

ENLA4001 Developing English Language Skills						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Dobson C

**Contact Hours**

Total contact hours: 33

**Cost**

No cost - handouts provided

**Learning Outcomes**

1. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. apply the conventions of academic discourse in written and spoken forms
2. appropriately incorporate information from required reading in written assignments
3. prepare and deliver an academic presentation
4. distinguish between formal and informal English and use the appropriate register in context
5. use a range of grammatically accurate written structures in extended writing

**Method of Assessment**

Main assessment methods

In Course Test 1 (45 minutes) (20%)

Presentation (7 minutes) (20%)

Essay, (1800 words) (60%)

Reassessment methods

Reassessment Instrument: 100% coursework

**Preliminary Reading**

Indicative reading:

Materials for reading and writing practice will be taken from the recommended reading lists on students' core modules. Students will be expected to extend their reading to include a wider range of subject specific texts

Additional language practice texts include:

- Bailey, S. (2011). *Academic Writing: A Handbook for International Students*. 3rd edition. London: Routledge.
- Harrison, M., Jakeman, V. and Paterson, K. (2012). *Improve your Grammar*. London: Palgrave.
- Hogue, A. and Oshima, A. (2006). *Writing Academic English*. 4th edition. New York: Pearson Longman.
- Lowes, R., Peters, H. and Turner, M. (2004). *The International Student's Guide*. London: Sage.
- Murphy, R. (2012). *English Grammar in Use: Intermediate*. 4th edition. Cambridge: Cambridge University Press.
- Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.
- Wallace, M. (2004). *Study Skills in English*. Cambridge: Cambridge University Press.

**Synopsis**

On this module you will review and develop your English language skills in key areas related to your academic studies. You will develop strategies for extending both your subject specific vocabulary and your academic English; extracting relevant information from texts and expressing ideas in discussions. Sessions will also familiarise you with Kent University requirements and expectations in the field of academic writing. In this module, learning takes place in a workshop and self-study format to maximise practice in language skills. Tutorials focus on individual development and planning of independent learning.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>ENLA4002</b>		<b>Extending English Language Skills</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Dobson C

### Contact Hours

Total contact hours: 22

### Cost

No cost - materials included

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. apply the conventions of academic discourse
2. appropriately incorporate information from required reading in written assignments
3. use a range of grammatically accurate written structures in extended writing
4. present and refute arguments
5. integrate arguments appropriately with source material in written form

### Method of Assessment

Main assessment methods

In Course Test 1 (45 minutes) (20%)

Source Evaluation (300 words) (20%)

Literature Review Project (2000 words) (60%)

Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Indicative reading:

Materials for reading and writing practice will be taken from the recommended reading lists on students' core modules.

Students will be expected to extend their reading to include a wider range of subject specific texts

Additional language practice texts include:

- Bailey, S. (2011). *Academic Writing: A Handbook for International Students*. 3rd edition. London: Routledge.
- Hogue, A. and Oshima, A. (2006). *Writing Academic English*. 4th edition. New York: Pearson Longman.
- Lowes, R., Peters, H. and Turner, M. (2004). *The International Student's Guide*. London: Sage.
- Murphy, R. (2012). *English Grammar in Use: Intermediate*. 4th edition. Cambridge: Cambridge University Press.
- Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.
- Wallace, M. (2004). *Study Skills in English*. Cambridge: Cambridge University Press.

### Synopsis \*

On this spring module you will review and extend your English Language Skills in reading and writing. You may have taken ENLA4001 in the autumn term, but you do not have to have taken it as course content does not overlap. On ENLA4002 you will develop strategies for: presenting and integrating arguments in academic writing; using sources and references in extended writing; using features of academic language in writing; and creating, planning and organizing extended written assignments. On this module, learning takes place in workshops. Individual tutorials will focus on your development and help you to plan your learning.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>ENLA4003</b>		<b>Reading and Writing Academic Texts</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours per week over 11 weeks (22 hours)

### Cost

No cost- handouts provided.

### Learning Outcomes

1. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1.1. express themselves in appropriate academic register
- 1.2. distinguish voice, stance and perspective in academic texts
- 1.3. critically challenge arguments in written texts
- 1.4. paraphrase, summarise and synthesise from appropriate sources
- 1.5. structure paragraphs with appropriate thematic progression
- 1.6. structure essays in a variety of academic discourse patterns
- 1.7. write suitable thesis statements

### Method of Assessment

1 Main assessment methods

In-course Test 1 (45 minutes) (20%)

Essay, (2000 words) (80%)

2 Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Indicative reading:

Bailey, S. (2011). *Academic Writing: A Handbook for International Students*. 3rd edition. London: Routledge.

Gillett, A., Hammond, A. & M. Martala. (2009). *Successful Academic Writing*. Harlow: Pearson Longman.

Hogue, A. and Oshima, A. (2006). *Writing Academic English*. 4th edition. New York: Pearson Longman.

Lowes, R., Peters, H. and Turner, M. (2004). *The International Student's Guide*. London: Sage.

Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.

