Contact Hours
3 hours per week (2 hours lectures and 1 hour seminar)
- Lectures: 44
- Seminars: 21
- Independent study: 235
- Total hours: 300

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

Method of Assessment
- Examination: 3 hour unseen (70%)
- Unseen Computational Test 1 (10%)*
- Unseen Computational Test 2 (10%)*
- Essay Assignment (10%)*
- BBP Bookkeeping Package (10%)*
- Arithmetic average of 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
- Knowledge and understanding of the professional and regulatory environments within which financial statements are prepared.
- Knowledge and understanding of the concepts which underpin financial reporting.
- Knowledge and understanding of the technical language and practices employed in the preparation of financial statements.
- Knowledge and understanding of the alternative technical languages and practices proposed for use in the preparation of financial statements to reflect changes in prices.

Preliminary Reading
Indicative Reading List
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 hence 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:


Other useful background books are


Contact Hours
2 hour lecture and plus workshops per week
-Lectures: 16
-Workshops: 9
-Independent study: 125
-Total hours: 150

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 reflectice 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
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
• Bratton J. 2007: Work & Organizational Behaviour, Basingstoke: Palgrave Macmillan
CB313 Introduction to Statistics for Business

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<td>100% Coursework</td>
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**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 **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**


CB314 Quantitative Models and Methods for Accounting and Finance

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<tr>
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<td>Autumn and Spring</td>
<td>C</td>
<td>30 (15)</td>
<td>70% Exam, 30% Coursework</td>
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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.
• 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.
• 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
Morris C, Quantitative Approaches in Business Studies (7th edition 2008)
Contact Hours
1-hour lecture and 1-hour seminar per week
- Lectures: 11 hours
- Seminars: 10 hours
- Independent study: 129 hours
Total hours: 150 hours

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%) and 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
- 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
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 spreadsheets.
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 spreadsheet 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
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 plc's
• 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 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
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
**DI303 Survey and Monitoring for Biodiversity**

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<td>15 (7.5)</td>
<td>100% Coursework</td>
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**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"

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**DI304 Economic and Environmental Systems**

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<tr>
<td>2</td>
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<td>C</td>
<td>15 (7.5)</td>
<td>50% Coursework, 50% Exam</td>
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**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**


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


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
A. SB: Fundamental ecological concepts and how they apply to conservation biology.
B. General learning and study skills.
C. Ability to express ideas in writing and orally.
C. SB: Field biology skills (surveys, sampling, etc.)

12.2 Gain skills in interpreting plant structures
B. Critical and analytical skills.
C. SB: Field biology skills (surveys, sampling, etc.)
C. SB: Skills to evaluate sustainability of wildlife use

12.3 Understand how a knowledge of plant biology (eg anatomy) impacts on conservation practice.
A. SB: Fundamental ecological concepts and how they apply to conservation biology.
B. Species conservation and how it relates to wildlife conservation.
A. SB: Practical understanding of wildlife conservation.
A. SB: Principles of sustainable use and wildlife management.
B. General learning and study skills.
B. Critical and analytical skills.
A. Ability to express ideas in writing and orally.
A. SB: Ability to make a structured and logical argument.
A. SB: Field biology skills (surveys, sampling, etc.)
B. SB: Skills to evaluate sustainability of wildlife use

Preliminary Reading

**SE301 Social Anthropology**

**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."

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**SE302 Foundations of Biological Anthropology**

**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**
- Scarre, "The Human Past", Thames & Hudson, 2005
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 Anthropoogy, 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
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

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
On successful completion of this module, students should:

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

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

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

Have cultivated an in-depth understanding of the recognized topic in anthropology of violence and conflict and the related 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 recognized 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

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 module'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 intertwin 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:

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).
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:
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)
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)
**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
‘The Economic Review’, Philip Allan, quarterly periodical
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
The Economic Review (quarterly periodical)
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
### EC306 Mathematics for Economics and Business Mode B

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<th>Version</th>
<th>Campus</th>
<th>Term(s)</th>
<th>Level</th>
<th>Credit (ECTS)</th>
<th>Assessment</th>
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<td>Canterbury</td>
<td>Autumn</td>
<td>C</td>
<td>15 (7.5)</td>
<td>80% Exam, 20% Coursework</td>
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**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

**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**

### EC309 Statistics for Economics and Business

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<th>Version</th>
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<th>Term(s)</th>
<th>Level</th>
<th>Credit (ECTS)</th>
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<td>1</td>
<td>Canterbury</td>
<td>Spring</td>
<td>C</td>
<td>15 (7.5)</td>
<td>80% Exam, 20% Coursework</td>
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**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
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
Nicholas Crafts, Gianni Toniolo, Economic Growth in Europe since 1945, Cambridge University Press, 1996
Marcel P Timmer, Robert Inklaar, Mary O’Mahony, Bart van Ark, Economic Growth in Europe, Cambridge University Press, 2010
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
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
Chris Mulearn and Howard Vane, Economics for Business (2nd ed), Palgrave Macmillan, 2012
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
Guy Judge, Computing Skills for Economists, 2000, John Wiley
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, they 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
- Institute for Fiscal Studies (www.ifs.org.uk/)
- Bank of England (www.bankofengland.co.uk/)
- HM Treasury (www.hm-treasury.gov.uk/)
- European Central Bank (ECB) (www.ecb.int/home/html/index.en.html)
- Oxera (www.oxera.com)
- OFWAT (www.ofwat.gov.uk/)
- World Bank (www.worldbank.org/)
- IMF (www.imf.org/external/index.htm)
### 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
- Ward, I. - 'Introduction to Critical Legal Theory', 2nd ed., Cavendish, 2004
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)
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 - It’s 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
C Dickens Bleak House
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

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
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

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**LW321 Introduction to Spanish Civil Law**

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**LW327 The English Legal System and Skills**

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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
A Adams Law for Business Students (Pearson Education Ltd, 7th ed, 2012)
K Hayward et al Business Law (Routledge, 6th ed, 2011)
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)
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 tells 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, identity the key concepts, the interrelation between the facts and the legal arguments, and proved 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)
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
PO305  International History and International Relations

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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

PO310  Introduction to International Politics

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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
BROWN, C. - ‘Understanding International Relations’
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

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
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
### PO327 Introduction to Comparative Politics

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**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 relation 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 relation 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**

### PO328 Globalisation and World Politics

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

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**Contact Hours**
22 hours (11 lectures and 11 seminars)

**Method of Assessment**
30% Coursework (one essay 1500 words), 50% 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**
**Sociology of Everyday Life**

**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

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**Fundamentals of Sociology**

**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

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**Critical Thinking: or How to Understand the Social World**

**Contact Hours**
Contact Hours: 22 (one lecture and one seminar 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
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
Douglas, H (2009), Science, Policy and the Value-free Ideal.
Robson, C (2011), Real World Research 3e. Wiley.
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
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
**SP302  Introduction to Social Psychology**

**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:

Supplementary reading:

Supplementary reading:

Supplementary reading:

**SP304  Introduction to Psychology I**

**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**
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

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
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:

Supplementary text:

Supplementary text:

Supplementary text:

Supplementary text: