is increasingly implicated in health outcomes, and the module explores the dilemmas raised by rising levels of obesity and alcohol consumption. These are matters of personal choice, but they challenge the health and wellbeing of the population, and raise questions of how choices are shaped in the context of market production. Governments increasingly declare that they are interested not simply in health or prosperity, but also of wellbeing. The module explores what this means, and why is there a new interest in this on this area.

### Learning Outcomes

Knowledge of the current sources of welfare in the UK in relation to health and social care

An understanding of some of the key concepts used in the field, in particular in relation to concepts of care and wellbeing

Problem solving skills and the ability to seek solutions to social issues and individual needs.

Sensitivity to the values and interests of others and to the dimensions of difference.

Able to identify and use theories and concepts in in relation to health, care and wellbeing.

Distinguish between technical, normative, moral and political questions

Study and learn independently, using library and internet sources.

Communicate ideas and arguments to others, both in written and spoken form.

Prepare essays and reference the material quoted according to conventions in social policy.

Develop skills in time management by delivering academic work on time and to the required standard.

Develop interpersonal and team work skills to enable them to work collaboratively, negotiate, listen and deliver results.

### Preliminary Reading

Baggott R (2007) Understanding Health Policy

Baggott, R. (2000) Public Health: Policy and Politics

Phillipson, C. (2013) Ageing

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

SA303 Environmental Issues: Social Science Approaches						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Rootes Prof C

### Contact Hours

42

### Method of Assessment

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

### Synopsis

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

### Learning Outcomes

Key environmental issues such as global warming, climate change and waste, and the policy responses to them

Why some situations come to be defined as problems while others are ignored

How the behaviour of households and business produces environmental impacts

The ways in which environmental concern is translated into public action

How actions at local, national and international levels address environmental problems, and the main obstacles they encounter

The various ways in which the environment and environmental issues are conceptualised by various disciplines

### Preliminary Reading

Bell M An Invitation to Environmental Sociology

Bell S, McGillivray D & Pederson O (8th ed 2013) Environmental Law

Carter N (2nd edn. 2007) Politics and the Environment

Connelly J & Smith G (2nd edn. or later) 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 later edn.) Environment and Society: Human Perspectives on Environmental Issues

Stallworthy M (2008) Understanding Environmental Law

Tudge C (2004) So Shall We Reap. Penguin

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO305</b>		<b>Introduction to Criminology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Duggan Dr M

### 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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Synopsis

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

### Learning Outcomes

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

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

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

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

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

### Preliminary Reading

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

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

### Contact Hours

22 hours (11 lectures and 11 seminars)

### Method of Assessment

30% Coursework (one essay 1500 words), 20% Class participation, 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



## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

### Method of Assessment

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

### Synopsis

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

### Contact Hours

Contact Hours: 22 (one lecture and one seminar each week) plus three 1 hour study skills lectures and a tutorial hour each week

### 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

SO340	Critical Thinking: or How to Understand the Social World					
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Coursework	

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO341</b>		<b>Critical Thinking in Everyday Life</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	DeVries Dr R

### Contact Hours

11 hour lectures and 11 hour seminars

### Restrictions

None

### Method of Assessment

Group presentation (50%) and 2000 word report (50%)

### Synopsis

This module aims to develop key research and critical skills in students on their arrival at Kent, which they can build on in their further research and substantive modules in their degree. Learning will be oriented around two applied tasks:

- i. A study of sociological, criminological and policy issues in different areas in Kent, with students undertaking one field trip to the area that are allocated to their group;
- ii. A study of stratification (class, gender, age, ethnicity, disability, sexuality etc) within the student body itself, potentially using data from the new 'Kent Self-Study' (a large, longitudinal survey of Kent students) and new qualitative data.

These two tasks will each be oriented around a particular question (e.g. students' 'imagined futures', patterns of teenage pregnancy in Kent). Students will first be taught about the practical issues in collecting relevant data, after which they then collect the data, and then reflect upon both their findings and the data collection process itself.

### Learning Outcomes

Understand the way in which deep structural factors beyond the individual level influence the social world, in particular as they affect their own lives (as students at Kent) and as they affect different areas (within the county of Kent);

Demonstrate an ability to find and retrieve relevant publicly-available quantitative data, and to do basic manipulation of this data to create tables and graphs in both spreadsheet software (e.g. Excel) and statistical software (e.g. SPSS);

Understand how to collect and do a basic analysis of qualitative data, including interviews, observational data and visual materials (e.g. photographs);

Demonstrate an ability to critically evaluate basic qualitative and quantitative data, showing awareness of both what such evidence can show (and how different forms of data can complement each other in showing), and what it cannot;

Persuasively present such quantitative and qualitative data within a wider critical social explanation (or 'story');

### Preliminary Reading

Blastland, M. & Dilnot, A. (2007) *The Tiger That Isn't*.

Douglas, H (2009), *Science, Policy and the Value-free Ideal*.

Kitchin, R (2000), 'The Researched Opinions on Research: disabled people and disability research'. *Disability & Society*, 15 (1):25-47.

Robson, C (2011), *Real World Research 3e*. Wiley.

Wright Mills, C (1959), 'Appendix: On Intellectual Craftsmanship'. In *The Sociological Imagination*.

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<b>SO408</b>		<b>Sociological Theory: The Classics</b>				
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

### 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 Boutillier, 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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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<b>SP300 Psychology Statistics and Practical</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Coursework, 40% Exam with Pass/Fail Elements	Brooks Dr J

#### 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.

<b>SP301 Introduction to Biological and General Psychology</b>						
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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<b>SP302 Introduction to Social Psychology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Leite Dr A

### 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.

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

### Contact Hours

1 weekly two-hour lecture

### Restrictions

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

### Method of Assessment

Coursework: Students are required to earn 24 Psychology Research Participation credits during the term. Examination: All students sit a multiple choice examination.

### Synopsis

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

### Learning Outcomes

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

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

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

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

### Preliminary Reading

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

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

### 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).

<b>SP306</b>		<b>Introduction to Forensic Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	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 unable to sit the exam, it may be replaced by a single piece of coursework of increased length.

### Synopsis

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

### Learning Outcomes

To gain a basic understanding of the concepts of Forensic Psychology

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

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

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

### Preliminary Reading

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

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

## 2014-15 Social Sciences Undergraduate Stage 1 Module Handbook

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	Leite Dr A

### 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.