Wallace, M. (2004). *Study Skills in English*. Cambridge: Cambridge University Press

### Synopsis

A level 4 course that focuses study tasks most commonly required on linguistically demanding academic programmes. With an emphasis on the reading and writing skills required for preparation for lectures, seminars and written assignments, this course is delivered through a combination of seminars and workshops. The seminars allow students to discover and learn different reading techniques, recognise differences in written style, and assess the suitability of texts as sources for assignments. The workshops give students the opportunity to produce, assess and edit written texts. Assessment is through a combination of written assignments (including a 2000-word essay) and a reflective journal.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>ENLA4004</b>		<b>Advanced Listening Skills for Academic Study</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total Study hours: 150

### Cost

No cost- all materials included.

### Learning Outcomes

Learning outcomes:

- 1.1. identify the skills and sub-skills involved in the listening process
- 1.2. identify and adopt appropriate listening strategies to complete a number of academic tasks
- 1.3. demonstrate an understanding of how stress and intonation in English can affect meaning
- 1.4. recognise the characteristics of a range of accents in spoken English
- 1.5. identify the causes of common misunderstandings in listening to spoken English
- 1.6. plan and manage their own learning
- 1.7. manage their time
- 1.8. communicate appropriately with a specialist and non-specialist audience
- 1.9. solve problems and make and evaluate decisions

### Method of Assessment

In Course Test 1 (45 minutes) (20%)  
Assignment (Analysis of recorded text) (500 words) (20%)  
Essay (1800 words) (60%)

### Preliminary Reading

Indicative reading:

- Campbell, C. and Smith J, (2007) English for Academic Study: Listening. Reading, Garnet Education
- Crystal, D. (2011) David Crystal's introduction to language a complete course. Abingdon, Oxon : Routledge (DVD)
- Hughes, A., Trudgill, P., & Watt, D. (2005). English accents and dialects: An introduction to social and regional varieties of English in the British Isles (4th ed.). London: Hodder Arnold.
- Salehzadeh, J. (2009). Academic listening strategies: A guide to understanding lectures. Ann Arbor: University of Michigan Press.

### Synopsis \*

This is an English language Skills module which will help you to develop your lecture listening skills and succeed on your current degree programme. This module is intended for students for whom English is an additional language. You will attend lectures that give input on elements of the listening process including: skills and strategies for effective listening; listening to different accents and dialects; listening for structure, argument and content; and the functions of stress and intonation. In supporting seminars, you will analyse the phonological features of English and other elements of spoken language in academic contexts in more detail. Practical workshop sessions will focus on using appropriate listening skills and strategies to interact with spoken texts. During the workshops, you will also have the opportunity to recognise and overcome your own listening challenges. Tutorials focus on individual development and planning of independent learning.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>ENLA4005</b>		<b>Applied Grammar for Academic Study</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Cost

£22.50 (core text only) Caplan, N. A. (2012) Grammar Choices for Graduate and Professional Writers. USA: University of Michigan Press

### Learning Outcomes

The intended subject specific learning outcomes. On successfully completing the module students will be able to:

- identify the basic syntactical and morphological features of English and compare them with those of their first language
- analyse language at word, phrase, clause and sentence level
- recognise the most common grammatical and lexical features of academic discourse
- identify and describe the characteristics of academic register
- identify and employ functional devices to produce cohesive text
- identify and correct grammatical errors in self and peer generated texts

The intended generic learning outcomes. On successfully completing the module students will be able to:

- plan and manage their own learning
- manage their time
- communicate appropriately with a specialist audience
- solve problems and make and evaluate decisions

### Method of Assessment

Main assessment methods:

In Course Test 1 (45 minutes – 650 words) (20%)

Assignment 1 (750 words) (30%)

Essay, (1800 words) (50%)

### Preliminary Reading

Texts for analysis and comparison will be taken from academic journals across a number of relevant disciplines. The following texts will be available in the library for reference and practise.

Caplan, N. A. (2012) Grammar Choices for Graduate and Professional Writers. USA : University of Michigan Press

Carter, R. and McCarthy, M. (2006). Cambridge Grammar of English. Cambridge: Cambridge University Press.

Crystal, D. (2004). Rediscover Grammar. London: Pearson Longman.

Swan, M. (2005). Practical English Usage. Oxford: Oxford University Press.

Thorne, S. (2012). Mastering Practical Grammar. London: Palgrave Macmillan.

### Synopsis \*

This skills and language module is intended for students for whom English is an additional language. The lectures will provide you with an overview of the grammatical features of English, and of academic discourse and register which will help you to succeed further on your current degree programme. In supporting seminars, you will analyse elements of language in academic text in more detail. Practical workshop sessions will focus on studying language at several levels and applying this knowledge to the analysis of academic texts for cohesion, register and accuracy. The workshops will also give you the opportunity to produce, proof read and edit your own original texts in a supportive environment.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>ENLA4006</b>		<b>English Pronunciation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Two contact hours per week over 11 weeks (22 contact hours)

### Cost

No cost- all materials are included.

### Learning Outcomes

- 1.1. understand how English speech sounds are produced,
- 1.2. understand the concept of the phoneme and how this relates to the sound system of English,
- 1.3. understand the structure of the English syllable, perceive and recognise strong and weak syllables,
- 1.4. perceive and recognise English word stress,
- 1.5. perceive and recognise weak forms,
- 1.6. perceive and recognise aspects of connected speech,
- 1.7. perceive and recognise the form and function of English intonation.

