



## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

AC300		Financial Accounting I				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Casson Mrs A
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Casson Mrs A
1	Canterbury	Autumn and Spring	C	30 (15)	90% Exam, 10% Coursework	Casson Mrs A

### Contact Hours

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

- Lectures:44

- Seminars:21

- Independent study: 235

- Total hours:300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 identify the professional and regulatory environments within which financial statements are prepared.

8.2 define the conceptual framework underpinning the preparation of financial statements.

8.3 manipulate financial data and analyse financial performance.

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

The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 exercise independent and self-managed learning.

9.2 use communications and information technology.

9.3 critically evaluate arguments and evidence.

9.4 retrieve information from a variety of sources.

### Method of Assessment

Closed book test 10%

Moodle-based Accounting package 10%

Essay –1000 words 10%

Examination 70%

### Preliminary Reading

Indicative Reading List

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

A Thomas and A M Ward [T]: An Introduction to Financial Accounting (latest edition) London: McGraw Hill Education, 2015

### Restrictions

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

- Not available as a 'wild' module

### Synopsis <span style = "color:red;">\*/</span>

A synopsis of the curriculum

- Role and evolution of accounting; single entry accounting
- double entry bookkeeping
- financial reporting conventions
- recording transactions and adjusting entries
- principal financial statements
- institutional requirements
- auditing; monetary items
- purchases and sales
- bad and doubtful debts
- inventory valuation
- non-current assets and depreciation methods
- liabilities
- sole traders and clubs; partnerships; companies
- capital structures
- cash flow statements
- interpretation of accounts through ratio analysis
- problems of, and alternatives to, historical cost accounting

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

CB302	Managers and Organisations					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Vassilopoulou Dr J
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Vassilopoulou Dr J
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Vassilopoulou Dr J

### 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

### 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.

Intended generic learning outcomes:

Plan, work and study independently using relevant resources.

Appreciate the context in which management decisions are made, drawing on the scholarly and critical insights of the Social Sciences.

Appreciate and understand the relationships between the theories of behavioural science and the practical experiences of management and behaviour of people at work.

Use group working skills, including listening, responding to different points of view, negotiating outcomes, and planning and making a joint presentation.

Present a cogent argument orally, demonstrating good vocal skills which match the environment, and making use of appropriate presentational tools.

Retrieve information from a variety of resources.

### Method of Assessment

Unseen two-hour examination\* 60%

Coursework 800 – 1000 word timed essay 20%

Seminar performance/attendance 5%

Presentation 15%

### Preliminary Reading

The recommended textbook is:

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

Other useful background books are

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

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

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### Synopsis \*

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

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

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

### Contact Hours

Lectures: 11 hours  
Moodle Exercises: 10 hours  
Weekly Readings: 11 hours  
Workshops: 6 hours  
Independent study: 112 hours

Total hours: 150

### Learning Outcomes

Intended subject specific learning outcomes

The module is intended to equip students with the intellectual skills needed to complete academic assignments as well as the personal and practical skills needed to cope with the varying demands of an academic course and the workplace.

Practical skills will be developed by reflecting on theory to inform practice and lay the foundations for employability skills. On successfully completing the module students will be able to:

Demonstrate sound academic skills to complete assignments in accordance with the required academic conventions.

Demonstrate an ability to evaluate, interpret and synthesise a wide range of information, found through independent research.

Demonstrate knowledge and understanding of the theories underlying key employability skills.

Use theory to inform practice by analysing and reflecting on a range of key employability skills in the context of personal development and business management.

The intended generic learning outcomes

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

Demonstrate the ability to exercise personal responsibility.

Demonstrate the ability to research a topic independently to extract and synthesise information from a range of academic and online sources;

Make sound judgements to distinguish between fact and opinion, what is relevant and what is not and between opposing views based upon conflicting evidence;

Be able to evaluate and interpret information from a variety of sources to formulate and support a well- reasoned and structured line of argument;

Relate knowledge of theory to practice and experience to enhance employability.

### Method of Assessment

Academic Essay (1250 words max to test key academic skills including research, referencing and development of argument). 40%

Employability Skills Report (1500 words max to link theory to business practice and personal development). 50%

Workshop Attendance and completion of workshop activities 10%

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### Preliminary Reading

Boddy, D. (2013) Management: An Introduction (6th Edition), Harlow: Pearson

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

Cottrell, S. (2008) The Study Skills Handbook. (3rd. Edition), London: Palgrave Macmillan

Gallagher, K. (2013) Skills Development for Business and Management Students, (2nd Edition) Oxford: OUP

Hepworth, A. (2011). Studying for your future: Successful study skills, time management and career development: A guide to personal development planning for university and college students Bury: Universe of Learning Ltd [www.UoLearn.com](http://www.UoLearn.com)

Hind, D and Moss, S. (2011). Employability Skills. Sunderland: Business Education Publishers

Lumley M., and Wilkinson, J. (2014) Developing Employability for Business. Oxford: OUP

### Restrictions

Available only to students taking Kent Business School related degrees. Not available as a 'Wild Module'.

### Synopsis \*

Topics the module will cover include:

- Orientation to studying at university, time management and learning styles.
- Research and cognitive development (writing essays and reports in higher education, research and referencing, plagiarism, how to make a reasoned argument, literature searches and introduction to critical and analytical thinking).
- The theories underlying personal skill development needed to achieve success at university and in the workplace (i.e. effective communication; working in groups, teamwork, problem solving, creative thinking, conflict management and negotiation).
- Personal Development Planning for Employability (including career search, CV writing, and making sense of employer skills requirements).

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

1 hour lecture and 1 hour seminar per week

Lectures: 11

Seminars: 11

Preparation for in-class test: 20

Preparation for timed essay: 20

Seminar preparation: 22

Independent study: 26

Preparation for Exam: 40

Total hours: 150

### 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.

Intended generic learning outcomes:

Students' oral communication skills will be developed and enhanced.

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

Students' ability to draw on social science concepts and theories will be developed.

The module will facilitate the development of group working skills including an ability to examine and respond to different points of view, accept accountability for tasks and negotiate outcomes.

Plan work and study independently.

Retrieve information from a variety of sources.

### Method of Assessment

Examination – 2 hour unseen 60%

800 – 1000 Word Timed Essay 15%

In-Class Test 15%

Group Presentation 10%

### Preliminary Reading

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

### Restrictions

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

This module is available only to students taking single and joint honours Business Administration and International Business degrees. Students taking Accounting & Finance and Business Administration (joint honours) will take CB302.

### Synopsis \*

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB313 Introduction to Statistics for Business</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Parker Dr K
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Parker Dr K

### Contact Hours

Lectures: 11

Terminals: 10

Private Study: 129

Total hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate an ability to use graphical, numerical and statistical techniques to handle a variety of business problems
- 8.2 Demonstrate an ability to summarise and analyse data and present it effectively to others
- 8.3 Use statistical techniques to draw well founded inferences from quantitative data
- 8.4 Demonstrate an ability to use appropriate software, including spreadsheets
- 8.5 Demonstrate an ability to understand the scope and limitations of quantitative methods
- 8.6 Identify sources of published statistics, understand their context and report on their wider relevance

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Problem solve and demonstrate decision taking skills
- 9.2 Demonstrate numeracy and quantitative skills
- 9.3 Scan and organise data, abstract meaning from information and share knowledge with others
- 9.4 Demonstrate effective research skills, to synthesise information and to support written work by following the required academic conventions
- 9.5 Develop a reflective approach to learning and critical thinking skills essential for success in business
- 9.6 Demonstrate effective written skills at Level 4 as required to complete written assignments and business reports
- 9.7 Work and study independently and utilise resources effectively

### Method of Assessment

100% coursework comprising of:

3 VLE quizzes: 60%

Statistics report: 40%

### Preliminary Reading

Keller, G. and Gaciu, N. (2015). Managerial Statistics (Europe, Middle East and Africa Edition), Andover: Cengage. Of particular relevance are Chapters 1–10 and 14.

Seeley J, (2002), One Step Ahead: Writing Reports, Oxford: OUP.

### Pre-requisites

None

### Restrictions

Available only to students taking:

Business Administration

International Business

Marketing

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### Synopsis \*

So much of the world of business is based on quantitative information—sales, stock control, investments, loans, production levels, staffing numbers, share prices, interest rates, quality control, etc. etc. In almost any organisation where you work you must expect to deal with numbers. This module introduces you to the way you can make use of quantitative information through statistical analysis.

Topics may include:

The nature and use of numerical information

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

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

### Contact Hours

3 hours per week (2 hours lectures 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

### 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.

### Method of Assessment

Examination – 3 hour unseen 70%

Computing Based Assignment 10%

Maths Based Assignment 10%

Quantitative Technique Based Assignment 10%

### Preliminary Reading

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

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

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

### Restrictions

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

### Synopsis \*

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

- Fundamentals of computing: Operating systems, Computer communications, Word-processing, Databases.
- Spreadsheets: Features and functions of commonly-used spreadsheet software: workbook, worksheet, rows, columns, cells, data, text, formulae, formatting, printing, graphics and macros. Charts and graphs, what-if analysis, Solver. Data management facilities. Data validation. Spreadsheet security and documentation.
- Summarising data with frequency distributions, measures of central tendency and dispersion (standard deviation, variance).
- Probability: The relationship between probability, proportion and percent, addition and multiplication rules in probability theory, Venn diagrams,
- Distributions: binomial, Poisson; uniform, exponential, normal, Pareto.
- Sampling and its use in inference; applications of sampling in business and account-ing.
- Analysing data: histograms, bar charts, hypothesis testing, summary measures of central tendency and dispersion for both grouped and ungrouped data.
- Regression and correlation: scatter plots; simple and multiple regression; interpreting computer output.
- Forecasting using spreadsheets.
- Decision making: payoff tables and decision strategies; decision trees; the Bayesian approach.
- Functions, equations and inequalities: linear functions, solving linear equations and solving simultaneous linear equations graphically; simple polynomials such as quadratic and cubic functions; manipulation of inequalities.
- Applications: Linear Programming. Modelling and the graphical method.
- Calculus: The concepts of differentiation and integration, and their relationship; stationary values.
- Logarithms and exponential functions. Linear interpolation.
- Financial mathematics: Simple and compound interest, annuities and perpetuities, loans and mortgages, sinking funds and savings funds, discounting to find NPV and IRR and interpretation of NPV and IRR.
- Use of spreadsheets for financial mathematics.
- Project Management.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

CB330		Financial Accounting 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Exam	
2	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Finn Mr D

### Contact Hours

Two lectures of one hour and one seminar/workshop of one hour each week<BR>

<LI>Lectures: 22 hours

<LI>Seminars: 10 hours

<LI>Independent study: 118 hours</LI>

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

### Learning Outcomes

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

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

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

Ability to critically evaluate arguments and evidence.

Ability to manipulate and analyse financial data and financial performance.

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

### Method of Assessment

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

### Preliminary Reading

Atkinson A., Kaplan R., Matsumura E. and Young S. (2012), Management Accounting: Information for Decision-Making and Strategy Execution, Prentice Hall.

Britton, A. and Waterston, C. (2010), Financial Accounting. 5th edn. Harlow: Prentice Hall

Thomas, A. and Ward, A.M. (2012), An Introduction to Financial Accounting, 7th Ed., London: McGraw Hill

McLaney, E.J. (2014), Accounting and Finance , 7th Ed Pearson Education: Harlow

### Pre-requisites

None

### Synopsis <span style = "color:red;" >\*/</span>

<B>A synopsis of the curriculum</B><BR><OL>

<LI>Role and evolution of accounting

<LI>Single entry accounting; double entry bookkeeping

<LI>Financial reporting conventions; recording transactions and adjusting entries

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

<LI>Accounting for sole traders</OL>

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

CB331		Management Accounting 1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	
2	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Katsikas Mr E

### Contact Hours

<LI>Lectures:22 hours  
 <LI>Seminars:11 hours  
 <LI>Preparation for Class Tests:30 hours  
 <LI>Preparation for Exam:50 hours  
 <LI>Seminar Preparation:22 hours  
 <LI>Independent study:25 hours</LI>  
 <BR><B>Total hours:150</B>

### Learning Outcomes

Understand the differences between management and financial accounting.  
 Carry out the main costing procedures used in management accounting.  
 Understand the behaviour of costs and carry out breakeven analysis.  
 Utilise the different methods of determining prices.  
 Forecast trends in costs.

### Method of Assessment

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

### Preliminary Reading

Seal, W.B. (2011), Management Accounting for Business Decisions. London: McGraw-Hill  
 McLaney, E.J., and Atrill, P., (2012), Accounting an Introduction.6th edn. Harlow: FT Prentice Hall  
 Seal W., Garrison R.H., and Noreen E.W., (2012), Management Accounting 4th Ed, London: McGraw-Hill  
 Drury, C., (2012), Management and Cost Accounting, 8th Ed, Andover: Cengage Learning  
 Bhimani A., Horngren C.T., Data S.M. and Rajan M.V. (2012), Management Accounting. 5th edn. Harlow: FT Prentice Hall  
 Atkinson A., Kaplan R., Matsumura E. and Young S. (2012), Management Accounting: Information for Decision-Making and Strategy Execution, Prentice Hall.

### Pre-requisites

None

### Synopsis <span style = "color:red;">\*/</span>

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB333</b>		<b>Business Law</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	70% Exam, 30% Coursework	Tarrant Mrs S

### Contact Hours

Private Study 235  
Lectures 44  
Seminars 21

Total 300

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge and understanding of the English Legal System in relation to business transactions and disputes.
- 8.2 Demonstrate knowledge and understanding of the role of law in facilitating and regulating the formation of business transactions.
- 8.3 Explain the legal concepts and principles of the law relating to the obligations that can arise between parties in a business relationship.
- 8.4 Demonstrate knowledge and understanding of the legal structure governing business organisations.
- 8.5 Apply problem-solving skills to solve legal-related issues that arise in the course of carrying out business.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Develop an ability to structure, formulate, communicate and defend arguments effectively.
- 9.2 Understand, select and synthesise complex information.
- 9.3 Plan work and study independently using relevant and appropriate resources.
- 9.4 Carry out independent research.

### Method of Assessment

Moodle Test 1 (Autumn) 10%  
Moodle Test 1 (Spring) 10%  
Essay on a legal problem 10%  
Examination – 3-hours unseen 70%

### Preliminary Reading

Adams, A. (2014) *Law for Business Students*, 8th edn. London: Pearson  
MacIntyre, E. (2015) *Essentials of Business Law*. 5th edn. London: Pearson  
Riches S., and Allen, V. (2013) *Keenan and Riches Business Law*. 11th edn. London: Pearson  
Roach, L. (2014). *Business Law for Business, Accounting & Finance Students*. 3rd edn. Oxford: OUP

### Pre-requisites

None

### Synopsis \*

The law affects the commercial world in many ways. This module focuses on its impact on how businesses conduct transactions; how they are structured; how they operate; how they employ staff, and how they manage and avoid disputes. By enabling students to become familiar with those parts of the law they are most likely to encounter in their careers and in business the module will help them better understand the obligations that parties have to each other in law.

The module covers the following topic areas:

- The English Legal System, Legal Process and Dispute Resolution;
- Law of Contract – formation, terms, vitiating elements, discharge and remedies;
- Law of Negligence – general principles and negligent mis-statement, particularly the issues faced by accountants in the area of negligent advice;
- Law of Business Organisations - classification of business organisations; main principles applying to general and limited liability partnerships and registered companies; directors' duties, and insolvency;
- Employment Law - the general scope of the legal obligations owed by employers to employees, including the employment contract, discrimination and dismissal

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB343 Global Business Environment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Stone Dr Z
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Stone Dr Z
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Li Dr S

### Contact Hours

Lectures 11  
Seminars 10  
Independent study 129

Total hours 150

### 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.

The intended generic learning outcomes

Link business problems with their everyday life.  
Understand where they can apply their knowledge from their degree.  
Study the organizations, their management, and the changing global environment.  
Be prepared for developing a career in business and management.

### Method of Assessment

Examination – 3 hour 70%  
2000 Word Essay 30%

### Preliminary Reading

Harrison, A., (2013), Business Environment in a Global Context, 2nd Ed., Oxford University Press, Oxford  
Brooks, I., Weatherston, J. and Wilkinson, G., (2004), The International Business Environment, Financial Times Prentice-Hall (ISBN 0273682474)  
Hamilton, L., and Webster P., (2012), The International Business Environment, 2nd Ed., Oxford University Press  
Ball, D.A., (2012), International Business: The Challenge of Global Competition, 13th Edition, McGraw-Hill: New York

### 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)

### Synopsis \*

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

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Lectures: 11 hours

Terminals: 20 hours

Independent Study: 119 hours

Total hours: 150

### Learning Outcomes

Subject specific learning outcomes:

Have knowledge of essential data analysis, modelling and decision making in a business environment.  
Have developed the necessary technical skills to structure, analyse and solve practical decision problems using Excel spread sheets.

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

Be able to design, implement and use simple databases.

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

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

Intended generic learning outcomes:

Plan work and study independently using relevant resources.

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

Present their findings in a clear manner.

### Method of Assessment

In-class Test #1 30%

In-class Test #2 30%

Individual Project 40%

### Preliminary Reading

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

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

### Pre-requisites

There are no pre-requisites for this module

### Restrictions

May not be taken with other Stage 1 Quantitative modules

### 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.

Forecasting: simple time-series forecasting using spreadsheets.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB365</b>		<b>Economics for Business 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Robinson Dr C

### Contact Hours

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

<LI>Lectures: 11 hours

<LI>Seminars: 10 hours

<LI>Private Study: 25 hours

<LI>Preparation for Seminars: 24 hours

<LI>Preparation for in- class tests: 40 hours

<LI>Preparation for Examination: 40 hours</LI>

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

### Learning Outcomes

Understand the basic principles of microeconomics

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

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

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

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

### Method of Assessment

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

### Preliminary Reading

Sloman, J., Hinde, K. and Garratt, D., (2013). Economics for Business, 6th edition, Prentice Hall, Pearson Education

Worthington, Britton and Rees 2004: Economics for Business: Blending Theory and Practice, 2nd edition, Prentice Hall, Pearson Education

### Pre-requisites

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

### Synopsis \*

The main topic areas are as follows:<BR>

<LI>Business organisations

<LI>Supply and demand

<LI>Operation of markets

<LI>The consumer

<LI>Profit maximisation

<LI>Input markets

<LI>Investment and capital

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

<BR><LI>Lectures: 11 hours

<LI>Seminars: 10 hours

<LI>Private Study: 34 hours

<LI>Preparation for seminars: 20 hours

<LI>Preparation for Moodle tasks: 30 hours

<LI>Preparation for Examination: 45 hours</LI>

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

### Learning Outcomes

<LI>Understand key theories of management

<LI>Understand the development of management thinking and the continuities and changes embedded in this

<LI>Understand the interplay between management and organisational forms

<LI>Understand the connection between management practices and the business environment

### Method of Assessment

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

### Preliminary Reading

Mullins, L. (2013) Management & Organisational Behaviour, 10th Edition, Pearson Education

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

Buchanan, D. & Huczynski, A. (2010) Organizational Behaviour, 7th Edition, Harlow: Financial Times Prentice Hall

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

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

Watson, T. (2006) Organising and Managing Work, 2nd Edition, Essex: Pearson Education

### Pre-requisites

None

### Synopsis <span style = "color:red;">\*/</span>

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

CB367 Introduction to Data Analysis and Statistics for Business						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Pantelidis Dr T

### Contact Hours

LECTURES: 22  
 SEMINARS: 5  
 TERMINALS: 5  
 REVISION LECTURE: 2  
 DROP IN SESSION: 2  
 INDEPENDENT STUDY: 114

TOTAL: 150 HOURS

### Department Checked

GP

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate the ability to summarise and analyse data and present it effectively to others.
- 8.2 Use statistical techniques to draw well-founded inferences from quantitative data.
- 8.3 Identify sources of published statistics, understand their context and report on their wider relevance.
- 8.4 Apply key mathematical formulae to calculate financial variables for decision-making.

The intended generic learning outcomes.

On successfully completing the module students will be able to

- 9.1 Demonstrate numeracy and quantitative skills.
- 9.2 Scan and organise data and abstract meaning from information.
- 9.3 Work and study independently, and utilise resources effectively.

### Method of Assessment

Online Moodle Test 20%  
 In-Course Excel test 20%  
 Examination 60%

### Preliminary Reading

Anderson, D.R., Sweeney, D.J., Williams, T.A., Freeman, J., and Shoesmith, E. (2014), *Statistics for Business and Economics*, 3rd edn. Andover: Cengage  
 Lind, D., Marchal, W., and Wathen, S. (2012), *Basic Statistics for Business and Economics*. 8th edn. Maidenhead: McGraw-Hill  
 Swift L. and Piff S. (2014), *Quantitative Methods for Business, Management and Finance*. 4th edn. Basingstoke: Palgrave Macmillan

### Pre-requisites

None

### Synopsis \*

The aim of this module is to give students a solid grounding in the competent use of spreadsheets, and the key statistical techniques required to analyse business data effectively:

- Maths and statistical skills for business; revision of algebra, and basic mathematical functions.
- Spreadsheets: Features and functions of commonly-used spreadsheet software, including workbooks; worksheets; rows; columns; cells; data; text; formulae; formatting; printing; graphics and macros; charts and graphs; data management facilities; data validation; spreadsheet security, and documentation.
- Summarising data: using histograms, bar charts, frequency distributions, measures of central tendency and dispersion.
- Probability: the relationship between probability; proportion and percent; addition and multiplication rules in probability theory, and Venn diagrams.
- Common Probability Density Functions.
- Sampling: its use in inference, and applications of sampling in business and management.
- Regression and correlation: scatter plots, simple regression and interpreting computer output.
- Forecasting using spreadsheets.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB369 Financial Accounting, Reporting and Analysis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Pillalamarri Mr S

### Contact Hours

Private Study 118  
Lectures 22  
Seminars 10

Total hours 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate the link between financial accounting systems and business activities for a variety of organisations.
- 8.2 Describe the role and limitations of financial reporting in providing useful information to decision makers.
- 8.3 Be able to produce financial statements from trial balance for sole traders and limited companies incorporating post trial balance adjustments.
- 8.4 Illustrate the various influences on the financial reporting process and how they impact on the annual report and accounts of UK listed companies, in particular, and why there is a need for regulating the practice of financial reporting.
- 8.5 Analyse a set of financial statements and be able to explain the limitations of techniques of analysis.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate coherent writing skills on management and accounting issues.
- 9.2 Plan work, manage time and study independently.
- 9.3 Retrieve and communicate information from a variety of sources.

### Method of Assessment

Online MCQ test 10%  
1000-2000 word Individual Report 20%  
2 hour unseen Examination 70%

### Preliminary Reading

Atrill, P. and McLaney, E. (2015), Accounting and Finance for Non-Specialists (9th Ed), Harlow: FT Prentice Hall.

### Pre-requisites

None

### Synopsis \*

The module will begin with an introduction to the link between business and accounting in order to show the value to the students of their having some knowledge of accounting. The module is designed to teach students how to prepare, read and interpret financial information with a view to their being future business managers rather than accountants.

The module will continue with a brief demonstration of double-entry bookkeeping. Students will not be examined on this, it is merely to put bookkeeping and accounting in context. Following on from this, students will be shown how to prepare financial statements from a trial balance and make adjustments to the figures given by acting on information given in a short scenario.

The regulatory framework of financial reporting will be considered as will the annual reports and accounts of a variety of organisations. The module will finish with an analysis of financial statements with students shown how to interpret data and make sensible recommendations

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB370</b>		<b>Introduction to Marketing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Dewett Mrs L

### Contact Hours

Lectures 11  
Seminars 10  
Independent study 129

Total 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Explain and illustrate the principles and concepts of marketing.
- 8.2 Define the boundaries of marketing and its integration to other business functions.
- 8.3 Explain the relationship between the internal and external environments in the formulation of marketing practice.
- 8.4 Apply the principles and concepts of marketing to specific markets and industries.
- 8.5 Use data to provide 'solutions' to basic marketing problems.
- 8.6 Evaluate the role of marketing in a management and business context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Link theoretical perspectives to practical situations.
- 9.2 Demonstrate effective communication skills
- 9.3 Select appropriate data and information.

### Method of Assessment

Examination – 2 hour unseen 70%  
Group Presentation 10%  
Group Report (1800 words) 20%

### Preliminary Reading

Armstrong, G. & Kotler, P. (2009) Marketing: an Introduction. 9th edition, Harlow: Pearson International  
Brassington, F. et al (2006) Principles of Marketing: Enhanced Media Edition, 4th edition, London: FT Prentice Hall  
Dibb, S. et al (2012) Marketing; Concepts and Strategies. 6th Edition. Andover: Cengage Learning

### Pre-requisites

None

### Synopsis \*

A synopsis of the curriculum

The module introduces to students the importance of marketing in competitive and dynamic environments.

The key topics of the module are:

- The marketing concept
- The marketing environment
- Market segmentation & targeting
- Brand development and management
- Management of the marketing mix
  - o Product; including new product development and the marketing of services
  - o Pricing
  - o Promotion; including digital media, advertising, sales promotion, publicity, PR, personal sales et al.
  - o Place
  - o Extended marketing mix; including people, physical evidence and process
- Ethical issues in marketing

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB372 Mathematics and Statistics for Accounting and Finance</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Yu Mr T

### Contact Hours

Lectures 22  
Seminars/Example Classes 10  
Independent study 118

Total hours 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Recognise and recall the range of quantitative concepts, tools and techniques that are useful in solving everyday problems in business, management and accounting.
- 8.2 Represent problems in a mathematical/statistical form to aid decision making.
- 8.3 Apply quantitative techniques in the solution of problems.
- 8.4 Assess the strengths and weaknesses of a problem with regards to its business, management and accounting context.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Analyse quantitative information.
- 9.2 Process quantitative information from various sources to develop independent conclusions
- 9.3 Effectively manage own use of the time, tools and resources required to analyse and solve a problem of a quantitative nature.
- 9.4 Express arguments, explanations, evaluations and conclusions effectively in writing

### Method of Assessment

Examination – 2 hour unseen 70%  
Maths Assignments  
(1 MOODLE MCQ Tests) 15%  
Statistics Assignments  
(1 MOODLE MCQ Tests) 15%

### Preliminary Reading

Morris, C. (2011) Quantitative Approaches in Business Studies (8th ed.), London: FT Prentice Hall

Swift, L. and Piff, S. (2014) Quantitative Methods for Business, Management and Finance, (4th ed.), Andover: Palgrave Macmillan

Waters, D. (2011) Quantitative Methods for Business (5th ed.), London: FT Prentice Hall

### Pre-requisites

None

### Synopsis \*

The following topics will be taught:

- Summarising data with frequency distributions, measures of central tendency, spread and skewness. Visual representation of data in the form of graphs and charts.
- Probability: The relationship between probability, proportion and percent, addition and multiplication rules in probability theory, Venn diagrams.
- Distributions: Discrete (Binomial, Poisson) and Continuous (Uniform, Exponential, Normal).
- Sampling and hypothesis testing and its use in inference; applications of sampling in Quality Control, business and accounting.
- Regression and correlation: scatter plots; simple regression.
- 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.
- Linear Programming – problem formulation and the graphical solution method.
- Calculus: The concepts of differentiation and integration, and their relationship; stationary values.
- Financial mathematics: Logarithms and exponential functions. 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.

<b>CB373 Employability and Study Skills for Success</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Tarrant Mrs S

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

### Contact Hours

Private Study (including assessment and workshop preparation) 106  
Lectures 11  
Moodle exercises to support lecture material 10  
Required weekly readings to support lectures 11  
Employability Workshops 6  
Completion of the 'Careers Award for Business' 6

Total 150

### Learning Outcomes

The intended subject specific learning outcomes.

The module is intended to equip students with the intellectual skills needed to complete academic assignments, as well as the personal and practical skills needed to cope with the varying demands of an academic course and the workplace.

Practical skills will be developed by reflecting on theory to inform practice and lay the foundations for employability skills.

On successfully completing the module students will be able to:

- 8.1 Demonstrate sound academic skills to complete assignments in accordance with the required academic conventions.
- 8.2 Evaluate, interpret and synthesise a wide range of information found through independent research.
- 8.3 Demonstrate knowledge and understanding of the theories underlying key employability skills.
- 8.4 Use theory to inform practice by analysing and reflecting on a range of key employability skills in the context of personal development and business management.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Exercise personal responsibility.
- 9.2 Research a topic independently to extract and synthesise information from a range of academic and online sources.
- 9.3 Make sound judgements to distinguish between fact and opinion; relevant and irrelevant information, and between opposing views based upon conflicting evidence.
- 9.4 Evaluate and interpret information from a variety of sources to formulate and support a well-reasoned and structured line of argument.
- 9.5 Relate knowledge of theory to practice and experience to enhance employability.

### Method of Assessment

Academic Essay (2,000 wordsmax) 40%  
Employability Skills Report (1,500 wordsmax) 40%  
Careers Award for Business (online on Moodle) 20%

### Preliminary Reading

Cameron, S. (2009) *The Business Student's Handbook: Skills for Study and Employment*. 5th edn. London: FT Prentice Hall  
Cottrell, S. (2013) *The Study Skills Handbook*. 4th edn. London: Palgrave Macmillan  
Gallagher, K. (2013) *Skills Development for Business and Management Students*. 2nd edn. Oxford: OUP  
Hepworth, A. (2011) *Studying for your future: Successful study skills, time management and career development: A guide to personal development planning for university and college students*. Bury: Universe of Learning Ltd [www.Uolearn.com](http://www.Uolearn.com)  
Hind, D and Moss, S. (2011) *Employability Skills*. Sunderland: Business Education Publishers  
Lumley, M and Wilkinson, J. (2014) *Developing Employability for Business*, Oxford: OUP  
Saunders, M., Lewis, P., and Thornhill, A. (2015) *Research Methods for Business Students*. 7th edn. Harlow: FT Prentice Hall

### Pre-requisites

None

### Synopsis \*

Topics the module will cover include:

- Orientation to studying at university: including time management, learning styles and making sense of feedback.
- Cognitive development: writing essays and reports in higher education; referencing and plagiarism; how to construct a reasoned argument, and an introduction to critical and analytical thinking.
- Research skills: understanding what is meant by business and/or management research, including in brief its process from generating a hypothesis to data collection, sampling and analysis; how to develop a literature review, and the differences between quantitative and qualitative research and primary and secondary sources.
- The theories underlying the personal skill development needed to achieve success at university and in the workplace, including: effective communication skills; group and team working; problem solving; creative and innovative thinking, and presentation skills.
- Personal Development Planning for Employability: including career exploration, CV writing, and making sense of employers' skills requirements.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB675 Financial Accounting, Reporting and Analysis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

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

Lectures: 22

Seminars: 10

Independent Study: 118

Total hours: 150

### Learning Outcomes

Subject specific learning outcomes:

- Be aware of the link between financial accounting systems and business activities for a variety of organizations.
- Understand the principles underlying a financial accounting system and the principles upon which financial statements are based.
- Be able to produce financial statements from trial balance for sole trader and limited companies incorporating post trial balance adjustments.
- Be aware of the various influences on the financial reporting process and understand how they impact on the annual report and accounts of UK listed companies, in particular.
- Be aware of the various stake-holders in the financial reporting process.
- Understand the role of auditors in the financial reporting process.
- Understand the roles of executive directors and non-executive directors within the context of corporate governance.
- Be aware of how corporate social responsibility issues influence the behaviour of organizations and their reporting of them.
- Be able to read and understand the key elements of a listed company's annual report.
- Be able to apply numerical techniques in analysing performance, position, cash flow and investments returns.
- Be able to identify financial strengths and weaknesses through interpreting that analysis and where appropriate suggest possible corrective action.
- Be able to evaluate the impact of corporate strategy on financial results.

Generic learning outcomes:

- Students' oral and written communication skills will be developed and enhanced.
- Students' ability to write coherently about management issues will be developed.
- Plan work, manage time and study independently.
- Retrieve information from a variety of sources.

### Method of Assessment

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

### Preliminary Reading

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

### Restrictions

May not be taken with AC300 Financial Accounting I. Students who have taken or are taking CB540 may not take CB675 Financial Accounting, Reporting and Analysis.

### Synopsis \*

- The relationship between business and accounting
- The principles underlying a double-entry accounting system
- The preparation of primary financial statements from trial balance
- The regulatory framework of financial reporting
- The annual report and accounts of plcs
- The analysis and interpretation of financial statements

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB714</b>		<b>Marketing Principles</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

One 1 hour lecture and one 1 hour seminar per week<BR>  
<BR><LI>Lectures: 11  
<LI>Seminars: 10  
<LI>Private Study: 36  
<LI>Preparation for Seminars: 22  
<LI>Preparation and research for group presentation and project: 36  
<LI>Preparation for examination: 35</LI>  
<BR><B>Total hours: 150</B>

### Learning Outcomes

Explain and illustrate the principles and concepts of marketing

Understand the boundaries of marketing, its integration with other business functions and its role in an organisation  
Understand the relationship between the internal and external environments in the formulation and execution of marketing plans.

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

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

Reflect critically on marketing practices

### Method of Assessment

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

### Preliminary Reading

Palmer A (2012), 'Introduction to Marketing: theory and practice', 3rd Edition, Oxford University Press  
Armstrong, G., and Kotler, P., (2012) 'Marketing: An Introduction'. 11th Edition Pearson Education  
Armstrong, G., and Kotler, P., (2013) 'Principles of Marketing' 15th Edition. Pearson Education  
Dibb, Simkin, Pride & Ferrell (2012) 'Marketing: concepts and strategies' 6th Edition Cengage Learning

### Pre-requisites

None

### Synopsis \*

<B>A synopsis of the curriculum</B><BR>

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

- <LI>The marketing concept
- <LI>The marketing environment
- <LI>Market segmentation & targeting
- <LI>Brand development and management
- <LI>Management of the marketing mix
- <LI>Marketing research and new product development
- <LI>The implications of internationalisation for marketing managers</LI>

<b>DI303 Survey and Monitoring for Biodiversity</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Struebig Dr M
1	Canterbury	Spring	C	15 (7.5)	85% Coursework, 15% Exam	Struebig Dr M

**Availability**

This module is available to be taken as a wild module.  
The module contributes: BSc Wildlife Conservation.