### Method of Assessment

Main assessment methods

In Course Test 1 (45 minutes) (20%)

Essay (2000 words) (80%)

Reassessment methods

Reassessment Instrument: 100% coursework

### Preliminary Reading

Indicative reading:

Dodd, S. and Mills, J. (1996). 'Phonetics and Phonology' in R.R.K. Hartmann. Solving Language Problems: From General to Applied Linguistics, pp.22-23. Exeter: Exeter University Press.

Hewings, M. (2007). English Pronunciation in Use Advanced Book with Answers, 5 Audio CDs and CD-ROM. Cambridge: CUP.

McCully, C. (2009). The Sound Structure of English: An Introduction. Cambridge: CUP.

McMahon, A.M., (2002). An Introduction to English Phonology. Edinburgh: Edinburgh University Press.

Roach, P. (2010). English Phonetics and Phonology: A Practical Course. Fourth Edition. Cambridge: CUP.

Yavas, M. (2016). Applied English Phonology. Chichester: John Wiley & Sons.

### Synopsis \*

This is an English language skills module to help you succeed on your current degree programme by developing your English pronunciation. The module is intended for students for whom English is an additional language. You will learn the various aspects of English pronunciation including: the theory and application of articulatory phonetics; phonetic transcription; phoneme theory; phonemic transcription; syllable structure; syllable weight; stress; weak forms; aspects of connected speech and intonation. By the end of the course, you will have a solid understanding of core concepts of English pronunciation. On this module, learning takes place in workshops to allow for plenty of practice. Individual tutorials will focus on your development and help you to plan your learning.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>ENLA4007 Talking Cultures: Exploring Intercultural Awareness Competencies</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Earl Ms C

### Contact Hours

Contact hours: 33

Independent study hours: 117

\* Alongside this module, students can also study a language (via Language Express) in the autumn and spring term (40 hours 20 x 2-hour classes) or in the autumn term only (20 hours 10 x 2-hour classes). This is an optional feature and not a compulsory form of the module, there will be no language assessment.

### Learning Outcomes

Learning outcomes:

- 8.1 demonstrate and understanding of communication within and across social groups and in relation to themselves and their own culture.
- 8.2 identify examples of ethnocentrism and cultural bias to ascertain where potential misunderstandings can occur between cultural groups.
- 8.3 demonstrate an understanding of cultural differences and in comparison to their own culture and to be able to reflect more objectively and collaborate effectively in a multicultural environment.
- 8.4 demonstrate a sensitivity to the social, cultural and political issues which surround language.
- 8.5 identify the influences and impact history has had on both culture and language to gain a deeper understanding of a selected culture and language in their chosen case study.

The intended generic learning outcomes.

On successfully completing the module students will be able to

- 9.1 undertake research on a chosen topic and communicate the results of studies, identify possible issues raised and present coherent arguments to support a thesis/opinion.
- 9.2 synthesise information and communicate ideas, problems and solutions and their own interpretations of these.
- 9.3 undertake independent learning to achieve goals and deadlines by selecting and using appropriate library and information technology application and resources.
- 9.4 reflect upon their own learning experiences demonstrated in individual learner journals and through peer review of a written project, as well as evaluate and respond perceptively to other learner contributions.

### Method of Assessment

Learning outcomes will be assessed by 100% course work.

Written Project 1500 words (50%)

Learner Journal 1 - - 600 words (25%)

Learner Journal 2 - 600 words (25%)

### Preliminary Reading

Culpeper, J.M., Haugh, M. and Kadar, D.Z. eds. (2017). The Palgrave Handbook of Linguistic (Im)Politeness. London: Palgrave Macmillan.

Holliday, A., Hyde, M. & Kullman, J. (2010) Intercultural Communication: an advanced resource book for students London: Routledge.

Martin, J.N. & Nakayama, T.K. (2008) Experiencing Intercultural Communication: an introduction New York: McGraw Hill.

Neuliep, J.W. (2011) Intercultural Communication: a contextual approach 5th ed. London: Sage.

Spencer-Oatey, H. (2008) Culturally Speaking: culture communication and politeness theory London: Continuum.

Spencer-Oatey, H. & Franklin, P. (2009) Intercultural Interaction: a multidisciplinary approach to intercultural communication Basingstoke: Palgrave Macmillan.

### Pre-requisites

None

### Synopsis \*

The module aims to increase awareness of cultural differences and will explore cultural heritage, prejudices and stereotypes. Intercultural communication (verbal and non-verbal) will be explored across cultures to identify possible barriers which may result in cultural misunderstandings. Other aspects of cultures will be of focus, such as politeness, respect and power, sociocultural norms and etiquette. During the module, students will be encouraged to focus on a specific culture (which can be associated to a language learnt via Language Express) to gain a deeper understanding of both the culture and language combined.

Students will actively participate in independent and collaborative work. It is anticipated that through the range of seminars, students will develop their communication skills to engage effectively while in discussion and negotiation, both in written and in oral form, individually and as part of a team. In addition, students will be expected to read widely on related topics to underpin their credibility as both opinion leaders and as serious academic researchers.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>ENLA6001      Advanced English for Academic Study in the Applied Sciences</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	H	15 (7.5)	100% Coursework	Challans C

### Contact Hours

Block 1: Autumn term: Weeks 1-5 & 7 - 11 (10wks x 2hrs per wk) + 1 x 20 minute individual tutorial.

Block 2: Spring Term: Weeks 13 – 18 (6weeks x 2 hrs per wk) + 1 x 20 minute individual tutorial, and 3 extra hours for presentations.