**Contact Hours**

Contact hours = 30 hrs; total study hours = 15 x 10 = 150 hrs

**Learning Outcomes**

An ability to analyse and present data relating to the survey and monitoring of populations.  
An understanding of health and safety, biosecurity, ethical and animal welfare issues relating to field work involving the assessment of populations.  
An ability to organise work within a team and to present a co-ordinated oral presentation of field work results.  
An ability to write-up survey and monitoring data in the form of a concise scientific report.  
An understanding of - and ability to apply - the principles underlying good survey design and analysis  
A practical knowledge of the principle survey methods required for assessing populations of several taxa  
A practical knowledge of the correct way to handle and measure a range of animals in the field

**Method of Assessment**

100% coursework comprising of write-ups of practical work carried out during the module.

**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"  
Fowler, J et al "Practical Statistics for Field Biology"

**Synopsis \***

The broad aim of this module is to provide students with practical field experience in biodiversity monitoring and assessment methods. Specific aims are to introduce students to a range of basic field techniques and develop their skills in the collection, analysis and presentation of field data. The module provides an essential practical element of the Wildlife Conservation programme.

The module is spread over the latter half of the Spring Term, the Easter Vacation, plus the Summer Term. Spreading the course out in this way allows different groups of organisms to be examined as they become available for survey and the dates may vary slightly from year to year. Groups of students will each undertake survey or monitoring projects under the supervision of a member of staff. Each project will assess the biodiversity of an appropriate taxonomic group (eg.. invertebrates, birds, mammals, amphibians, reptiles, plants, etc.) in either a terrestrial or freshwater habitat. Students will be expected to arrive at an appropriate design for data collection in discussion with their supervisor, carry out the survey, analyse the data and present a short seminar on their results at the end of the week.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

Not available as wild module. This module contributes: BSc Biodiversity Conservation Management / BSc Wildlife Conservation

### Contact Hours

Study hours:

Contact hours: 24  
Independent Study Hours: 126  
Total Study Hours: 15

### 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.

### Method of Assessment

Exam (50%)  
Coursework (50%)

### Preliminary Reading

Common, M. & Stagl, S. "Ecological Economics: An introduction" (1st ed.), Cambridge University Press, 2005 (Main Text)  
Botkin, D.B. & Keller, E.A. "Environmental Science" (4th ed.), Wiley, 2003

### Pre-requisites

None

### Synopsis \*

Economic growth and consumerism are threatening our planet and the future of human kind. This module provides a comprehensive introduction to environmental sustainability, using a strongly interdisciplinary approach based on environmental science and economics. In Part 1, we define environmental sustainability and explain how environmental sustainability can be assessed in relation to renewable resources, non-renewable resources and pollution. We consider the main threats to environmental sustainability such as climate change, pollution and resource exploitation and how they arise from the economic-environmental system. In Part 2, we explore environmental threats and issues in more detail focusing on issues such as species extinction, deforestation, climate change, and fossil fuel burning. Throughout Part 2 we actively consider potential solutions to current global economic and environmental crises for example, through the development of green technology, renewable energy, resource efficiency, recycling of materials, and green infrastructure.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

This module is only available to students on BSc in Wildlife Conservation and BA in Environmental Studies

This module contributes: BSc in Wildlife Conservation and BA in Environmental Studies

### Contact Hours

The module will be taught via a combination of the following, with a total of 28 contact hours:

- Eleven one hour lectures
- Eleven one hour seminars
- One full day field trip to the Darwin Centre, National History Museum, London

### Learning Outcomes

On successful completion of the module a student should be able to demonstrate:

A clear understanding of the biodiversity concept and the magnitude of biodiversity.

A knowledge of how biodiversity is distributed across the planet and the key hypotheses that have been proposed to explain observed patterns.

An understanding of how levels of biodiversity have altered through time.

An appreciation of the different use and non-use values of biodiversity, using real world examples.

A basic knowledge of the contemporary threats to biodiversity and the ways in which conservationists attempt to protect/maintain biodiversity.

An insight into the Convention for Biological Diversity (CBD), and its strengths and weaknesses related to the conservation of biodiversity.

### Method of Assessment

- A poster presentation (30%)
- A small group PowerPoint presentation (20%)
- A two hour written examination (50%)

### Preliminary Reading

Core text:

Gaston, K.J. & Spicer, J.I. 2004. Biodiversity: an introduction. 2nd edition. Blackwell Science, Oxford

Supplementary texts:

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

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

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

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

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

Journals:

Various, but including: Nature, Science, BioScience and PLoS Biology

### Pre-requisites

None

### Synopsis \*

This module will introduce a range of fundamental concepts that underpin our understanding of biodiversity and, therefore, the conservation of biodiversity and associated ecosystem services. The differences and similarities between the multiple definitions for the term 'biodiversity' will be considered, in addition to examining how scientists are trying to assess the magnitude of biodiversity on the planet. Spatial and temporal patterns of biodiversity will be investigated, along with the importance of biodiversity (both use and non-values). The module will then explore the contemporary threats to biodiversity and provision of associated ecosystem services, in conjunction with a broad overview of the methods conservationists employ to protect and maintain biodiversity.

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

### Availability

Core for BSc Wildlife Conservation

### Contact Hours

24 x 1 hour sessions: 12 lectures & 12 seminars

### Learning Outcomes

Students who successfully complete this module will:

- \*Have a sound understanding of basic plant biodiversity and conservation
- \*Fundamental ecological concepts and how they apply to conservation biology.
- \*Practical understanding of wildlife conservation.
- \*General learning and study skills.
- \*Ability to express ideas in writing and orally.
- \*Field biology skills (surveys, sampling, etc.)

Gain skills in interpreting plant structures:

- \*Critical and analytical skills.
- \*Ability to make a structured and logical argument.
- \*Field biology skills (surveys, sampling, etc.)
- \*Skills to evaluate sustainability of wildlife use

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

- \*Fundamental ecological concepts and how they apply to conservation biology.
- \*Species conservation and how it relates to wildlife conservation.
- \*Practical understanding of wildlife conservation.
- \*Principles of sustainable use and wildlife management.
- \*General learning and study skills.
- \*Critical and analytical skills.
- \*Ability to express ideas in writing and orally.
- \*Ability to make a structured and logical argument.
- \*Field biology skills (surveys, sampling, etc.)
- \*Skills to evaluate sustainability of wildlife use

### Method of Assessment

The formal assessment of this module will be through one written essay (50%) and an exam paper (50%)

### Preliminary Reading

- Crawley, M (1996) Plant Ecology, 2nd Ed. Wiley-Blackwell.
- Ennos, R & Sheffield, L (2000) Plant Life. Wiley-Blackwell.
- Global Strategy for Plant Conservation (<http://www.cbd.int/doc/publications/pc-brochure-en.pdf>)
- Haywood et al. (2007) Flowering plant families of the world. RBG Kew.
- Raven, PH (2005) Plant Biology, 7th Revised Ed. W.H.Freeman & Co Ltd.

### Pre-requisites

None

### Restrictions

BSc Wildlife Conservation and BSc Human Ecology.

### Synopsis <span style =

The module will begin with the question of what defines a plant and how they 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 import 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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

SE301		Social Anthropology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Sciicluna Dr R
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	Sciicluna Dr R
1	Canterbury	Autumn and Spring	C	30 (15)	90% Exam, 10% Coursework	Sciicluna Dr R

### Availability

This module contributes :

BA: Social Anthropology and BSc: Anthropology; Joint Honours; with a Language; with a Year Abroad

### Contact Hours

Taught by lecture and seminar (totalling 40 contact hours) plus film and video screenings. Total number of study hours expected = 10 per week (inclusive of lectures and seminars), plus film and video screenings.

### Learning Outcomes

Drawing on studies of different cultures and societies, from the rainforests of west Africa to the industrial heartlands of Britain and America, this course will introduce students to the discipline of social and cultural anthropology through a selection of topics which have been chosen to give students a taste of the kind of issues that social and cultural anthropologists study and the kind of arguments and theories they have developed. The course is not, however, intended as a comprehensive introduction to the discipline, and does not by any means cover all of the issues, debates and sub-fields within social and cultural anthropology. Rather, by choosing a select number of topics, it is aimed at giving students a sense of what social and cultural anthropology is about, and what makes it different from other social sciences. In so doing it will give students a grounding in a discipline which they may want to continue to study in their second and final years.

### Method of Assessment

50% written examination, 50% coursework

### Preliminary Reading

\*Barfield, T. (ed.) Dictionary of Anthropology (Blackwell, 1997)

\*Barnard, A. & J. Spencer (eds) Encyclopedia of Social and Cultural Anthropology (Routledge, 1996)

\*Delaney, C. Investigating Culture: An Experiential Introduction to Cultural Anthropology (Blackwell, 2004)

\*Evans-Pritchard, E.E. Witchcraft, Oracles, and Magic among the Azande (Oxford, Clarendon Press, 1976).

\*Barnard, A. History and theory in anthropology. (Cambridge, Cambridge University Press, 2000).

\*Barrett, S.R. Anthropology: a student's guide to theory and method. (Toronto, University of Toronto Press, 1996).

\*Moore, J.D. Visions of culture: An introduction to anthropological theories and theorists. (Walnut Creek: Altamira Press, 1997).

\*MacClancy, J. (ed.) Exotic No More: Anthropology on the Front Lines (Uni. of Chicago Press, 2002)

\*Monaghan J. and Just, P. Social and Cultural Anthropology: A very Short Introduction \*(Oxford, 2000)

### Pre-requisites

None

### Synopsis <span style = "color:red;">\*/span>

Social Anthropology is a discipline which arose with other social sciences in the mid- to late-nineteenth century, social and cultural anthropology has made a speciality of studying 'other' peoples worlds and ways of life. With increasing frequency, however, anthropologists have turned towards 'home', using insights gained from studying other cultures to illuminate aspects of their own society. By studying people's lives both at 'home' and 'abroad', social and cultural anthropology attempt to both explain what may at first appear bizarre and alien about other peoples' ways of living whilst also questioning what goes without saying about our own society and beliefs. Or, to put it another way, social and cultural anthropology attempt, among other things, to challenge our ideas about what we take to be natural about 'human nature' and more generally force us to take a fresh look at what we take for granted.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

This module is compulsory for BSc Anthropology (and associated year abroad programmes), BSc Biological Anthropology (and associated year abroad programmes), BSc Medical Anthropology, BA Social Anthropology (and associated year abroad programmes), BA Social Anthropology joint honours programmes

### Contact Hours

33 lectures, 11 seminars, 1 field trip

### Learning Outcomes

Students will gain:

- 12.1. an understanding of the basic principles of evolution.
- 12.2. a good understanding of human prehistory and biology.
- 12.3. an exposure to a range of evidence and knowledge drawn from palaeoanthropology, evolutionary biology, comparative primatology, bioarchaeology, medical anthropology, evolutionary psychology, and prehistoric archaeology.
- 12.4. an understanding of the origins of human culture, behaviour and language.
- 12.5. an appreciation of humans as biological and cultural entities.

### Method of Assessment

50% written examination, 50% coursework (essay 25%, course test 25%)

### Preliminary Reading

None

### Pre-requisites

Boyd & Silk "How Humans Evolved", W.W. Norton, 2006  
 Jones, et al "The Cambridge Encyclopedia of Human Evolution", Cambridge University Press  
 Stanford, et al "Biological Anthropology", Prentice Hall, 2009  
 Scarre, "The Human Past", Thames & Hudson, 2005

### Progression

### Restrictions

This module is compulsory for BSc Anthropology (and associated year abroad programmes), BSc Biological Anthropology (and associated year abroad programmes), BSc Medical Anthropology, BA Social Anthropology (and associated year abroad programmes), BA Social Anthropology joint honours programmes.

### Synopsis \*

This module is an introduction to 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. Students will develop skills in synthesising information from a range of sources and learn to critically evaluate various hypotheses about human evolution, culture, and behaviour. This module is required for all BSc and BA 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. The module is team-taught by the biological and medical anthropology staff

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

### Availability

This module contributes:

- BA Social Anthropology
- BSc Wildlife Conservation
- BSc Anthropology
- BSc Medical Anthropology
- BA Environmental Studies
- BSc Biological Anthropology

### Contact Hours

12 lectures and 12 laboratory/seminars

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### Learning Outcomes

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

- 12.1 The wide-ranging relationship between humans and animals.
- 12.2 How animals have affected human history and have contributed to the structure of contemporary societies around the world.
- 12.3 Aspects of utilitarian, welfare and rights-based perspectives, among others, that affect contemporary relationships with animals.
- 12.4 Mythological and religious perspectives of animals.
- 12.5 The legal status of animals: concepts of ownership, the differentiation between wild, "game" and domesticated species and the regulation of animal welfare.
- 12.6 The politics of the relationship between humans and animals and the dynamics of animal protection
- 12.7 The basic theories of how plants are named, identified and classified by different peoples, including botanical scientists.
- 12.8 Cross-cultural variation in the use of plants, both as symbols (in art and ritual) and as materials (in food, medicine, construction and handicrafts, among other things).
- 12.9 The linkages between plant diversity and human cultural diversity in time and space, including the origins of domestication and agriculture.
- 12.10 Anthropological theories of local plant knowledge, its generation, transmission, alteration and loss.
- 12.11 How to collect an ethnobotanical voucher specimen and prepare a collection record and label.

### Method of Assessment

Final examination (50%), Coursework (50%) which will include two 1,500-2,000 word essays (25% each)

### Preliminary Reading

- Anderson, D.G. & M. Nuttall (eds) 2004. *Cultivating Arctic Landscapes: Knowing and Managing Animals in The Circumpolar North*. Oxford: Berghahn.
- Balick, M. J. and Cox, P. A., 1996. *Plants, People and Culture: The Science of Ethnobotany*. New York: Scientific American Library.
- Bekoff, M. 2007. *The Emotional Lives of Animals: A Leading Scientist Explores Animal Joy, Sorrow, and Empathy - and Why They Matter*. Novato, California: New World Library.
- Benton, T. 1993. *Natural Relations: Ecology, Animal Rights and Social Justice*. London: Verso.
- Cassidy, R. & M.H. Mullin (eds) 2007. *Where The Wild Things Are Now: Domestication Reconsidered*. Wenner-Gren International Symposia. Oxford: Berg.
- Cotton, C. M. 1996 *Ethnobotany. Principles and Applications*. John Wiley & Sons.
- Ingold, T. (ed.) 1988. *What Is An Animal? One World Archaeology*. London: Routledge.
- Martin, G. J., 1995. *Ethnobotany: A Methods Manual*. London: Chapman and Hall.
- Minnis, Paul E., ed., 2000. *Ethnobotany: A reader*. Norman: Oklahoma.
- Nabhan, G. P. 1987. *Gathering the Desert*. Tucson: University of Arizona Press.
- Rival, L., ed. 1998. *The Social Life of Trees: Anthropological perspectives on tree symbolism*. Berg.

### Pre-requisites

None

### Synopsis \*

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

Samples of lecture and seminar topics include:

- The relationship of animals, plants and people through history
- Domestication of plants and animals
- The development of concepts of animal rights and animal welfare
- Human wildlife conflict and resource competition
- Mythological and religious perspectives of plants and animals
- Endangered species, biodiversity preservation and conservation policy
- Conflicts between welfare and species conservation and conflicts between the multilateral trade regime, law and conservation
- The methods of an ethnobotanist: integrating natural and social sciences
- Ethnobotanical Classification: universal structures of the mind?
- Traditional Botanical Knowledge and Subsistence: Wild Plant Resources
- Plants as the basis of material culture (resources)
- Medicinal Plants and Foods as Medicine

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE307 Thinkers and Theories: An Introduction to the History and Development of</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Fischer Prof M

### Availability

This module contributes: BA Social Anthropology; BSc Anthropology and BSc Biological Anthropology.

### Contact Hours

12 x 2 hour lectures

### 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.

### Method of Assessment

Assessment for this module is 100% coursework, weighted at 40% for the class test during term-time and 60% for the end-of-term essay.

### Preliminary Reading

Bowler, P.J., "Evolution: The History of an Idea", California: University of California Press, 2003  
Desmond, A. and Moore, J., "Darwin: The Life of a Tormented Evolutionist", 1994  
Moore, J.D., "Visions of Culture: An Introduction of Anthropological Theories and Theorists", Walnut Creek: Altimira Press, 1996  
Barnard, A., "History and Theory in Anthropology", Cambridge: CUP, 2000  
Barnard, A. and J. Spencer (eds). 1996. Encyclopedia of Social and Cultural Anthropology. London: Routledge.  
Kuper, A. 1996 Anthropology and Anthropologists: The Modern British School. London: Routledge

### Pre-requisites

Co-requisites:  
SE308 Skills for Anthropology and Conservation;  
SE301 Introduction to Social Anthropology;  
SE302 Foundations of Human Culture

### 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.

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

### Availability

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

This module contributes:

BA Social Anthropology; BSc Anthropology; BSc Biological Anthropology; BSc Medical Anthropology; BSc Wildlife Conservation

### Contact Hours

24 hours

### Learning Outcomes

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

12.1 Acquisition of literary skills - different types of academic writing, and when to use them

12.2 Acquisition of reading skills - how to read an academic paper, precis an argument, make notes on a book chapter

12.3 Acquisition of bibliographical skills - using the library, online databases, full-text journals etc.

12.4 Acquisition of referencing skills

12.5 Acquisition of practical skills in the use of photography/video

12.6 Introduction to data collection and handling

12.7 Introduction to planning projects and fieldwork

12.8 Introduction to programme specific IT skills e.g. kinship software for social anthropology; cladistic software for biological anthropology, wildlife conservation and biodiversity

### Method of Assessment

100% coursework

### 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

Cottrell, S. 2000. Palgrave Study Skills. Palgrave Macmillan

Harvey, M. 2003. The Nuts and Bolts of College Writing. Hackett Publishing Co.

Moore et al. 2010. The Ultimate Study Skills handbook. Open University Press.

Neville, C. 2010. The Complete Guide to Referencing and Avoiding Plagiarism. Open University Press.

### Pre-requisites

BA Social Anthropology co-requisites: SE301 Introduction to Social Anthropology; SE 302 Foundations of Human Culture; SE 307 Thinkers and Theories

BSc Anthropology co-requisites: SE301 Introduction to Soc Anthropology; SE 302 Foundations of Human Culture; SE 307 Thinkers and Theories

BSc Biological Anthropology co-requisites: SE301 Introduction to Social Anthropology; SE 302 Foundations of Human Culture; SE 307 Thinkers and Theories

BSc Medical Anthropology co-requisites: SE301 Introduction to Social Anthropology; SE 302 Foundations of Human Culture; SE 307 Thinkers and Theories

BSc Wildlife Conservation: DI305 Biodiversity; DI311 Green Planet; SA 303 Social Science Introduction to the Environment

### 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.

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

### Availability

The module contributes:

BA in Social Anthropology and BA in Social Anthropology with a Year Abroad programs including all BA in Social Anthropology joint and subsidiary programs; BSc in Anthropology; BSc Anthropology with a Year Abroad.

### Contact Hours

22

### Learning Outcomes

On successful completion of this module, students should:

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

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

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

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

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

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

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

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

### Method of Assessment

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

### Preliminary Reading

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

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

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

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

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

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

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

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

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

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

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

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

### Pre-requisites

None

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

The module contributes:  
BA in Liberal Arts (Honours)

### Contact Hours

Lectures: 24 hours, Seminars: 48 hours

### Learning Outcomes

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

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

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

Understand the utility and interpretation of qualitative and quantitative data.

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

### Method of Assessment

100% coursework

### 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).

### Pre-requisites

Co-requisites: Roots of Transformation (Autumn) and Understanding the Contemporary (Spring)

### Synopsis \*

One of the impediments to communication between different academic disciplines is their use of different ways of making, and validating, arguments and proofs. A key element of the programme in Liberal Arts is to develop a genuine inter-disciplinary approach so that students can understand, appreciate and assimilate the findings from diverse academic approaches. This module examines the varying modes of developing scientific, social scientific and humanities discourses to facilitate cross-disciplinary understanding of qualitative and quantitative reasoning. Following an introduction to Modes of Thought, engaging students with concepts of rationality as elaborated in logic and analytical reasoning, it will familiarise students in lectures and readings with quantitative and qualitative methodologies as well as with associated processes of data presentation, validation and conclusion reaching. Seminars will serve both to discuss and assess approaches and to familiarise students with working with techniques of data analysis and representation (quantitatively through statistical methods and software packages such as Excel and SPSS and qualitatively through sessions engaging grounded theory, narratology, actor network theory and image studies). Insofar as an element at the core of reasoning is representation per se, the issue of cognition and its unconscious shaping by both social and psychological forces will be addressed. Themes introduced here not only intertwine with teaching and practical exercises in the two concurrent first year core modules (for instance the training in research design, statistical methods, and data analysis carried out here will be drawn upon in Understanding the Contemporaries' study of social and historical changes in local communities) but also recur throughout the rest of the programme. The cross-disciplinary debates – and communications – opened in this module will be revisited, and nuanced, over the following three years. The module Modes of Reasoning is rich in transferable skills training, helping students to develop numeric and analytical skills, engaging them in the formulation and design of research questions and hypotheses, and familiarising them with select software packages.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE311 Understanding the Contemporary</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convener
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Availability

The programmes of study to which the module contributes:  
BA in Liberal Arts (Honours)

### Contact Hours

20 hours

### 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.

### Method of Assessment

Assessment will be 100% coursework

### Preliminary Reading

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

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

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

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

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

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

Don DeLillo, *Cosmopolis* (Picador, 2011)

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

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

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

### Pre-requisites

Co-requisites: Modes of Reasoning (Autumn and Spring), Roots of Transformation (Autumn)

### Restrictions

This module contributes:  
BA Liberal Arts.

### 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. It is in the nature of the module that its study topics will vary from year to year. Overall, the module will develop multi-disciplinary understandings of the contemporary world and will encourage students to consider their role in shaping it.

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

### Availability

The programmes of study to which the module contributes  
BA in Liberal Arts (Honours)

### Contact Hours

20 hours

### 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.

### Method of Assessment

100% coursework

### Preliminary Reading

Jeremy Black, *War and Technology* (Indiana 2013).

Susan Buck-Morss, *Dreamworld and Catastrophe: the Passing of Mass Utopia in East and West* (MIT 2000).

Leo Charney and Vanessa Schwartz, eds. *Cinema and the Invention of Modern Life* (California 1995)

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)

Donna Haraway, *Simians, Cyborgs & Women: the Reinvention of Nature* (FAB 1991)

Stephen Kern, *The Culture of Time and Space, 1880-1918* (Harvard 1983).

David Nye, *Electrifying America: Social Meanings of a New Technology, 1880-1940* (MIT 1990).

Gregory Schrempf, *The Ancient Mythology of Modern Science: A Mythologist Looks (Seriously) at Popular Science Writing* (McGill-Queens 2012).

### Pre-requisites

Co-requisites: Modes of Reasoning (Autumn and Spring), Understanding the Contemporary (Spring)

### Restrictions

This module contributes:  
BA Liberal Arts

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### 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.

<b>SE313 Relations: Global Perspectives on Family, Friendship and Care</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Scicluna Dr R

### Availability

BA Social Anthropology, BA in Social Anthropology with a Year Abroad programs including all BA in Social Anthropology joint and subsidiary programs; this module is also suitable as an optional module for students of the following degree programmes: BSc Anthropology; BSc Anthropology with a Year Abroad, BSc Medical Anthropology.

### Contact Hours

24

### Learning Outcomes

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 and conditions, including political, social and economic developments and historical events.

Be able to describe some of the historical development of anthropological ideas and perspectives in the 21st century

Have cultivated an in-depth understanding of the recognised topic of classic and contemporary relatedness, a subject formerly referred to as kinship studies, and to link this to various cultural contexts and vernaculars and also to other core areas within anthropology such as economics, politics and religion.

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 comprehend and develop ideas that are culturally sensitive and not ethnocentric.

Be able to present their findings orally in order to develop their ideas in forms that are non-ethnocentric, make sense of cultural and social phenomena and linked to broader issues.

### Method of Assessment

100% Coursework

### Preliminary Reading

Carsten, Janet. 2000. Cultures of relatedness: new approaches to the study of kinship. Cambridge [England]: Cambridge University Press.  
Erdmute Alber, Cati Coe, and Tatjana Thelen. 2013. The Anthropology of Sibling Relations: Shared Parentage, Experience, and Exchange. Palgrave Macmillan, New York, US.  
Leinaweaver, Jessaca B. 2013. Adoptive migration: raising Latinos in Spain. Durham: Duke University Press  
Martin Matthews, Anne, and Judith Phillips. 2008. Aging and caring at the intersection of work and home life: blurring the boundaries. New York: Lawrence Erlbaum Associates.  
Sahlins, Marshall. 2013. What kinship is - and is not. Chicago: The University of Chicago Press.  
Savage, Dan. 2005. The commitment: love, sex, marriage, and my family. New York: Dutton.  
Journals: American Ethnologist, American Anthropologist, Cultural Anthropology, Current Anthropology, Ethnos, Journal of the Royal Academy of British Social Anthropology and others.

### Pre-requisites

none

### Synopsis \*

The aim of this module is to introduce students to anthropological thinking on a major field of enquiry that is widely considered to constitute a mainstay core of contemporary social anthropology: systems of relatedness, formally referred to as kinship studies. Here we examine relatedness - family, friendship, community and care - as fundamental yet changing aspects of society and social organization. These topics will be dealt with from historical but mostly contemporary perspectives, providing accounts of the development of social anthropology, and demonstrating the foundational and transformational positions that relatedness continues to hold in the definition of the discipline.

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<b>SE314 Contested Environments: People and Nature in the 21st Century</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Fish Dr R

### Availability

BA in Environmental Social Science  
BSc in Human Ecology  
Bsc in Wildlife Conservation

### Contact Hours

20 hours

### Learning Outcomes

On successfully completing the module students will be able to:

- 1). Understand the relationship between society and nature from different disciplinary starting points in the social sciences, including introductory knowledge of some of the key concepts and theoretical frameworks they use;
- 2). Acquire specific knowledge about the scope of environmental issues arising from society- nature relationships across different geographical and land use contexts;
- 3). Understand the historical evolution of environmental debates in government, business and civic society;
- 4). Link understanding of environmental issues to wider ethical frameworks and approaches to the sustainable management of natural resources.

### Method of Assessment

50% Coursework  
50% Exam

### Preliminary Reading

Carolan, M. (2012) *The Sociology of Food and Agriculture*, Routledge  
Descola, P and Palsson, G (eds) (1996) *Nature and Society: anthropological perspectives*, Routledge  
Dickens, P. (2004) *Society and Nature*, Cambridge.  
Goldblatt, D. (1996) *Social Theory and the Environment*, Cambridge  
Hinchliffe SJ (2007). *Geographies of Nature* London, Sage.  
Hinchliffe S, Blowers A, Freeland J (2003). *Understanding environmental issues*, Wiley-Blackwell  
Hulme, M. (2010). *Why We Disagree About Climate Change*, Cambridge  
Lomborg, B. (2001) *The Skeptical Environmentalist*, Cambridge  
Robbins, P., Hintz, J., & Moore, S. A. (2010). *Environment and society*, Wiley-Blackwell  
Rockström, J et al. (2009). A safe operating space for humanity. *Nature* 461:472-475

### Pre-requisites

None

### Synopsis \*

This module provides an introduction to contemporary discourses and issues surrounding the relationship between nature, environment and society. The module begins by introducing people to the idea of 'environment', and specifically, to the range of assumptions we might hold about the relationship between environmental processes and human identity and behaviour. We go on to examine how ideas of human-environment relations play out across different geographical and land use contexts, at a range of different spatial scales (global, national, regional, urban and rural), and within the context of different stakeholder and social groups (such as policy makers, pressure groups, the media, and publics). More generally we provide a framework for critically evaluating the values and ethical assumptions that lay behind human constructions and uses of the non-human world and how we might manage, respond to and construct a range of environmental issues from a government, business and civic society starting point. More generally, the module aims to introduce students to basic conceptual distinctions that cut across these relationships, including ideas of 'local and global', 'culture and nature', and 'representation and materiality'

SE315		Field Class: Sustainable Land Use Systems					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Fish Dr R	

### Availability

This module contributes to: BA in Environmental Social Science, BSc in Human Ecology, BSc in Wildlife Conservation

### Contact Hours

42 contact hours

Lectures: 6 hours (2 x general lectures + 4 x 1 hour Field Visit Intro. Lecture)

Field visits: 28 hours (4 x 7 hours)

Seminar discussion: 8 hours (4 x 2 Hours)

### Learning Outcomes

On successfully completing the module students will be able to:

- 8.1. Understand the varied nature of land use systems and the competing values that surround priorities for them and how they are managed;
- 8.2. Apply basic theories of landscape interpretation to different land use contexts
- 8.3. Understand and appreciate the challenges of translating policies for sustainable land use management into practice.

### Method of Assessment

Assessment is by 100% coursework

- A field course journal (50%) completed within contact and private study time and documented on my MyFolio. The journal (2500 words) will include typing up a written (and where appropriate photographic) record of observations and reflections from directed group and individual tasks conducted during the course of each field day.
- A land use systems report (2500 Words) (50%) – chosen from one of the four field classes: "Meeting the challenges of sustainable land use in e.g. \*Urban\*/\*Farming\*/\*Woodland\*/\*Designated\*" Landscape

### Pre-requisites

None

### Synopsis <span style = "color: red; ">\*</span>

This field based module explores how to interpret and assess the sustainability of land use systems. It involves local field investigations into different types and scales of system and the way these are valued and managed according to different, often competing, economic, social and environmental priorities for land. The local field investigations span key different contexts for learning. Contexts and emphasises will vary over each year according to teaching staff but may include:

- Land-use systems at the landscape scale –such as the management of protected areas designated for their biodiversity and cultural value.
- Exploring and managing woodland environments– including the culture and practice of woodland management.
- Farming and agricultural change –spanning the environmental and economic dimensions of changes in farming systems and wider supply chain
- Urban ecosystems and landscapes – including a focus on the role of green infrastructure for linking people to the natural world
- Touristic and leisure landscapes – linking sustainable landscapes to a major sector for economic regeneration and growth

The module will include four day-long field trips to local (kent-based) sites over the course of the term and contextualised through supporting lectures and group exercises. The trips will be timetabled to avoid clashes with existing student commitments (and may include attendance at weekend and during reading weeks). The module will provide practical learning to complement theoretical issues explored across anthropology and conservation programmes. The emphasis throughout will therefore be on learning from the experience of people and organisations directly engaged in creating, cultivating and managing land for different kinds of human benefit.

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

**Contact Hours**

48 lectures and 20 seminars

**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.

**Method of Assessment**

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

**Preliminary Reading**

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

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

'The Economic Review', Philip Allan, quarterly periodical

**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.

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

### Contact Hours

44 lectures and 21 seminars

### 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

### Method of Assessment

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

### Preliminary Reading

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

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

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

The Economic Review (quarterly periodical)

### Restrictions

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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC305</b>		<b>Mathematics for Economics and Business Mode A</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Pierson Mr J

### Contact Hours

21 lectures and 10 seminars

### 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

### Method of Assessment

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

### Preliminary Reading

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

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

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

### 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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC306 Mathematics for Economics and Business Mode B</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Carruth Prof A

### Contact Hours

22 lectures and 11 seminars, 9 revision workshops

### 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

### Method of Assessment

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

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

### Preliminary Reading

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

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

### Restrictions

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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC309</b>		<b>Statistics for Economics and Business</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
2	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	Carruth Prof A

### Contact Hours

24 lectures and 11 seminars

### 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

### Method of Assessment

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

### 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

### Restrictions

Not available to students taking CB314 Quantitative Models and Methods for Accounting and Finance. Not available as a wild module.

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

9 lectures, five seminars, workshops

### 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

### Method of Assessment

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

### Preliminary Reading

B Eichengreen, *The European Economy since 1945*, Princetown University Press, 2007  
Stephen N Broadberry, Kevin H O'Rourke, *The Cambridge Economic History of Modern Europe, Volume 2: 1870 to the Present*, Cambridge University Press, 2010  
Nicholas Crafts, Gianni Toniolo, *Economic Growth in Europe since 1945*, Cambridge University Press, 1996  
Barry Eichengreen (ed), *Europe's Post-War Recovery*, Cambridge University Press, 1995  
Charles H Feinstein, Peter Temin, Gianni Toniolo, *The World Economy between the World Wars*, Oxford University Press, 2008  
Marcel P Timmer, Robert Inklaar, Mary O'Mahony, Bart van Ark, *Economic Growth in Europe*, Cambridge University Press, 2010

### Restrictions

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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

11 lectures, 10 seminars/computer terminal classes

### 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

### Method of Assessment

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

### Preliminary Reading

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

Edward Cartwright, *Behavioural Economics*, Routledge, 2011

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

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

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

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

### Restrictions

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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

10 lectures, 10 seminars, 3 workshops

### 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.

### Method of Assessment

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

### Preliminary Reading

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

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

### Restrictions

EC302, EC304 and MA309 cannot be taken with this module

### 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.

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

#### Contact Hours

12 lectures, 6 seminars, 12 computing workshops

#### 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

#### 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

#### Preliminary Reading

Michael Barrow, *Statistics for Economics*, 5th ed, 2009, Prentice Hall  
 Guy Judge, *Computing Skills for Economists*, 2000, John Wiley  
 D Etheridge, *Excel Data Analysis: Your Visual Blueprint for Creating and Analyzing Data, Charts and Pivot Tables* (3rd ed), John Wiley

#### Restrictions

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

#### 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.

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

### Contact Hours

3 one-hour lectures, 9 two-hour workshops

### 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

### Method of Assessment

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

### Preliminary Reading

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

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

### Restrictions

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

### Synopsis \*

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

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

<b>LW312 Legal Process for Criminal Justice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Medway	Autumn	C	15 (7.5)	100% Coursework	Charleton Ms L

**Contact Hours**

Total contact hours: 23½ (10 hours of lectures, 13½ hours of seminars)  
 Study hours: 150

**Department Checked**

16/10/2015

**Learning Outcomes**

1. Intended subject specific learning outcomes

On completion of the module students will be able to demonstrate:

- (a) a sound knowledge and understanding of the structure and workings, within the English legal system, of the common law, legislation, European law, civil process and criminal process, with a particular emphasis on the latter; of the courts, tribunals and other legal institutions, including those of the European Convention on Human Rights; of the systems of legal help and public legal services, including the Community Legal Service; and of judicial review, juries, the police, the Crown Prosecution Service, the legal profession and the judiciary,
- (b) the ability to analyse and evaluate critically aspects of the operation of the English legal system in its social, economic and political contexts; and the ability to deploy and elucidate relevant information and abstract concepts in reasoned arguments about issues arising from the operation of the English legal system,
- € legal analysis skills, including the identification and interpretation of relevant facts and the application of law to those facts and legal research skills including the use of the law library, using statutory and case law materials and the proper citation and referencing of legal sources.