You are expected to complete 10.25 hours of private study per week in in each term.; a total of 150 hours.

### Cost

There are no additional costs for this module

### Learning Outcomes

On successfully completing the module students will be able to:

1. write accurate English (grammar: word order, word form, tense, modality; spelling; punctuation)
2. use correct register and style for a range of written documents (including numerical, reports, essays)
3. summarise visual, aural and textual information from academic sources and present reasoned arguments orally in seminars in the appropriate register
4. achieve cohesion and coherence in academic writing
5. give technical presentations to specialist and non-specialist audiences

### Method of Assessment

100% coursework comprising:

A short technical report of 800 words (20%);

A final written assignment on a subject specific topic 1600 words (40%),

A short presentation (20%)

Seminar participation- 2 assessed seminars (20%)

### Preliminary Reading

Davis, J. W. and Dunn, I. K. ((2011). *Communication Skills: A Guide for Engineering and Applied Science Students* 3rd edn. Harlow: Prentice Hall.

Glendinning, E. H. and Holmstrom, B. (2004) *Study Reading: A Course in Reading Skills for Academic Purposes*. Cambridge: CUP.

Hamp-Lyons, L. and Heasley, B. (2006). *Study Writing: A Course in Written English for Academic Purposes*. Cambridge: CUP.

Laplante, P. A. (2012). *Technical Writing: A Practical Guide for Engineers and Scientists*. Florida: CRC Press.

Swales, J. M. and Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd edn. Ann Arbor: University of Michigan Press.

### Synopsis \*

The focus of the module is on the development of the advanced English language competence necessary for post graduate study in scientific disciplines. This includes the ability to interpret and evaluate authentic scientific texts; analyse, discuss and summarise written and visual information both in writing and orally; organise written texts effectively and submit them in grammatically accurate English, and present the results of research orally in a coherent and stimulating way.

<b>LZ329      Developing English Language Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

<b>LZ330      Extending English Language Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LZ335</b>		<b>Reading and Writing Academic Texts</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

### 15 School of Computing

<b>CO320 Introduction to Object-Oriented Programming</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Barnes Mr D
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework with Pass/Fail Elements & Compulsory Numeric Elements	Barnes Mr D
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Barnes Mr D
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Barnes Mr D
1	Canterbury	Spring	C	15 (7.5)	100% Coursework with Pass/Fail Elements & Compulsory Numeric Elements	
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Barnes Mr D
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Barnes Mr D
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

#### Contact Hours

Total contact hours: 44  
 Private study hours: 106  
 Total study hours: 150

#### Department Checked

Yes

#### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Read, understand and modify small programs.
- 8.2 Use an object-oriented programming language to write small programs.
- 8.3 Write programs with the support of an integrated development environment.
- 8.4 Structure data and information as class definitions.
- 8.5 Use object-oriented analysis, design and implementation to identify and solve practical programming problems.
- 8.6 Test solutions to programming problems.
- 8.7 Discuss the quality of solutions through consideration of issues such as encapsulation, cohesion and coupling.
- 8.8 Use effectively a range of software development tools, such as an integrated development environment, text editor and compiler.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate comprehension of the trade-offs involved in design-choices.
- 9.2 Recognise and be guided by social, professional and ethical issues and guidelines.
- 9.3 Make effective use of IT facilities for solving problems.
- 9.4 Manage their own learning and development, through self-directed study and working on continuous assessment.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

### Method of Assessment

13.1 Main assessment methods  
Canterbury

- Class definition (Programming) (15%) (approximately 16 hours)
- Collections (Programming) (20%) (approximately 16 hours)
- Code quality (Programming) (15%) (approximately 16 hours)
- Class exercises (Weekly) (20%) (approximately 2 hours per week)
- 1.5 hour timed assessment (Programming) (30%)

Medway

Assessment 1 - Class Exercises (10%) (approximately 2 hours per week)

Assessment 2 - Quiz (15%)

Assessment 3 - Writing and Using Classes (20%) (approximately 16 hours)

Assessment 4 - Collection and Testing (25%) (approximately 16 hours)

Assessment 5 – 1.5 hour in-class Test (30%)

13.2 Reassessment methods

100% coursework

### Preliminary Reading

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2016, .

### Pre-requisites

None

### Synopsis \*

This module provides an introduction to object-oriented software development. Software pervades many aspects of most professional fields and sciences, and an understanding of the development of software applications is useful as a basis for many disciplines. This module covers the development of simple software systems. Students will gain an understanding of the software development process, and learn to design and implement applications in a popular object-oriented programming language. Fundamentals of classes and objects are introduced and key features of class descriptions: constructors, methods and fields. Method implementation through assignment, selection control structures, iterative control structures and other statements is introduced. Collection objects are also covered and the availability of library classes as building blocks. Throughout the course, the quality of class design and the need for a professional approach to software development is emphasised and forms part of the assessment criteria.

<b>CO324 Computer Systems</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

Total contact hours: 26

Private study hours: 124

Total study hours: 150

### Department Checked

Yes

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Describe the purpose of, and the interaction between, the functional hardware and software components of a typical computer system.
- 8.2 Identify the principal hardware and software components which enable functionality and connectivity of systems ranging in scale from the global Internet down to tiny embedded systems like those that empower the Internet of Things.
- 8.3 Appreciate the principles and technologies behind the Internet, including layered architectures, and how this can be used to deliver effective network services.
- 8.4 Describe how networks and other computer hardware interact with operating systems, and can be shared between different programs and computers.
- 8.5 Assess the likely environmental impact of basic decisions involving computer hardware.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Communicate their understanding of basic computer hardware and software. □
- 9.2 Develop their understanding of how network technologies underpin the Internet.
- 9.3 Evaluate how computer hardware and software interact to deliver functionality and services at both small and large scales.

### Method of Assessment

13. Assessment methods

13.1 Main assessment methods

Canterbury and Medway

Coursework 50%

(Test) A1 In-class Test (12.5%)

(Test) A2 In-class Test (12.5%)

(Test) A3 In-class Test (12.5%)

(Test) A4 In-class Test (12.5%)

2-hour unseen examination 50%

13.2 Reassessment methods

Like for like assessment

### Preliminary Reading

McLoughlin, Ian Vince (2011) Computer Architecture: an embedded approach. McGraw-Hill, 512 pp. ISBN 9780-071311-182

Tanenbaum, Andrew & Bos, Herbert (2014) Modern Operating Systems (4th Edition). Pearson Education, 1136 pp. ISBN 978-0133591-620

Kurose, James and Ross, Keith (2009) Computer networking: a top-down approach (5th Edition). Pearson Education, ISBN 978-0131365-483

Mueller, Scott (2012) Upgrading and repairing PCs (20th ed onwards). QUE Press ISBN 978-0-7897-3954-4

### Pre-requisites

None

### Synopsis \*

This module aims to provide students with an understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services in scales from small embedded devices up to the global internet. The module has two strands: 'Computer Architecture' and 'Operating Systems and Networks'. Both strands contain material which is of general interest to computer users; quite apart from their academic value, they will be useful to anyone using any modern computer system.

CO520		Further Object-Oriented Programming				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	He Dr Y
1	Canterbury	Spring	I	15 (7.5)	50% Coursework, 50% Exam	Chitil Dr O
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Chitil Dr O
1	Medway	Spring	I	15 (7.5)	100% Coursework	He Dr Y
1	Canterbury	Spring	I	15 (7.5)	70% Exam, 30% Coursework	Chitil Dr O

### Contact Hours

Total contact hours:44  
Private study hours: 106  
Total study hours: 150

### Department Checked

Yes

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Use advanced features of an object-oriented programming language, such as inheritance and graphical libraries, to write programs. [A2]
- 8.2 Use object-oriented analysis, design and implementation with a minimum of guidance, to recognise and solve practical programming problems involving inheritance hierarchies. [A4, B7, C1]
- 8.3 Design appropriate interfaces between modular components. [B5]
- 8.4 Evaluate the quality of competing solutions to programming problems. [A4, C2]
- 8.5 Evaluate possible trade-offs between alternative solutions, for instance those involving time and space differences. [C2]
- 8.6 Thoroughly test solutions to programming problems. [A4, C2]
- 8.7 Discuss the quality of solutions through consideration of issues such as encapsulation, cohesion and coupling. [C2]

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Make appropriate choices when faced with trade-offs in alternative designs. [B1]
- 9.2 Recognise and be guided by social, professional and ethical issues and guidelines and the general contexts in which they apply. [B6]
- 9.3 Deploy appropriate theory and practices in their use of methods and tools. [B5]

### Method of Assessment

Assessment 1 - Class Exercises (10%)  
Assessment 2 - Quiz (15%)  
Assessment 3 - Inheritance & Polymorphism (20%)  
Assessment 4 - GUI & Exception (25%)  
Assessment 5 - In-class Test (30%)

### Preliminary Reading

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2017, ISBN 978-1-292-15904-1.

### Pre-requisites

COMP3200: Introduction to Object-Oriented Programming

### Synopsis \*

This module builds on the foundation of object-oriented design and implementation found in CO320 to provide both a broader and a deeper understanding of and facility with object-oriented program design and implementation. Reinforcement of foundational material is through its use in both understanding and working with a range of fundamental data structures and algorithms. More advanced features of object-orientation, such as interface inheritance, abstract classes, nested classes, functional abstractions and exceptions are covered. These allow an application-level view of design and implementation to be explored. Throughout the course, the quality of application design and the need for a professional approach to software development is emphasised.

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### 35 Kent Business School

<b>AC300 Financial Accounting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	70% Exam, 30% Coursework	
1	Canterbury	Whole Year	C	30 (15)	70% Exam, 30% Coursework	Afrifa Dr G
1	Canterbury	Whole Year	C	30 (15)	80% Exam, 20% Coursework	Afrifa Dr G
1	Canterbury	Whole Year	C	30 (15)	90% Exam, 10% Coursework	Afrifa Dr G

#### Contact Hours

Total contact hours: 65  
 Private study hours: 235  
 Total study hours: 300

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- identify the professional and regulatory environments within which financial statements are prepared.
- define the conceptual framework underpinning the preparation of financial statements.
- manipulate financial data and analyse financial performance.
- 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:

- exercise independent and self-managed learning.
- use communications and information technology.
- critically evaluate arguments and evidence.
- retrieve information from a variety of sources.