Relationship to programme learning outcomes: Criminal Justice and Criminology looks at the key elements of contemporary crime policy: policing, the courts, punishment and prevention. A good grounding in the basics of the legal environment and in the ability to analyse and evaluate important aspects of it are obviously crucial to the subject.

2. Intended generic learning outcomes

On completion of the module students will be able to demonstrate competence in the following range of transferable skills:

- (a) learning skills: the ability to reflect upon and learn from the conduct of both group and individual exercises as undertaken during the module,
- (b) problem solving skills: the ability to identify and diagnose set problems, to generate solutions and to evaluate alternative solutions,
- € written skills: the ability to write reports, present group research and prepare analytical and evaluative assessments,
- (d) oral skills: the ability to argue, reason and present legal submissions
- € self management skills: management of time, forward planning and evaluation of competing priorities,
- (f) group work skills: teamwork, interpersonal skills, motivation of others, the design and implementation of common plans.

Relationship to programme learning outcomes: in order to achieve the abilities required in their subject, criminal justice students need to develop these generally transferable skills as listed above.

3. Personal Development

By the end of this module you will have developed:

- Teamworking skills
- Presentation skills
- Time management skills
- Spoken and written communication skills
- Research skills

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### Method of Assessment

#### (1) Assessment One: A Court Report

Students will work in groups of 3. Each student must visit both the Magistrates' Court and the Crown Court and unless impossible make the visit together with the other members of their group. Students should strive to spend the whole day at each court but if this is not possible then they must spend at least half a day at each court.

Following the visit, the students are expected to discuss the visit as a group and research any legal or broader issues relevant to the cases you have observed.

Each group must then write one report of no more than 4000 words. Each member of the group is expected to contribute equally to the finished product; how they do this is for the group to decide.

The report must be divided into two sections: A and B. Section A must be approximately 1500 words. Section B must be approximately 2500 words.

Section A must contain:

A brief account of the nature and function of each of the institutions you have visited and where they fit into the overall system

A brief account of each of the different proceedings you have witnessed, with a clear statement of the basic law and facts involved

A brief description of the main participants in each of the courts and their role in the proceedings.

Section B must contain:

A fuller account of the law and procedure involved in one or more of the more substantial cases which were observed, showing that the group has researched in detail the law relating to at least one of the cases

A critical commentary on what has been observed, with regard to the procedure and/or the substantive matters of law and policy, including matters relating to the broad social and political context from which the cases spring. The weight given to different aspects of this section of the report is up to the group. Some will concentrate upon the legal technicalities of a case, others will want to explore the broader issues. All of them however must contain some material on law, procedure, policy and context.

Part B may concentrate upon one or more cases, and can treat observed cases individually or comparatively.

This assessment is directed towards the subject specific learning outcomes (1) a to c above, with particular emphasis upon the principles, institutions and procedures of the criminal process, and the generic learning outcomes (2) a to f above, with particular emphasis upon précis and report writing, time management and group work.

The report (one per group) must be submitted online using the turnitin software on moodle by 2pm Friday 6th November 2015. An essay submission sheet must be completed and then you must add your assessment into the document, enabling you to submit a single document that includes the submission sheet and your work submitted for marking. The essay submission sheet is available on this module's moodle page under the assessments heading.

#### (2) Assessment Two: The Debate

Students will work in groups of 3. You will be given a proposition in advance and told if your group are for or against it. One group will then present the arguments supporting their stance whilst another group will present their counter arguments in the form of a mini debate until each group has performed. Each individual member of the group will have to speak for exactly three minutes and each contribution will be expected to form an integral part of one coherent group presentation. In addition, each group must present a written document no longer than one typed side of A4 paper to assist the judge of the debate (your seminar leader) in understanding your arguments.

The presentation will be audio recorded for assessment purposes.

This assessment is directed towards the subject specific learning outcomes (1) a to c above, with particular emphasis upon legal analysis and reasoning and the ability to deploy and elucidate relevant information and abstract concepts in reasoned arguments about issues arising from the operation of the English legal system, and the generic learning outcomes (2) a to f above, with particular emphasis upon the ability to argue, reason and present legal submissions and group work.

The handout (one per group) must be submitted online using the turnitin software on moodle by 2pm on 16th November 2015. An essay submission sheet must be completed and then you must add your assessment into the document, enabling you to submit a single document that includes the submission sheet and your work submitted for marking. The essay submission sheet is available on this module's moodle page under the assessments heading.

The oral presentation will take place during seminars in the week commencing 16th November 2015.

#### (3) Assessment Three: Rape Case Report

Students will consider the papers in a criminal prosecution of a charge of rape and prepare a 2000 word written commentary on various issues arising from the papers. Students may choose to write this commentary and be assessed on an individual rather than a group basis.

This assessment is directed towards the subject specific learning outcomes (1) a to c above, with particular emphasis upon the criminal process and critical, analytical and evaluative skills, and the generic learning outcomes (2) a to f above, with particular emphasis upon the written skills.

The report (one per group or per individual student if working alone) must be submitted online using the turnitin software on moodle by 2pm on Friday 18th December 2015. An essay submission sheet must be completed and then you must add your assessment into the document, enabling you to submit a single document that includes the submission sheet and your work submitted for marking. The essay submission sheet is available on this module's moodle page under the assessments heading.

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### Synopsis \*

A grounding in the legal environment and in the ability to analyse and evaluate aspects of it are crucial for Criminal Justice students. This module acquaints students with the basic principles, structures and procedures of the legal system in England and Wales. The module develops a range of skills, and emphasises self-directed methods of learning. Tasks include visits to (criminal) courts and reporting thereon, making oral submissions in a debate and conducting legal research. There is a heavy emphasis on teamwork, and group collective responsibility for module exercises.

#### Aims

- (1) to introduce the institutions and procedures of the English legal system, and the principles and doctrines on which it is based, and the methods of its operation,
- (2) to provide the basis for a sound understanding of the workings, within the English Legal System, of the common law, legislation, European law, civil procedure and criminal procedure, with a particular emphasis upon the latter,
- (3) to consider the nature, extent and effectiveness of access to legal remedies in this country,
- (4) to promote a critical discussion about the development and operation of the English legal system in its social, economic and political context,
- (5) to provide the opportunity for the development of certain general and legal skills, particularly legal research skills,
- (6) to provide a foundation (a) for the understanding of the English legal system during the study of criminal justice and (b) for the future study of other modules in KLS programmes that are based in English law.

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

#### Contact Hours

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

#### Learning Outcomes

Students who complete the module successfully will have the ability to:

Demonstrate an understanding of the basic concepts and principles at issue in contemporary critical and analytical legal theory.

Demonstrate a capacity to apply basic critical legal concepts to contemporary contexts and debates

Demonstrate a sociological, historical and political perspective towards claims about law's objectivity and neutrality.

Understand law as an instrument of politics and ideology.

Undertake basic independent critical and analytical legal research.

Present, orally and in writing, basic critical argument.

Demonstrate the research and composition skills required to write essays and undertake other written assignments.

#### Method of Assessment

100% coursework.

#### Preliminary Reading

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

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

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

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

#### Restrictions

This module is only available to Law students

### Synopsis \*

The module will introduce students to critical legal techniques grounded in critical legal and social theory, feminist and queer theory, postcolonial theory and law and the humanities. Throughout the course, concepts are introduced through socio-legal and critical investigation of selected case studies - such as new pieces of legislation, emerging political campaigns and prominent litigation - ensuring that the course maintains a focus on 'law in action'. Particular attention will be paid to developments in foreign jurisdictions and in the international arena. Accordingly, case studies will alter from year to year, and draw heavily on research projects on-going in the Law School. The course has a heavy focus on primary legal materials and core critical texts, but will also draw on film, museum artefacts, art and literature as appropriate.

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

### Contact Hours

16 hours of lectures, 4 hours of case classes (approximately) and weekly seminars.

### Learning Outcomes

- demonstrate a knowledge of the main types of legal obligation
- demonstrate an outline knowledge of the principles of the law of contract, restitution and tort
- to identify the contractual and tortious legal issues raised in simple problem situations
- 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

### 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.

### 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)

### 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).

### 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.

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

### Contact Hours

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

### Department Checked

Yes

### Learning Outcomes

Students who complete the module successfully will have the ability to:

- Build on Introduction to Obligations, in further developing an understanding of private law and its subdivisions. To be able to distinguish between the common law subjects and property law, and, in particular, to develop an understanding of the foundational role of equity and trusts in the development of property law. To consider the extent to which it is problematic to think of property solely within private law terms.
- Identify property issues, and to 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.
- Build on material and debates introduced in Critical Introduction to Law, to evaluate and critique the foundational components carried within the idea of 'property'.
- Develop the skills required to read case material closely and critically: to appreciate the techniques of argumentation involved, and to be able to trace and given an account of patterns of argumentation in a legal text. An ability, through relating key secondary texts to case-law, to examine and evaluate policy, and related issues, rendered visible through a close and critical reading of legal (textual) material.

### Method of Assessment

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

### Preliminary Reading

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

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

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

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

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

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

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

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

C Dickens *Bleak House*

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

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

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

### 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.

### 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'.

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

### Availability

Only available to students on LLB English and German Law.

### Contact Hours

10 hours over the year.

### Learning Outcomes

On successful completion of this module, students will have:  
knowledge and understanding of the German legal system  
a sound grounding in aspects of German civil law  
knowledge and understanding of the relevant legal terminology in the German language  
increased their oral and written fluency in the German language

### 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. Appropriate level of performance in this context means the ability to apply the case method competently (i.e. at a level sufficient to attain a pass mark) in relation to matters pertaining to the declarations of intent, formation of contracts, doctrines of mistake, challenges to validity of declarations of intent, deception and threats, and representation.

Students who do not pass the module are not permitted to proceed to the year abroad and will have their programme of study changed to LLB Law.

### Restrictions

Not available to choose in Online Module Registration.

### Synopsis \*

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

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

### Availability

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

### Contact Hours

20 hours over the year.

### 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

### 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.

### Restrictions

Not available to choose via Online Module Registration.

### Synopsis \*

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

<b>LW321 Introduction to Spanish Civil Law</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	0 (0)	Pass/Fail Only	

### Availability

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

### Contact Hours

20 hours over the year.

### 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

### 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.

### Restrictions

Not available to choose via Online Module Registration.

### Synopsis \*

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

10 hours.

### Learning Outcomes

The course will introduce and provide knowledge and understanding of:

The basic principles of the English Legal System  
The law-making process  
The court structure and administrative justice system  
Legal research skills

### Method of Assessment

50% multiple choice test and 50% portfolio.

### Preliminary Reading

Wilson S and others, English Legal System (Oxford University Press 2014)

Partington M, Introduction to the English Legal System 2015-2016 (10th edn, Oxford University Press 2015)

Finch E and Fafinski S, Legal Skills (4th edn, Oxford University Press 2013)

Gillespie A and Weare S, The English Legal System (5th edn, Oxford University Press 2015)

Knowles J, Effective Legal Research (3rd edn, Sweet and Maxwell 2012)

Bradney A and others, How to Study Law (7th edn, Sweet and Maxwell 2014)

### Restrictions

Only available to students following a Law degree both single and joint honours.

### Synopsis >\*

Part A: English Legal System

This module provides an overview of the English Legal System, including the following indicative topics:

- 1) An introduction to Parliament and the legislative process
- 2) The court structure and the doctrine of precedent
- 3) An introduction to case law, including how to identify and the importance of ratio decidendi and obiter dicta

Part B: Introduction to Legal Skills

The module also gives students an introduction to the basic legal skills that they will develop further in their other modules throughout the degree. The focus here is on specific exercises to support exploration and use of the library resources that are available, both in paper copy and electronically through the legal databases, and on understanding practices of legal citation.

<b>LW328 Performing Effectively in Law</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	C	2 (1)	Pass/Fail Only	

<b>LW329</b>		<b>Introduction to German Civil Law</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Canterbury	Autumn and Spring	C	5 (2.5)	Pass/Fail Only	White Dr W	

**Availability**

Only for those students on the LLB English and German Law.

**Contact Hours**

10 hours of seminars.

**Department Checked**

yes

**Learning Outcomes**

On successful completion of this module, students will have:

11.1 knowledge and understanding of the German legal system

11.2 a sound grounding in aspects of German civil law

11.3 knowledge and understanding of the relevant legal terminology in the German language

11.4 increased their oral and written fluency in the German language

**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. Appropriate level of performance in this context means the ability to apply the case method competently (i.e. at a level sufficient to attain a pass mark) in relation to matters pertaining to the declarations of intent, formation of contracts, doctrines of mistake, challenges to validity of declarations of intent, deception and threats, and representation.

**Restrictions**

Not available to select during online registration.

**Synopsis**

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

<b>LW331</b>		<b>Introduction to Italian Civil Law</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor	
1	Canterbury	Autumn and Spring	C	5 (2.5)	Pass/Fail Only		

**Availability**

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

**Contact Hours**

10 hours of seminars.

**Cost**

yes

**Learning Outcomes**

On successful completion of this module students will have:

11.1 knowledge and understanding of the Italian legal system;

11.2 a sound grounding in aspects of Italian civil law;

11.3 knowledge and understanding of methods of assessment used in Italian universities, in preparation for the year of study abroad;

11.4 knowledge and understanding of the relevant legal terminology in the Italian language;

11.5 increased their oral and written fluency in the Italian language.

**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.

**Restrictions**

Not available to select during online registration.

**Synopsis**

The module introduces students to some basic aspects of Italian Civil Law. After a short historical introduction, the fundamental distinction between real rights and obligations (*Jura in re / Jura in persona*) is emphasised. Within the notion of obligations and their sources, the distinction between contractual and extra-contractual liability (*damnum aquilianum* aut *damnum injuria datum* aut *damnum ex maleficio*) is then dealt with. A short reference is finally made to a peculiarity of the Italian Civil Law system, that is to say the lack of a Commercial Code and the fact that most of the commercial matters are regulated by the V book of the Civil code.

<b>LW333 Introduction to Spanish Civil Law</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	10 (5)	Pass/Fail Only	Prieto-Acosta Ms M

**Availability**

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

**Contact Hours**

22 hours of seminars.

**Department Checked**

yes

**Learning Outcomes**

On successful completion of the module students will have:

- 11.1 knowledge and understanding of the Spanish legal system
- 11.2 a sound grounding in aspects and key elements of Spanish Civil Law
- 11.3 an understanding of the methods of assessment used in Law faculties at Spanish universities, in preparation for the year of study abroad
- 11.4 knowledge and understanding of the relevant legal terminology in the Spanish language
- 11.5 Increased their oral and written fluency in Spanish language in general and legal Spanish in particular.

**Method of Assessment**

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

The module convenor will assess student's 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.

**Restrictions**

Not available to select during online registration.

**Synopsis \***

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

- Introduction to the Spanish legal system
- Historical background
- Codification
- Historical overview of Civil Law
- The concept of law
- The World's legal traditions
- Sources of Law
- Main divisions of law: Public and Private
- Introduction to Private Law
- The Law of Persons
- The Law of Obligations
- The Law of Goods
- The Law of Property
- The Law of Family
- The Law of Succession

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

LW502		Business Law				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Dolder Dr C
1	Canterbury	Autumn and Spring	I	30 (15)	90% Exam, 10% Coursework	Dolder Dr C

### Availability

This module is normally recorded and may be downloaded.

### Contact Hours

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

### Learning Outcomes

Students who successfully complete the module will:

1. Have a sound understanding of the way in which the English legal system operates Have a sound understanding of the role of the law in facilitating and regulating the formation of business transactions
2. Be able to engage in the practical application of their knowledge, through consideration of business law problem questions, and to participate in critical debate of the issues raised
3. Have a clear understanding of the concepts, principles and rules of the law of obligations in the context of shaping and defining the rights and obligations of parties engaging in business relations
4. Have the ability to analyse given situations and apply legal principles and case law to assess legal liability and any defences
5. On presentation of case facts, be able to identify relevant legal rules, principles, case and statute law applicable for analysis and critique of problems that arise in the course of carrying out business
6. Be able to engage in critical analysis and evaluation of the relationship between business and the law
7. Have the ability to engage in reasoned and informed discussion on the major areas of business law, both orally, and in writing

### Method of Assessment

80% written examination; 20% coursework.