#### Method of Assessment

Main assessment methods:

- Exam, 3 hours (70%)
- Essay of 1000 words (10%)
- VLE MCQ Test 1 - Moodle Based Accounting Package (10%)
- VLE MCQ Test 2 (10%)

Reassessment method:

100% examination

#### Preliminary Reading

Benedict, A & Elliot, B (2011) Financial Accounting an Introduction (latest edition), Harlow: Prentice Hall

Thomas, A & Ward, A. (2015) Introduction to Financial Accounting (latest edition), London: McGraw Hill Education

#### Restrictions

- May not be taken with CB369 Financial Accounting, Reporting and Analysis
- Not available as a 'wild' module
- Available to short-term/exchange students'

#### Synopsis \*

This is an introductory module to introduce students to the role and evolution of accounting

Topics to be covered may include: 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.

## 2020-21 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)	80% Exam, 20% Coursework	Balta Dr M
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Balta Dr M
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Balta Dr M

#### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study 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

Main assessment methods  
Group Presentation (20%)  
VLE Test– Essay (800 – 1000 words) (20%)  
Exam, 2 hours (60%)

Reassessment method:  
100% exam

#### Preliminary Reading

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

#### Pre-requisites

None

#### Restrictions

Available to short-term/exchange students

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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	Medway	Autumn	C	15 (7.5)	100% Coursework	
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

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 successfully completing the 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;
- 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

Main assessment methods:  
Individual Essay, 2000 words (40%)  
Report 1500 words (40%)  
VLE Award (pass/fail) (10%)  
Workshop Activity (10%)

Reassessment method:  
100% coursework



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### Preliminary Reading

Cameron, S, (2009) The Business Student's Handbook: Skills for Study and Employment, London: FT Prentice Hall.

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

Morgan, P, (2017), The Business Student's Guide to Study and Employability, London: Sage

### Restrictions

Available only to students taking Kent Business School related degrees. Not available as a 'Wild Module'. Not available to short-term/exchange students.

### 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).

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<b>CB312 Introduction to Management</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Mohammed Dr S
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	Mohammed Dr S
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 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 control, decision-making and communication
- understand the connection between management practices and the business environment

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- communicate management theories and ideas in writing
- present empirical examples
- interpret empirical examples through the lens of management theories
- retrieve information from a variety of sources
- plan work and study independently

### Method of Assessment

Main assessment methods:

Group Presentation (15%)

Individual Essay (2000 words) (25%)

Examination, 2 hour (60%)

Reassessment method:

100% exam

### Preliminary Reading

Core Textbook

Clegg, S. Kornberger, M. & Pitsis, T. 2016: *Managing & Organizations: An Introduction to Theory and Practice*, Fourth Edition. 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.

Available to short-term/exchange students

### Synopsis >\*</span>

The module introduces students to theories of management beginning with classical management perspectives 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; Human Relations Approach; Bureaucracy and Post-Bureaucracy; The Contingency Approach; Culture Management; Leadership; Aesthetic Labour; Extreme Management.

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<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 with Compulsory Numeric Elements	Yu Mr T
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Yu Mr T

### Contact Hours

The module will be taught by lectures, computer terminal sessions and private study.

Total Contact Hours: 21

Private Study Hours: 129

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Use graphical, numerical and statistical techniques to handle a variety of business problems
- Summarise and analyse data and present it effectively to others and use appropriate software, including spreadsheets
- Use statistical techniques to draw well founded inferences from quantitative data
- Understand the scope and limitations of quantitative methods
- Identify sources of published statistics, understand their context and report on their wider relevance

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate numeracy and quantitative skills including organising data, abstracting meaning from information and supporting written work by following the required academic conventions
- Demonstrate a reflective approach to learning and critical thinking skills essential for success in business
- Demonstrate effective writing skills at Level 4 as required to complete written assignments and business reports
- Work and study independently and utilise resources effectively

### Method of Assessment

The module is assessed 100% by coursework, divided as follows.

Main assessment:

VLE Test 1 (20%)

VLE Test 2 (20%)

Statistics Report (8 pages) (60%):

Students have to identify real examples of the use of quantitative information and statistics and produce a report including commentary and analysis and should be no more than 8 pages in length including tables and diagrams.

For reassessment:

Students will resubmit the statistics report as coursework

### 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.

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

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

### Pre-requisites

None

### Restrictions

Available only to students taking:

Business Administration

International Business

Marketing

Available to short-term/exchange students

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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

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB330 Fundamentals of Financial Accounting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
2	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

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

Lectures: 22 hours

Seminars: 10 hours

Independent study: 118 hours

Total hours: 150

### Learning Outcomes

Intended Subject specific learning outcomes:

8.1 Demonstrate knowledge and understanding of the professional and regulatory environments within which financial statements are prepared and used.

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

8.3 Manipulate and analyse financial data and 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 Demonstrate the ability to undertake independent and self-managed learning.

9.2 Demonstrate the ability to use various forms of communication and understand the business/accounting software used in modern day businesses.

9.3 Demonstrate the ability to critically evaluate arguments and evidence.

9.4 Communicate a range of information, ideas and solutions effectively and at an appropriate level for the audience.

### Method of Assessment

Examination – two- hour unseen and closed book

Financial Analysis Report – 1,000 words

### Preliminary Reading

Core textbook:

Benedict, A. and Elliott, B. (2011) Financial Accounting: An Introduction. London: Prentice Hall

Further indicative readings:

Britton, A. and Waterston, C. (2010) Financial Accounting. London: Pearson

McLaney, E.J. and Atrill, P. (2012) Accounting an Introduction. London: Pearson

Thomas, A. and Ward, A.M. (2011) An Introduction to Financial Accounting. London: McGraw Hill

### Pre-requisites

None

### Synopsis

This module aims to give students a better understanding of the importance of accounting in the modern world, and how accounts are produced and regulated to produce meaningful information to all stakeholders in a business.

The key topics of the module are:

- 1) Role and evolution of accounting
- 2) Single entry accounting; double entry bookkeeping
- 3) Financial reporting conventions
- 4) Recording transactions and adjusting entries
- 5) Principal financial statements; monetary items; purchases and sales, and bad and doubtful debts
- 6) Stock valuation; fixed assets, and depreciation methods
- 7) Liabilities and provisions
- 8) Accounting for sole traders and Limited Companies
- 9) Cash flow statements

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB331</b>		<b>Fundamentals of Management Accounting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	

### 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

## 2020-21 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	Whole Year	C	30 (15)	70% Exam, 30% Coursework	Maxwell-Cole Mr A

### Contact Hours

Total contact hours: 65  
 Private study hours: 235  
 Total study hours: 300

### Learning Outcomes

The intended subject specific learning outcomes.  
 On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of the English Legal System in relation to business transactions and disputes.
- Demonstrate knowledge and understanding of the role of law in facilitating and regulating the formation of business transactions.
- Explain the legal concepts and principles of the law relating to the obligations that can arise between parties in a business relationship.
- Demonstrate knowledge and understanding of the legal structure governing business organisations.
- 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:

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

### Method of Assessment

Main assessment methods  
 Moodle Test 1 (10%)  
 Moodle Test 2 (10%)  
 Essay, 2000 words (10%)  
 Examination, 3 hours (70%)

Reassessment methods  
 100% exam

### 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

### Restrictions

Available to short-term/exchange students

### 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

<b>CB343</b>		<b>Global Business Environment</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	Choksy Dr U

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Choksy Dr U
1	Medway	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Choksy Dr U
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 21  
Private study hours: 129  
Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Develop knowledge of the global business environment by analysing specific real-world examples.
- Understand the complexity and diversity associated with undertaking business internationally.
- Understand the premises of, and risks associated with, international business.
- Understand different approaches for competing internationally, and their advantages and disadvantages.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Explain, and begin to analyse, international business situations.
- Source, select and use effectively relevant information.
- Undertake personal responsibility and self-discipline in studying independently.
- Demonstrate and enhance communication skills.

### Method of Assessment

Main assessment methods:

Essay (2000 words) (30%)

VLE Test/Quiz (10%)

Exam, 2 hour (60%)

Reassessment method:

100% examination

### Preliminary Reading

Morrison, J. (2017). The global business environment: Challenges and responsibilities. London: Palgrave Macmillan Education.

### Pre-requisites

None

### 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).

Available to short-term/exchange students.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

### Synopsis \*

The module will cover various aspects of the changing international business environment, and their impact upon business operations and strategy. It will give students an appreciation of the business difficulties faced; the variety of factors influencing the choices and compromises that have to be made in international businesses, and the implications of those for the future viability and effectiveness of the organisations concerned.

An indicative list of topics is given below:

1. Globalisation
2. External environment in a cross-border context
3. Introduction to international trade
4. Introduction to international investment
5. Global finance
6. Technology, Innovation and sustainability
7. Introduction to international entrepreneurship
8. Social responsibility and ecological environment
9. Challenges, risks and change
10. variety of geopolitical country contexts

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB364</b>		<b>Business Analysis Tools</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Noorain Ms S

### Contact Hours

Total contact hours: 31  
Private study hours: 119  
Total study 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

Main assessment methods

- Online VLE Test 1 (45 minutes) 20%
- Online VLE Test 2 (45 minutes) 20%
- Online VLE Test 3 (45 minutes) 20%
- Individual Project (Excel based) 40%

Reassessment methods

- 100% Coursework

### 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

None

### Restrictions

Available to short-term/exchange students.

### 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.
- Advanced Spreadsheet Functionalities: automating tasks and solving simple optimisation business problems.

## 2020-21 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	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Mirza Dr R
1	Medway	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Mirza Dr R
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Formal contact hours comprise a one hour lecture and a one seminar per week  
 Lectures: 11 hours  
 Seminars: 10 hours  
 Private Study: 25 hours  
 Preparation for Seminars: 24 hours  
 Preparation for in- class tests: 40 hours  
 Preparation for Examination: 40 hours  
 Total hours 150 hours

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Demonstrate knowledge of the underlying concepts, competing theories and basic principles of microeconomics.
- 8.2 Understand the effect of economic forces on business decisions, behaviour and performance.
- 8.3 Present and evaluate economic data and develop well-structured lines of economic argument, offering critical comment on the arguments of others.
- 8.4 Demonstrate a knowledge of the importance of microeconomics in understanding current business issues in the UK, Europe and internationally.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Retrieve information from a variety of sources.
- 9.2 Undertake independent and self-managed learning.
- 9.3 Draw on social science concepts and theories in decision-making situations.
- 9.4 Communicate accurately and reliably both orally and in writing and apply other interpersonal skills.