### Preliminary Reading

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

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

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

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

### Restrictions

Only available to stage 1 Law, Accounting and Finance students.

### Synopsis \*

The introductory weeks of the first term involve an examination of the basic principles of the English legal system and legal reasoning. This provides students with an initial insight into the principal system of law-making in the United Kingdom, the structure of the primary legal institutions and the techniques required for the analysis of legal problems.

In the following weeks the focus moves to the private law of obligations (contract and negligence, more particularly, negligent misstatements). This section of the module begins by looking at the rules governing the formation of contracts in the business environment. It examines the circumstances in which the commercial relationship breaks down and what remedies are available to the parties, as well as the development of the contract form in response to evolving market criteria. The section concludes by looking at the more specific problems faced by accountants in practice, in relation to the making of statements.

In the spring term, the focus shifts to examine the specific nature of association for the purposes of trade, especially the partnership and the incorporated company with limited liability models. This unit looks at the issues surrounding the incorporation of companies, corporate governance and the duties of directors and auditors of a company. In addition, there is consideration of the remedies available to shareholders and third parties dealing with the company in the event of mismanagement by directors and insolvency of the company.

Following an examination of Company Law, the module moves to explore the world of employment, examining, specifically, the scope of the legal obligations owed by employers to employees.

Finally, the module includes a brief foray into the world of Intellectual Property Law, ensuring that students are conversant with current legal regulation in the fields of copyright, patents and trademarks.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

LW508 Criminal Law						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Dickson Ms L
1	Canterbury	Autumn and Spring	I	30 (15)	90% Exam, 10% Coursework	Dickson Ms L
1	Medway	Autumn and Spring	I	30 (15)	100% Exam	Radlett Mr D
1	Medway	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	Radlett Mr D

### Availability

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

### Contact Hours

40 hours lectures; 20 hours seminars (approximately)

### Learning Outcomes

Students who successfully complete this module will

- Have a sound grounding in the concepts, principles and rules of criminal offences; in particular the law relating to murder/manslaughter, non-fatal offences, defences, and theft and deception
- Have a good understanding of the wider debate in respect of the place of criminal law in the social context, the definitions of harm and the boundaries of criminal law
- Be able to engage in practical application of their knowledge, through consideration of criminal law problem questions, and encourage critical debate of the issues raised
- Have a clear understanding of the concepts, principles and rules of criminal law considered in this module
- Have knowledge of the major theoretical debates in the criminal law field.
- Have the ability to analyse given situations and apply legal principles and case law to assess criminal liability and any defences
- On presentation of case facts, be able to identify relevant legal rules, principles and case and statute law applicable for analysis and critique of the facts
- Be able to discuss the major areas of criminal law, making appropriate reference to legal and academic source authorities
- Be able to evaluate the operation of the criminal law in the social context
- Have the ability to engage in reasoned and informed discussion on the major areas of criminal law both orally, and in writing

### Method of Assessment

Written examination worth 80% and 20% coursework consisting of an oral and a case note.

### Preliminary Reading

- J Herring *Great Debates: Criminal Law* (Palgrave Macmillan, 2012)
- A Norrie *'Crime, Reason and History'* ( Weidenfeld & Nicholson 2nd ed, 2001)
- A Ashworth & J Horder *Principles of Criminal Law* ( Oxford University Press, 7th edition, 2013)

### Synopsis \*

- Introduction to the concept of crime, the structure of criminal justice and the general principles of liability
- Harm and the boundaries of criminal law
- Murder, the problem of causation and omissions and intent to kill
- Defences to murder, self-defence, provocation, insanity and diminished responsibility
- Manslaughter, unlawful act, recklessness and gross negligence
- Non-fatal offences against the person
- Sexual offences
- Theft and the Fraud Act 2006

The module is structured to provide students with the opportunity to explore the major issues in criminal law through class presentation, through consideration of essay style topics and by working through criminal law problem questions. At the commencement of the module students are provided with a Seminar Workbook which outlines the weekly seminar topic and task.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LW567 Droit administratif</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Autumn and Spring	I	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Autumn and Spring	I	30 (15)	90% Exam, 10% Coursework	
2	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Glanert Dr S

### Contact Hours

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

### Learning Outcomes

To introduce students to the French legal system.

To provide a sound grounding in the major aspects of French constitutional law and political institutions and French administrative law.

To introduce students to, and give them practice in, methods of assessment used in French universities, in preparation for the year abroad.

### Method of Assessment

50% written examination and 50% coursework (4 written pieces and a mark for 1 oral exposés).

### Preliminary Reading

P Ardant and B Mathieu, *Institutions politiques et droit constitutionnel*, 25th ed. (Paris: L.G.D.J. 2013)

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

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

### Restrictions

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

### Synopsis \*

The module comprises a short introduction to the French legal system followed by a detailed analysis of French constitutional and administrative law.

The first part of the module mainly addresses French constitutional law. The lectures and seminars will canvass a number of salient issues, namely: the historical role and contemporary relevance of French constitutional documents; the institutional organisation of constitutional and political authority in France; the evolving powers of the Conseil constitutionnel; and recent major law reforms.

The second part of the module discusses French administrative law. The lectures and seminars will consider a range of key topics, such as the role and functioning of administrative courts, with specific reference to the Conseil d'Etat; administrative adjudication; and governmental liability.

The module also introduces students to the rigorous discipline of the dissertation juridique and of the fiche de jurisprudence, two types of exercises which they will encounter on a regular basis during their year in France.

PO304 Analysing British Politics Today						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Seyd Mr B

**Contact Hours**

1 hour lecture and 1 hour seminar per week.

**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.

**Method of Assessment**

50% coursework (essay), 50% exam.

**Preliminary Reading**

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

**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.

PO305 International History and International Relations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Mavelli Dr L

#### Contact Hours

1 hour lecture and 1 hour seminar per week

#### 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.

#### Method of Assessment

50% coursework (essay), 50% exam

#### Preliminary Reading

John Baylis, Steve Smith, and Patricia Owens (eds.), *The Globalization of World Politics*, 6th Edition, (Oxford: OUP, 2013).

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

#### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

1 hour lecture and 1 hour seminar per week

### 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

### Method of Assessment

50% coursework; 50% exam.

### Preliminary Reading

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

BROWN, C. - 'Understanding International Relations'

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

### Synopsis <span style =

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.

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

### 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.

### 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.'

### Method of Assessment

50% coursework; 50% exam.

### Preliminary Reading

Haruki M Norwegian Wood, Vintage 2002

### Synopsis <span style =

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*.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

1 hour lecture and 1 hour seminar per week

### 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.

### Method of Assessment

50% coursework; 50% exam.

### Preliminary Reading

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

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

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

### 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).

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PO325 Introduction to Conflict Analysis and Resolution</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Toros Dr H
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Toros Dr H

### Contact Hours

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

### 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.

### Method of Assessment

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

### Preliminary Reading

Ramsbottam, O. Miall, H. and T. Woodhouse (2011). *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*. Cambridge: Polity. (Textbook)  
Azar, E. (1990) *The Management of Protracted Social Conflict: Theory and Cases*. Dartmouth: Aldershot.  
Bercovitch, J. and R. Jackson (2009). *Conflict Resolution in the 21st century: Principles, Methods, and Approaches*. Ann Arbor: University of Michigan Press.  
Burton, J. and Sandole, D. (1986). "Generic Theory: The Basis of Conflict Resolution", *Negotiation Journal*. 2(4) 333-44.  
Fisher, R. and Ury, W. (1991). *Getting to Yes*, New York: Penguin.

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

1 hour lecture and 1 hour seminar per week, plus an additional hour long seminar every two weeks

### Learning Outcomes

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

### Method of Assessment

100% coursework (consisting of online quizzes research reports)

### Preliminary Reading

None.

### Synopsis \*

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PO327</b>		<b>Introduction to Comparative Politics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Sudulich Dr L
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Sudulich Dr L

### Contact Hours

11 lectures, 16 seminars.

### Learning Outcomes

On successful completion of this module, students will:

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

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

Be able to classify political systems according to different criteria.

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

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

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

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

### Method of Assessment

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

### Preliminary Reading

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

### Synopsis \*

The module introduces students to the empirical study of the key structures, institutions and processes in political life. It does so through the lens of the comparative method, in which political systems are compared and contrasted to test hypotheses about the factors producing similarities and differences across countries and over time. The module first introduces the comparative method, and then discusses the different ways in which political systems can be organized and classified. It focuses on the three key powers in all political systems – executive, legislative and judicial – the ‘intermediate’ actors that link people to their governments, namely political parties, interest groups and the media, and how citizens behave politically in relations to such institutions and actors. Throughout the module, students are encouraged to identify the factors and the processes leading to different political outcomes across states and over time and to use both qualitative and quantitative data to support their arguments.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

### 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.

### Method of Assessment

50% coursework; 50% exam

### Preliminary Reading

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

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

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

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

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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

The module contributes:  
BA in Liberal Arts (Honours)

### Contact Hours

Lectures: 24 hours, Seminars: 48 hours

### Learning Outcomes

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

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

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

Understand the utility and interpretation of qualitative and quantitative data.

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

### Method of Assessment

100% coursework

### 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).

### Pre-requisites

Co-requisites: Roots of Transformation (Autumn) and Understanding the Contemporary (Spring)

### Synopsis \*

One of the impediments to communication between different academic disciplines is their use of different ways of making, and validating, arguments and proofs. A key element of the programme in Liberal Arts is to develop a genuine inter-disciplinary approach so that students can understand, appreciate and assimilate the findings from diverse academic approaches. This module examines the varying modes of developing scientific, social scientific and humanities discourses to facilitate cross-disciplinary understanding of qualitative and quantitative reasoning. Following an introduction to Modes of Thought, engaging students with concepts of rationality as elaborated in logic and analytical reasoning, it will familiarise students in lectures and readings with quantitative and qualitative methodologies as well as with associated processes of data presentation, validation and conclusion reaching. Seminars will serve both to discuss and assess approaches and to familiarise students with working with techniques of data analysis and representation (quantitatively through statistical methods and software packages such as Excel and SPSS and qualitatively through sessions engaging grounded theory, narratology, actor network theory and image studies). Insofar as an element at the core of reasoning is representation per se, the issue of cognition and its unconscious shaping by both social and psychological forces will be addressed. Themes introduced here not only intertwine with teaching and practical exercises in the two concurrent first year core modules (for instance the training in research design, statistical methods, and data analysis carried out here will be drawn upon in Understanding the Contemporaries' study of social and historical changes in local communities) but also recur throughout the rest of the programme. The cross-disciplinary debates – and communications – opened in this module will be revisited, and nuanced, over the following three years. The module Modes of Reasoning is rich in transferable skills training, helping students to develop numeric and analytical skills, engaging them in the formulation and design of research questions and hypotheses, and familiarising them with select software packages.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE311 Understanding the Contemporary</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	March-Russell Dr P

### Availability

The programmes of study to which the module contributes:  
BA in Liberal Arts (Honours)

### Contact Hours

20 hours

### 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.

### Method of Assessment

Assessment will be 100% coursework

### Preliminary Reading

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

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

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

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

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

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

Don DeLillo, *Cosmopolis* (Picador, 2011)

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

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

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

### Pre-requisites

Co-requisites: Modes of Reasoning (Autumn and Spring), Roots of Transformation (Autumn)

### Restrictions

This module contributes:  
BA Liberal Arts.

### 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. It is in the nature of the module that its study topics will vary from year to year. Overall, the module will develop multi-disciplinary understandings of the contemporary world and will encourage students to consider their role in shaping it.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE312</b>		<b>Roots of Transformation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Bowman Prof G

### Availability

The programmes of study to which the module contributes  
BA in Liberal Arts (Honours)

### Contact Hours

20 hours

### 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.

### Method of Assessment

100% coursework

### Preliminary Reading

Jeremy Black, *War and Technology* (Indiana 2013).

Susan Buck-Morss, *Dreamworld and Catastrophe: the Passing of Mass Utopia in East and West* (MIT 2000).

Leo Charney and Vanessa Schwartz, eds. *Cinema and the Invention of Modern Life* (California 1995)

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)

Donna Haraway, *Simians, Cyborgs & Women: the Reinvention of Nature* (FAB 1991)

Stephen Kern, *The Culture of Time and Space, 1880-1918* (Harvard 1983).

David Nye, *Electrifying America: Social Meanings of a New Technology, 1880-1940* (MIT 1990).

Gregory Schremp, *The Ancient Mythology of Modern Science: A Mythologist Looks (Seriously) at Popular Science Writing* (McGill-Queens 2012).

### Pre-requisites

Co-requisites: Modes of Reasoning (Autumn and Spring), Understanding the Contemporary (Spring)

### Restrictions

This module contributes:  
BA Liberal Arts

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

### 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.

**2016-17 Social Sciences Undergraduate Stage 1 Module Handbook**  
**40 School of Social Policy, Sociology and Social Research**

<b>SA300 Social Problems and Social Policy I: Youth, The family and the State</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Kirton Dr D
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Kirton Dr D
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	Kirton Dr D
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

**Contact Hours**

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

**Department Checked**

Department checked

**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.

**Method of Assessment**

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

**Preliminary Reading**

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

**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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SA301 Social Problems and Social Policy II: The Market, The Family and the St</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Kirton Dr D

### Availability

Available 2016/17

### 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.

### Department Checked

Department checked.

### 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 relation to health, care and wellbeing.

Distinguish between technical, normative, moral and political questions

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

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

### Method of Assessment

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

50% written examination (2 hours)

### Preliminary Reading

Baggott R (2007) Understanding Health Policy

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

Baggott R (2015) Understanding Health Policy (2nd edition), Policy Press

### Synopsis <span style =

Health, care and wellbeing are central concerns in all our lives; and they raise questions of the interconnected 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 often replicate 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 area.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

Not available 2016/17

### Contact Hours

42

### Department Checked

Department checked

### 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

### Method of Assessment

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

### Preliminary Reading

Bell M An Invitation to Environmental Sociology

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

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

Connelly J & Smith G (2nd edn. or later) Politics and the Environment: From Theory to Practice

Descola P & Palsson G (eds) Nature and Society: Anthropological Approaches

Goldfarb T Taking Sides: Clashing Views on Controversial Environmental Issues

Harper CL (3rd or later edn.) Environment and Society: Human Perspectives on Environmental Issues

Stallworthy M (2008) Understanding Environmental Law

Tudge C (2004) So Shall We Reap. Penguin

### Synopsis <span style =

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; 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.

<b>SA310 Methods of Social Research</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn and Spring	C	30 (15)	100% Coursework	Lyon Dr D

### Contact Hours

Module Convenor: Dawn Lyon, D.M.Lyon@kent.ac.uk, G2-11

Office Hours: Autumn and Spring terms: Tuesdays and Wednesdays, 12-1pm or by appointment

### Learning Outcomes

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

- Critically assess research methods in modern social sciences
- Describe and evaluate the debates surrounding key issues in social sciences
- Explore key study skills in writing and online resources
- Use and assess key data sources and descriptive statistics in research

At the end of this module successful students will also have developed skills in:

- Ability to work as a member of a group
- Communication responding to written sources
- Identify and gather appropriate library and web-based resources

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

### Method of Assessment

1. Book review (1,500 words) 25%
2. Essay (2,500 words) 25%
3. Quantitative data exercise (SPSS) 25%
4. Qualitative data exercise (NVivo) 25%

### Preliminary Reading

The following are a list of general works from all disciplines – you should try to read as widely as possible from this list. All books are available through the Drill Hall Library (bear in mind some can be ordered from other campus libraries). All journal articles are available through the Templeman Library pages at <http://library.kent.ac.uk/library/online/journals/>. Useful web sources are available through the SA310 area on Moodle. The Drill Hall subject area for Social Sciences is also essential: <http://dhsubjects.wikidot.com/social-science>

- Abbott, M. *History Skills* (2008) London: Routledge.
- Alexander, S. and A. Davin, (1976) 'Feminist History', *History Workshop Journal*, 1 (1) 4-6
- Archer, M. et al. (eds) (1998) *Critical Realism: Essential Readings*. London: Routledge
- Banyard, P. & A. Grayson (2000) *Introducing Psychological Research: seventy studies that shape psychology*. Basingstoke: Palgrave
- Benjafield, J. (1996) *A history of psychology*. Boston: Allyn and Bacon
- Bohner, G. & M. Wänke (2002), *Attitudes and attitude change*. Hove: Psychology Press
- Browne, N. & S. Keely (2006) *Asking the right questions: A guide to critical thinking* Harlow: Prentice Hall
- Butler, L.J. and A. Gorst (eds) (1997), *Modern British History: A Guide to Study and Research*. London: I. B. Tauris
- Cannadine, D. (ed) (2004), *What is History Now?* Basingstoke: Palgrave
- Carr, E.H. (2001) *What is History?* Basingstoke: Palgrave
- Clarke, D. (2003) *Pro-Social and Anti-Social Behaviour*. London: Routledge
- Cotrell, S. (2008) *The Study Skills Handbook*. Basingstoke: Palgrave
- Delanty, G. and P. Strydom (eds) (2003), *Philosophies of Social Science: The Classic and Contemporary Readings*, Maidenhead: Open University Press
- Della-Salla, S. (1999) *Mind myths: Exploring popular assumptions about the mind and brain*. Chichester: Wiley
- Doyal, L. and I. Gough (199), *A Theory of Human Need*. Basingstoke: Macmillan
- Dunbar, G. (2005) *Evaluating research methods in psychology : a case study approach* Oxford: BPS Blackwell
- Gilovich, T. (1993) *How we know what isn't so : The fallibility of human reason in everyday life*. New York [Great Britain]: Free Press
- Glover, J. (2001) *Humanity: A Moral History of the Twentieth Century*, London: Pimlico
- Hewstone, M. and W. Stroebe. (2001) *Introduction to social psychology: A European Perspective*. Oxford: Blackwell
- Marwick, A. (1989) *The Nature of History*. Basingstoke: Macmillan
- Marwick, A. (2001) *The New Nature of History: Knowledge, Evidence, Language*. Basingstoke: Macmillan
- Nussbaum, M. (1995) *Sex and Social Justice*, Oxford: Oxford University Press
- Nussbaum, M. (2006) *Hiding from Humanity: Disgust, Shame and the Law*, Princeton, NJ/Oxford: Princeton University Press
- Perks, R. and A. Thomson (2006) *The Oral History Reader*. London: Routledge
- Ramachandran, V. (2003) *The emerging mind: BBC Reith Lectures*. London: Profile Books. Lecture texts available online from <http://www.bbc.co.uk/radio4/reith2003/lecturer.shtml>. Accessed 12 July 2010
- Rolls, G. (2005) *Classic case studies in psychology*. London : Hodder Arnold
- Samuel, R. (1994 and 1996) *Theatres of Memory*. London: Verso. Vol 1 (1994) Past and Present in Contemporary Culture, Vol 2 (1996) Island Stories: Unravelling Britain
- Samuel, R. (1976) 'Local History and Oral History', *History Workshop Journal* 1 (1) 191-208
- Samuel, R. and G. Stedman Jones (1976) 'Sociology and History', *History Workshop Journal* 1 (1) 6-8
- Sayer, A. (1984) *Method in Social Science: A Realist Perspective*. London: Routledge
- Sayer, A. (2000) *Realism and Social Science*, London: Sage
- Slater, L. (2005) *Opening Skinner's box: great psychological experiments of the 20th century*. London: Bloomsbury
- Smith, M (1998) *Social Science in question* London: Sage
- Beverly Southgate (2005) *What is History For?* London: Routledge
- Stanovich, K. (2003) *How to think straight about psychology* London and Boston, MA: Allyn and Bacon
- Sternberg, R. (2003) *Psychologists defying the crowd: Stories of the*

### Synopsis <span style =

This module introduces debates about the nature of social research methods. In the autumn term, students learn about social research from inter-/post-/trans-disciplinary perspectives. We will explore debates about the nature of social research methods and the philosophical premises that underlie them. In the spring term, we will focus on technologies of doing research: SPSS for statistical analysis; and NVivo for textual analysis.

SA311 Social Problems and Social Policy (UKM)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Hart Ms L

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### Learning Outcomes

- o Understand the way society defines and constructs social problems
- o Be able to illustrate how they can take a critical approach to examining a range of social problems and social issues
- o Understand the processes by which 'private troubles' become 'social problems'
- o How social policies address social need.
- o To understand social policy is about human well-being, rights and social justice
- o To be able to evaluate the 'market' and 'state' approaches to solving social problems and to apply their knowledge gained from the module to social policy topics such as poverty, unemployment, health, education and social security
- o Assess the effectiveness of social democratic and neo-liberal approaches to the provision and delivery of 'welfare'.
- o To Understand and have knowledge about the role of political ideologies in directing and shaping social policy
- o Knowledge of the legislative processes of government

At the end of this module successful students will also have developed skills in:

- o Communicating and presenting ideas
- o Interpreting quantitative and qualitative evidence relevant to social policy
- o Using and applying IT skills to research issues and topics under discussion & to retrieve information and research findings related to key social policy topics
- o More developed skills of critical thinking and critical writing
- o Analyse through examining possible solutions to social problems and to be able to evaluate the policies and proposals put forward by political parties, pressure groups, social commentators, public opinion and academics.

### Method of Assessment

Assessment: 50% Coursework:

1. Essay
2. Policy/film Analysis & seminar presentation
3. 50% Examination

### Preliminary Reading

- Alcock P et al. (2008) *Social Policy in Britain* (3rd Ed) Palgrave Macmillian  
Alcock P ed. (1999) *Social Work and Social Care*. The Gildredge Press Limited.  
Baggott R. (2004) (3rd ed) *Health & Health Care In Britain*. Palgrave Macmillian  
Baldock J, Manning N, Vickerstaff S. (2007) (3rd Ed) *Social Policy*. Oxford University Press  
Bochel H, Page R, Sykes R. (2005) *Social Policy: Issues and Developments*. Pearson, Prentice Hall  
J. Fink (2004) *Care*  
J. Flaherty et al (2004) *Poverty: The Facts*  
Fitzpatrick T (2001) *Welfare Theory, An Introduction*. Palgrave  
Hale C, Hayward K, Wahidin A, Wincup (Eds) (2005) *Criminology*. Oxford University Press  
Kirton D. (2009) *Child Social Work, Policy & Practice*. Sage  
Lavelette M & Pratt A. Eds (2007) (3rd Ed) *Social Policy, Theories, Concepts and Issues*. Sage  
May M, Page R, Brunson E. (eds) (2001) *Understanding Social Problems*. Blackwell  
Mooney G (2004) *Work*. Open University Press  
J. Muncie & E. McLaughlin (eds) (2002) *The Problem of Crime*. Sage Publications  
Page R. (2007) *Revisiting the Welfare State*. Open University Press  
Pierson C (2006) (3rd Ed) *Beyond The Welfare State*. Polity  
Peckham S & Meerabeau L (2007) (2nd Ed) *Social Policy for Nurses, and the Helping Professions*. Open University Press  
Ridge T & Wright S. (2008) *Understanding Inequality, Poverty & Wealth – Policies & prospects*. Policy Press  
R. Lister ed. (1996) *Charles Murray and the Underclass*  
R. Lister (2004) *Poverty*  
Taylor G. (2007) *Ideology & Welfare*. Palgrave Macmillian

### Synopsis \*

This module aims to introduce students to social policy and social issues. Current issues and social problems will be analysed in a clear and structured manner, taking into account the political, social and economic environments that influence and shape social policy. The module will evaluate research findings and examine policy recommendations as well as the political and ideological debates that direct social policy in relation to a number of key policy areas.

The study of social policy will be introduced by examining a number of key 'social problems' that concern society. How do issues become a 'social problem'? Who determines what is regarded as a 'social problem'? What are the roles of politicians, pressure groups, the public and the media in constructing and defining a 'social problem'?

Dean H 2006 p.1. suggests:

"Social policy entails the study of the social relations necessary for human well-being and the systems by which well-being may be promoted. It's about the many and various things that affect the kinds of life that you and I and everyone can live".  
".....well-being is about how well people are not how well they do"

Welfare or well-being? What do people need to live? Social services, healthcare, education, employment, appropriate housing and a criminal justice system. These necessities are organised by governments, local associations, churches, voluntary sector agencies, businesses, neighbours, families and loved ones.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

SO305		Introduction to Criminology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Sanders-McDonagh Dr E

### Contact Hours

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

### Department Checked

Department checked

### 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.

### Method of Assessment

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

### Preliminary Reading

Hale, C, Hayward, K, Wahidin, A, & Wincup, E (Eds) (2009) Criminology: Oxford University Press

Newburn, T (2007) Criminology: Willan Publishing

Carrabine, E, Iganski, P, Lee, M, & Plummer, K (2004) Criminology; A Sociological Introduction: London: Routledge

### 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.

### 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.

SO306		Introduction to Sociology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Sanghera Dr B

### Contact Hours

Module Convenor: Dr Balihar Sanghera (b.s.sanghera@kent.ac.uk)

Office Hours: Tuesdays 12-2pm, Gillingham Building, Room G3-07

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

### Learning Outcomes

The intended subject specific learning outcomes are:

- 12.1 Describe and assess a range of macro theoretical perspectives relating to social stratification, identities, practices, collectives and institutions
- 12.2 Critically assess the ways in which class, gender and 'race' are constructed and represented, and their implications for everyday life
- 12.3 Describe and evaluate the debates surrounding social and cultural practices and relationships
- 12.4 Explain how key theorists address social inequalities, structures and space
- 12.5 Critically assess empirical data to explore the nature and extent of social divisions and powers in society

At the end of this module successful students will also have developed skills in:

- 12.6 Identify and gather appropriate library and web-based resources
- 12.7 Make judgements about their merits
- 12.8 Use the available evidence to construct an argument to be presented orally or in writing

The unit will endeavour to link the subject specific learning outcomes to the programme learning outcomes (PLO) for BSc (Hons) Social Sciences programme:

- PLO 12.A.1 Knowledge and understanding of the key issues and debates in the social sciences within the disciplines the students choose (12.1, 12.3 and 12.4)
- PLO 12.A.2 Knowledge of the key concepts of the social sciences (12.2)
- PLO 12.A.5 An understanding of the key concepts and theories used to analyse society (12.2 and 12.4)
- PLO 12.A.6 Knowledge of the main sources of data used in social sciences and a critical understanding of how data is collected and analysed (12.5)
- PLO 12.B.14 Ability to argue logically and spot flaws in arguments in written documents and the spoken word (12.8)
- PLO 12.B.15 Ability to use the internet to research issues in the social sciences (12.6 and 12.7)
- PLO 12.C.16 Identify and use relevant concepts and theories to analyse issues in the social sciences (12.1, 12.2, 12.3 and 12.4)
- PLO 12.D.20 Communicate effectively, showing the ability to develop and strong line of argument to others in written and verbal form (12.8)
- PLO 12.D.21 Plan ahead and manage time to meet deadlines (12.8)
- PLO 12.D.23 Listen to others and understand their point of view (12.8)
- PLO 12.D.24 Analyse questions and write reports and essays setting out options and alternatives (12.8)
- PLO 12.D.25 Reference material in accordance with accepted conventions (12.8)
- PLO 12.D.26 Use Internet and Library resources to study independently (12.6)
- PLO 12.D.27 Make clear and effective presentations to colleagues and staff (12.8)
- PLO 12.D.28 Have a critical and reflective approach to study and work (12.6 and 12.7)
- PLO 12.D.29 Compare and contrast the strength and weaknesses in the arguments and opinions of others (12.8)

### Method of Assessment

50% examination

30% coursework (20% for an argumentative essay and 10% for two analytical essays)

20% seminar participation

### Preliminary Reading

- Macionis, John and Plummer, Ken, 2010, Sociology: A Global Introduction, 5th Edition, Harlow: Pearson (core textbook - recommended to purchase this book)
- Ritzer, George and Goodman, Douglas (2008), Sociological Theory, 7th Edition, London: McGraw-Hill

### Synopsis \*

This module introduces debates about the nature of society, exploring traditional issues such as the social structures and inequalities (class, gender and 'race') as well as key institutions and aspects of everyday life, such as work, consumption, families and cities. The module examines:

- the nature of modern industrial societies
- insights into social inequalities and divisions
- key contemporary theoretical perspectives
- the sociology of everyday life
- classical and contemporary readings on topics ranging from social stratification to crime
- how social scientists undertake social research methods

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO326 Introduction to Contemporary Britain: Economic and Social History from</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Bradley Dr K

### Contact Hours

Module Convenor: Dr Kate Bradley, k.bradley@kent.ac.uk, G3-08

Office Hours: Mondays 10am-12pm; alternate Wednesday mornings via sign-up sheet on door.

### Learning Outcomes

At the end of this module, students should be able to:

- Demonstrate a general understanding of the theory and practice of economic growth and industrialisation, and technological change and employment
- Be aware of the broad process of social and economic change in Britain since 1900, of continuities and discontinuities
- Understand the historical and contemporary importance of developments such as the growth of trade unions, the creation of the 'welfare state' and the changing role of women in society
- Demonstrate an awareness of the historiography of the period with reference to specific historical debates
- Demonstrate an awareness of the variety of sources used by historians of contemporary Britain

### Method of Assessment

The module will be assessed by three written coursework assignments (2,000 words each), equally weighted and together worth 50% of the total grade, and one three-hour examination paper, worth 50% of the total grade

### Preliminary Reading

Carnevali, F and J-M Strange, Twentieth Century Britain: Economic, Cultural and Social Change (Harlow: Longman, 2007)

Glynn, S and A Booth, Modern Britain: An Economic and Social History (London: Routledge, 1996)

Lowe, R. the British Welfare State since 1945, 2nd Edition (Basingstoke: Palgrave, 2005)

McKibbin, R, Classes and Cultures: England 1918-1951 (Oxford: Oxford University Press, 1998)

Morgan, K.O. Britain Since 1945: the People's Peace, 3rd Edition (Oxford: Oxford University Press, 2001)

Pearce, M. British Political History 1867-2001: Democracy and Decline 3rd Edition (London: Routledge, 2002)

Thane, P. Foundations of the Welfare State, 2nd Edition (London: Longman, 1996)

### Synopsis \*

This module aims to provide students with an understanding of the historical development of Britain's society and economy from 1900 and the background to contemporary society. The period chosen facilitates discussion of some of the main political and economic ideas and events which have influenced contemporary society and the approaches historians have adopted towards them.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO329 Introduction to Criminology and Criminal Justice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Dimou Ms E

### Learning Outcomes

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

- Critically assess the ways in which images and notions of crime are constructed and represented
- Describe and understand the key stages in criminal justice processes and the role of key justice agencies
- Understand and assess the range of research methods that may be used in criminology and the history of criminal justice
- Describe and evaluate the core theoretical debates in criminology and criminal justice
- Describe and evaluate links between crime and key social divisions in society
- Use and interpret empirical data

On successful completion of this module, students will have accordingly developed and evidenced skills in:

- Presenting arguments orally and in writing, individually and through active group participation
- Working with others
- Organizing information in a clear and coherent manner
- Synthesizing knowledge from different schools and disciplines of enquiry
- Researching material by using hard copy and online library resources<sup>2</sup>

### Method of Assessment

Students are assessed by a combination of coursework and examination. Students submit one essay, of 2,000 to 2,500 words, in both autumn and spring terms, and which together are worth 40 per cent of the final mark. Additionally in the autumn term, students submit a book review of 800 to 1,000 words, worth 10 per cent of the overall mark. The remaining 50 per cent is determined by a three hour unseen examination paper, taken in the summer term. This comprises 9 questions, of which students must answer three.

### Preliminary Reading

Croall, H (1998) *Crime and Society in Britain*, London, Longman  
Carrabine, E et al (2002) *Crime in Modern Britain*, Oxford University Press  
Coleman, C and Moynihan, J (1996) *Understanding Crime Data*, Open University Press  
Davis, M. Croall, H and Tyrer, J (2005) *Criminal Justice: An Introduction to the Criminal Justice System in England and Wales* (3rd ed), Pearson Longman  
Downes, D and Rock, P (1995) *Understanding Deviance*, Clarendon Press  
Hale, C. Hayward, K. Wahidin, A and Wincup, E (2005) (eds) *Criminology*, Oxford University Press  
King, R and Wincup, E (2001) *Doing Research on Crime and Justice*, Oxford University Press  
Lilly, J. Cullen, F and Ball, R (2002) *Criminological Theory: Context and Consequences* (3rd ed), Sage  
Maguire, M. Morgan, R and Reiner, R (2002) *The Oxford Handbook of Criminology*, Oxford University Press  
McLaughlin, E and Muncie, J (2001) *The Sage Dictionary of Criminology*, Sage  
McLaughlin, E, Muncie, J and Hughes, G (2003) *Criminological Perspectives*, Sage  
Muncie, J and Wilson, D (2004) *Student Handbook of Criminal Justice and Criminology*, Cavendish Publishing  
Muncie, J and McLaughlin, E (2001) *The Problem of Crime*, Open University Press  
Newburn, T (2007) *Criminology*, Willan publishing  
Wincup, E and Griffiths, J (1999) *Crime, Deviance and Social Control*, Hodder and Stoughton

### Synopsis \*

This course introduces students to the key substantive issues involved in the study of criminology and criminal justice. In the autumn term, we consider how we understand, measure, and research the phenomenon of crime, and study the aims and functions of the various component parts of the criminal justice system. In the spring term, we learn about the most important criminological theories about why some people begin and continue to commit crime, different perspectives upon crime and criminal justice, and 'special' populations of particular interest to the criminal justice system. By the end of the year, successful students will have gained a comprehensive understanding of some of the central issues, developments, and debates in criminology and criminal justice, and will be well equipped to progress to stages two and three.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

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

### Department Checked

Department checked

### Learning Outcomes

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

Recognise the criminological importance of deconstructing media/popular understandings of crime and punishment  
Identify and make use of different sources of media and other empirical data on crime and victimisation, and assess its usefulness for understanding the nature and extent of crime in society

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

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

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

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

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

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

### Method of Assessment

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

40% class test

### Preliminary Reading

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

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

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

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

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

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

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

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

### Pre-requisites

None

### Synopsis \*

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

22 hours (11 lectures and 11 seminars)

### 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'.

### Method of Assessment

30% Chapter Review (1000 words) , 50% Essay (1500 words), 20% Class Participation

### Preliminary Reading

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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

22 hours (11 lectures and 11 seminars)

### Department Checked

Department checked

### Learning Outcomes

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

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

### Method of Assessment

30% Coursework (one essay 1500 words), 20% Class participation, 50% Examination,

### Preliminary Reading

- J. Storey, *An Introductory Guide to Cultural Theory and Popular Culture* (London: Harvester, 1993).
- A. McRobbie, *The Uses of Cultural Studies: A Textbook* (London: Sage, 2005).
- J. Lewis, *Cultural Studies: The Basics* (London: Sage, 2002).
- Barker, *Cultural Studies: Theory and Practice* (London: Sage, 2000).
- M. Ryan (ed), *Cultural Studies: An Anthology* (Oxford: Blackwell 2008).
- A. Kirkby. *Digimodernism* (Oxford: Continuum, 2009).
- J. McGuigan. *Modernity and Postmodern Culture* (Buckingham: Open University Press, 1999).
- S. Connor, *Postmodernist Culture: An Introduction to Theories of the Contemporary* (Oxford: Blackwell, 1989).

### 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 media and aims to demonstrate the range of possible interpretations that mediated 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 gender relations, sexuality, 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. This module aims to understand the transformation of culture and media and everyday life we are living through and the way it changes who we are.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

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

### Department Checked

Department checked

### 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

### Method of Assessment

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

### Preliminary Reading

Macionis, J. and Plummer, K. (2012 5th edition) Sociology: A Global Introduction. Harlow: Pearson Prentice Hall.

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO337</b>		<b>Fundamentals of Sociology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Burgess Prof A

### 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

### Department Checked

Department checked

### 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

### Method of Assessment

100% coursework (2 essays 2500 words each)

### Preliminary Reading

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

### 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.

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

11 hour lectures and 11 hour seminars

### Department Checked

Department checked

### Learning Outcomes

1. Understand how to interpret basic quantitative information
2. Understand how to find and retrieve publicly available quantitative data, and to carry out basic manipulations of this data in Excel  
(or similar spreadsheet software)
3. Understand how to collect and present basic qualitative and quantitative information
4. Understand what we mean when we talk about inequality, and how this relates to individual life-chances, with particular reference to inequalities within the county of Kent

### Method of Assessment

1,500 word report (50%), group multimedia presentation and associated individual report (50%)

### Preliminary Reading

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

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

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

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

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

### Pre-requisites

None

### Restrictions

None

### Synopsis \*

This course is designed to help students understand and critique the numbers and research they encounter in their everyday lives. The first half of the course focuses on teaching the knowledge and skills need to critically evaluate factual quantitative claims. Each lecture uses example quantitative claims, largely drawn from the news media, to teach a particular quantitative skill. For example, highlighting a statistic based on a biased sample to teach students the principles of sampling. The seminars build on the content of the lectures and aim to teach students the practical, computer-based skills needed to evaluate quantitative claims.

The second half of the course is based around students conducting their own research, and also brings in qualitative skills element. Students apply the critical and quantitative skills they have learned to conducting their own mixed-methods project.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

11 one hour lectures and 11 one hour seminars

### 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

### Method of Assessment

100% coursework (two 2500 word essays)

### Preliminary Reading

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

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

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

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

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

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

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

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

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

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

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

### Pre-requisites

None

### Restrictions

None

### 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.

SO410 Doing Social Research with Numbers						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Cunliffe Dr J

#### Availability

Available 2016/17

#### Contact Hours

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

#### Learning Outcomes

Demonstrate knowledge of validity, reliability and transparency issues when carrying out statistical analyses;  
Understand the difference between descriptive statistics (i.e. central tendency and dispersion) and inferential statistics (i.e. correlation, regression);

Demonstrate an ability to select the correct method of statistical analysis (description, correlation/association, statistical inference) based on the research question under study, the study design and data available;

Demonstrate an ability to read, understand and report/represent (e.g. tables, graphs) the results of regression analyses;

Demonstrate an ability to carry out multiple forms of regression analysis with the help of statistical software (e.g. SPSS, Excel).

Demonstrate an ability to investigate the assumptions of regression (e.g. heterocedasticity) and assess whether to take appropriate actions when assumptions are not met (e.g. remove outliers);

Understand the underlying principles of causality and main limitations when assessing causal inference;

Understand the advantages and limitations of using regression for the study of causality

#### Method of Assessment

Class participation (5%) - Students will be assessed on their participation in class, focusing in particular on their contribution to in-class debates, preparing appropriately for the classes, and doing (and putting the requisite effort into) formative assignments.

Group presentation (40%) - Each group will give an in-class presentation on a research question of their choice.

Personal study (coursework) Report (55%) - Students will write a 2500 word report trying to answer a research question. Students will be required to conduct a literature review, operationalise concepts, select the relevant variables for analysis and the statistical method, carry out the analysis and report the outcomes of the analysis.

#### Preliminary Reading

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

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.

Agresti, A. (2013). *Categorical Data Analysis*. Wiley

Allison, P.D. (1999), *Multiple Regression: A Primer*. SAGE Publications

#### Pre-requisites

None although students will be expected to be able to use basic algebra

#### Synopsis \*

This module aims to develop key statistical 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 towards:

i. Assessing the strengths and limitations of using regression analysis for the establishment of causal inference; This includes:

o Distinction between causality, correlation or association

o Levels of measurement (e.g. nominal, ordinal, interval, ratio)

o Methods of regression analysis (e.g. OLS and logistic regression) and related assumptions

ii. Learning how to respond to research questions with the application of statistical methods of analysis, mainly regression methods, with the help of statistical software.

iii. Learning how to interpret the outcome of regression models and contextualise the results within broader theories.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

### 39 School of Psychology

<b>SP300 Psychology Statistics and Practical</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	100% Exam	Kelly Dr D
1	Canterbury	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Kelly Dr D
1	Canterbury	Autumn and Spring	C	30 (15)	60% Coursework, 40% Exam	Kelly Dr D
1	Canterbury	Autumn and Spring	C	30 (15)	60% Coursework, 40% Exam with Pass/Fail Elements	Kelly Dr D
1	Canterbury	Autumn and Spring	C	30 (15)	90% Exam, 10% Coursework	Kelly Dr D

#### Contact Hours

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

#### 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

#### Method of Assessment

60% Coursework. Formed of RPS (15% of the coursework), 2 group reports (30% of the coursework), 2 individual reports (30% of the coursework), 1 long individual report (worth 25% of the coursework).  
 40% Examination

#### Preliminary Reading

Howitt, D. & Cramer, D. (2011/2014). An Introduction to Statistics in Psychology (5th or 6th Ed.). Pearson.  
 Howitt, D. & Cramer, D. (2011/2014). Introduction to SPSS in Psychology (5th or 6th Ed.). Pearson.  
 American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.).

#### Progression

Successful completion of the RPS element of this module is required for Stage progression. Therefore a fail in this part will result in a module fail.

#### Restrictions

This module is available only to UKC students studying Psychology. Not available wild.

#### 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).

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

### Contact Hours

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

### Learning Outcomes

- Knowledge and understanding of main phenomena, methods, and theorising in biological and cognitive psychology
- Develop subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring issues in biological and cognitive psychology, and employing the inferential method in science
- Understanding of historical development of cognitive psychology as a science

### Method of Assessment

40% Coursework. Formed of a MCQ In Course Test (20%) and a In Course Test timed essay assignment (20%).  
60% Examination

### Preliminary Reading

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

### Restrictions

This module is available only to Kent students studying Psychology. Not available wild.

### Synopsis \*

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

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SP302</b>		<b>Introduction to Social Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	
1	Canterbury	Autumn and Spring	C	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Autumn and Spring	C	30 (15)	90% Exam, 10% Coursework	
2	Canterbury	Autumn and Spring	C	30 (15)	60% Exam, 40% Coursework	Douglas Prof K

### Contact Hours

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

### 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

### Method of Assessment

40% Coursework. Formed of an essay (20%) and a personal development portfolio based on the study skills workshops (20%).  
 60% Examination

### Preliminary Reading

Core reading:  
 Sutton, R.M., & Douglas, K.M. Social Psychology. Basingstoke: Palgrave MacMillan.  
 Supplementary reading:  
 Berk, L.E. (2009). Child Development (8th ed.). Boston: Pearson/Allyn & Bacon.  
 Supplementary reading:  
 Durkin, K. (1995). Developmental social psychology. Oxford: Blackwell.  
 Supplementary reading:  
 Pervin, L.A, Cervone, D. & John, O.P. (2005). Personality: Theory and research. (9th ed.). Hoboken, NJ: Wiley.

### Restrictions

This module is available only to Kent students studying Psychology. Not available wild.

### 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.

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SP304</b>		<b>Introduction to Psychology I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	James Dr M
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	James Dr M

### Availability

Available Wild.

### Contact Hours

1 weekly two-hour lecture

### 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)

### Method of Assessment

10% Coursework. Formed of Research Participation credits collected during the term.

<https://www.kent.ac.uk/psychology/rps/>

90% Examination.

### Preliminary Reading

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

### Restrictions

This module is not available to Kent students studying Psychology. Available wild for non-Psychology students

### 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).

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SP305</b>		<b>Introduction to Psychology II</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Ponari Dr M
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	Ponari Dr M

### Contact Hours

1 weekly two-hour lecture

### 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)

### Method of Assessment

10% Coursework. Formed of Research Participation credits collected during the term.

<https://www.kent.ac.uk/psychology/rps/>

90% Examination.

### Preliminary Reading

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

### Restrictions

This module is not available to Kent students studying Psychology. Available wild to non-Psychology students

### 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).

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

### Availability

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

### Contact Hours

1 weekly two-hour lecture

### 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

### Method of Assessment

100% Examination

### Preliminary Reading

Howitt, D. (2009). Introduction to forensic and criminal psychology. Essex, UK: Prentice Hall.  
Huss, M.T. (2009). Forensic psychology. Research, clinical practice, and applications. Wiley-Blackwell.

### Pre-requisites

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

### 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.

<b>SP310 Introduction to Psychology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	C	30 (15)	50% Coursework, 50% Exam	Briggs Dr J

### Learning Outcomes

Intended learning outcomes:

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

- Locate journal articles using e-journals and other on-line sources; recognise reliable and unreliable sources of information online (Key skill 3)
- Understand the basics of conducting empirical research including the design of studies, data collection and descriptive statistics (Key skills 2 & 5)
- Communicate with others through seminar-based group discussions and problem-based group work (Key skills 1, 4 & 6)
- Organise material and communicate clearly in written essays and reports (Key skills 1 & 5)

Subject-specific learning outcomes:

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

- Describe the development of psychology as a discipline
- Compare and contrast psychology with the natural and other social sciences
- Compare and contrast different theoretical approaches in psychology
- Understand how psychological research and theory have been applied to specific aspects of human experience and behaviour.
- Understand key controversial issues in psychological research and theory

## 2016-17 Social Sciences Undergraduate Stage 1 Module Handbook

### Method of Assessment

This module is assessed by both coursework (50%) and examination (50%).

#### Coursework

2 x 2000 word essays (30% weighting each)

1 x 1500 word practical report (25% weighting)

2 x research participation scheme (RPS) (15% weighting). \*

\*An alternative written assignment will be made available for students who do not wish to participate in research studies.

#### Exam

There will be a three-hour essay exam in the summer term which will require answering three questions from a choice of nine.

### Preliminary Reading

#### Key text:

Gleitman, H., Gross, J. J., & Reisberg, D. (2011). *Psychology*. (8th Edition). New York : Norton.

#### Other general texts:

Smith, E. ,Nolen-Hoeksema, S., & Fredrickson, B. (2003). *Atkinson & Hilgard's introduction to psychology*. (14th edition). London ; Australia : Wadsworth/Thomson Learning.

Gazzaniga, M. & Heatherton, T. (2006). *Psychological science*. (2nd edition). London ; New York : W. W. Norton.

#### Texts on research, history, philosophy and case studies:

Banyard, P. & Grayson, A. (2008) *Introducing Psychological Research: seventy studies that shape psychology* (3rd Ed.) Basingstoke : Palgrave.

\*Browne, N & Keely, S. (2006). *Asking the right questions: A guide to critical thinking*. Harlow : Prentice Hall.

Dunbar, G. (2005). *Evaluating research methods in psychology : a case study approach*. Oxford : BPS Blackwell.

Rolls, Geoff (2005). *Classic case studies in psychology*. London : Hodder Arnold.

\*Schick, T. and Vaughn, L. (2004). *How to think about weird things : Critical Thinking for a New Age*. McGraw-Hill Publishing Co

Stanovich, K. (2003) *How to think straight about psychology*. London ; Boston, Mass. : Allyn and Bacon.

Sternberg, R. (2003). *Psychologists defying the crowd: Stories of those who battled the establishment and won*. Washington, DC : American Psychological Association

\*These are not specific to psychology but are recommended texts to improve thinking and argument.

#### Additional readings in topic areas:

Baddeley, A., Eysenck, M. & Anderson, M. (2009). *Memory*. Psychology Press.

Barrett, L. Dunbar, R. & Lycett, J. (2002). *Human evolutionary psychology*. Basingstoke :Palgrave.

Bohner, G. & Wänke, M. (2002). *Attitudes and attitude change*. Hove: Psychology Press.

Cartwright T. (2001). *Evolutionary explanations of human behaviour*. London : Routledge.

Cervone, D. & Pervin, L. A.,. (2007). *Personality: Theory and Research*. (10th ed.). Hoboken, N.J. : Chichester : Wiley ; John Wiley.

Clarke, D. (2003). *Pro-Social and Anti-Social Behaviour*. London : Routledge.

Cooper, J. (2007). *Cognitive dissonance : fifty years of a classic theory*. Los Angeles, Calif. ; London : SAGE.

Davey, G. (2008). *Psychopathology*. Oxford : Wiley-Blackwell.

Della-Salla, S. (1999). *Mind myths: Exploring popular assumptions about the mind and brain*. Chichester : Wiley.

Domjan, M. (2005). *The essentials of conditioning and learning*. Southbank, Vic., Australia ; Belmont, CA : Thomson/Wadsworth.

Funder, D.C. (2010). *The personality puzzle* (5th ed.). New York: W.W. Norton and Company

Gentile, B. F. & Miller, B. O. (2008). *Foundations of Psychological Thought*. London : Sage.

Gilovich, T. (1993). *How we know what isn't so : The fallibility of human reason in everyday life*. New York ; Great Britain : Free Press.

Gilovich, T., Keltner, D., Nisbett, R. E. (2006). *Social Psychology*. New York ; London : W. W. Norton.

Goldstein, E. (2007). *Cognitive Psychology (ISE): Connecting Mind, Research and Everyday Experience*. London ; New York : W. W. Norton.

Goodwin, C. J. (2008). *A history of modern psychology*. Hoboken, N.J. : Chichester : Wiley ; John Wiley.

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Hamilton, D. L. (2005). Social cognition : Key readings. Hove : Psychology.

Hewstone, M., Stroebe, W. & Klaus, J. (2008). Introduction to social psychology: A European Perspective (4th Ed.). Oxford: Blackwell.

Hogg, M.A. & Vaughan, G.M. (2004). Social Psychology. (4th Edition). London: Prentice Hall.

Holt, N. & Walker, I. (2009). Research with People. Basingstoke : Palgrave Macmillan.

Kolb, B. & Wishaw, I.Q. (2008). Fundamentals of Human Neuropsychology. SAGE.

Kring, A., Johnson, S., Davison, G. & Neale, J. (2010). Abnormal Psychology (11th ed.). Hoboken, N.J. : Wiley.

Maio, G. & Haddock, G. (2009). The Psychology of Attitude and Attitude Change. London : Sage

Maltby, J., Day, L. & Macaskill, A. (2009). Personality, Individual Differences

### **Synopsis**

The aim of this course is to provide students with a general introduction to the study of psychology, including its historical development, major modern fields of research and application, perspectives and key issues. It will provide students with the theoretical basis necessary for psychology modules in later stages of the degree.

The first lectures will be devoted to giving a general background to the history and philosophy of psychology. This will include an outline of the development of psychology as a science, an introduction to the philosophy of science, issues in studying human behaviour, discussion of different approaches, and ethical issues. We will then examine some approaches in more depth and consider the applications of theory and research to selected examples of human characteristics, development, and behaviour.

Topics examined in the course will include:

- biopsychology ( the nervous system, including structure, functions and effects of damage)
- evolutionary principles and their relevance to behaviour
- behaviourism (principles of learning through conditioning)
- cognitive psychology (e.g. perception, memory, decision-making)
- social psychology (e.g. attitudes, group membership)
- individual differences (e.g. personality, intelligence)
- clinical issues (e.g anxiety disorders)

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

### Availability

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

### Contact Hours

10 two-hour lectures and 3 two-hour workshops

### 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

### Method of Assessment

75% Examination.

25% Coursework. Formed of a poster presentation.

### Preliminary Reading

Core text:

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

Supplementary text:

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

Supplementary text:

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

Supplementary text:

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

Supplementary text:

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

### Pre-requisites

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

### 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.