### Method of Assessment

Examination – 2 hour unseen 60%  
 MCQ test – definitions (in-course) 20%  
 MCQ test – data analysis 20%

### Preliminary Reading

Lipsey, R. and Chrystal, A. (2015) Economics. 13th ed. Oxford: OUP  
 Mankiw, N. G., Taylor, M.P. and Ashwin, A. (2013) Business Economics. Andover: Cengage Learning  
 Mulhearn, C. and Vane, H. R. (2015) Economics for Business. 3rd ed. New York: Palgrave Macmillan  
 Sloman, J., Garrett, D., Guest, J. and Jones, E. (2016) Economics for Business. 7th ed. Harlow: Pearson

### Pre-requisites

None

### Synopsis

This module will cover the key concepts of microeconomics and theories related to the individual, firm and industry in the short and long run, underpinned by existing evidence on past and current economic trends in the UK, Europe and the rest of the world.

- Key microeconomic concepts such as opportunity cost and equity versus efficiency
- Supply and demand; elasticity
- Cost and revenues
- Profit maximisation under different market structures
- Input markets; labour and capital

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB366 Management Principles</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework with Compulsory Numeric Elements	
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Thieme Dr J
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework with Compulsory Numeric Elements	Thieme Dr J
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Thieme Dr J
1	Medway	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	
1	Medway	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	

### Contact Hours

Total contact hours: 21  
 Private study hours: 129  
 Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Understand key theories of management.
- Understand the development of management thinking and the continuities and changes embedded in this.
- Understand the interplay between management and organisational forms.
- Understand the connection between management practices and the business environment.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- Organise and present an analysis as a considered viewpoint.
- Find, select and synthesise complex information.
- Evidence interpersonal skills required for interacting within groups and small teams.
- Evidence team presentation skills.
- Plan work and study independently using relevant resources.
- Communicate effectively orally and in writing.

### Method of Assessment

Main assessment methods

Group Presentation (20%)  
 VLE Quiz (20%)  
 Examination, 2 Hour (60%)

Reassessment methods  
 100% examination

### 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

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

### Pre-requisites

None

### Synopsis \*

Management Principles aims to provide an understanding of the challenges of managing people within complex work organisations. The experience of work and employment are being affected by rapid change as a result of a number of factors including new technology, the growth of global competition and the changing demographic profiles and values of the work force. These developments are considered within an historical context. An exploration of their implications for management practices and organisational forms will also be conducted.

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.

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

#### Contact Hours

Total contact hours: 27  
 Private study hours: 123  
 Total study hours: 150

#### Department Checked

#### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Summarise and analyse data and present it effectively to others.
- Use statistical techniques to draw well-founded inferences from quantitative data.
- Identify sources of published statistics, understand their context and report on their wider relevance.
- 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:

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

#### Method of Assessment

Main assessment methods:

- On-Line Moodle Test (20%)
- Individual Stats Report (1000 words) (20%)
- Examination, 2 Hour (60%)

Reassessment method:

100% examination

#### Preliminary Reading

Freeman J. et al. (2014) Statistics for Business and Economics. London: Cengage Learning

Swift L. and Piff S. (2014) Quantitative Methods for Business, Management & Finance. Basingstoke: Palgrave Macmillan

#### Pre-requisites

None

#### Synopsis \*

The aim of this module is to give students a solid grounding in key statistical techniques required to analyse effectively business data and data relevant for business. Indicative content:

- Maths and statistical skills for business; revision of algebra and basic mathematical functions.
- Summarising data with histograms, bar charts, frequency distributions, measures of central tendency and dispersion.
- Spreadsheets: features and functions of commonly-used spreadsheet software including: workbook, worksheet, rows, columns, cells, data, text, formulae, formatting, printing, , charts and graphs, data management facilities,
- Probability: The relationship between probability, proportion and percent, addition and multiplication rules in probability theory and Venn diagrams.
- Common Probability Density Functions.
- Sampling and its use in inference, and applications of sampling in business management.
- Regression and correlation: scatter plots; simple regression; interpreting computer output.
- Forecasting using spreadsheets.
- Hypothesis testing using z-scores and t-scores
- Simulations- random number generation

## 2020-21 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)	60% Exam, 40% Coursework	Cohen Mrs J
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Cohen Mrs J

### Contact Hours

Total contact hours: 32

Private study hours: 118

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate the link between financial accounting systems and business activities for a variety of organisations.
- Describe the role and limitations of financial reporting in providing useful information to decision makers.
- Be able to produce financial statements from trial balance for sole traders and limited companies incorporating post trial balance adjustments.
- 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.
- 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:

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

### Method of Assessment

Main assessment methods:

Online MCQ Test (20%)

Individual Report (2000 words) (20%)

Examination, 2 hours (60%)

Reassessment method:

100% exam

### Preliminary Reading

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

### Pre-requisites

None

### Restrictions

Available to short-term/exchange students

### 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

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB370 Introduction to Marketing</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Gerschewski Dr S
1	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Gerschewski Dr S

### Contact Hours

Total contact hours: 21

Private study hours: 129

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Explain and illustrate the principles and concepts of marketing.
- Define the boundaries of marketing and its integration to other business functions.
- Explain the relationship between the internal and external environments in the formulation of marketing practice.
- Apply the principles and concepts of marketing to specific markets and industries.
- Use data to provide 'solutions' to basic marketing problems.
- 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:

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

### Method of Assessment

Main assessment methods:

Group Presentation (20%)

MCQ Test (20%)

Examination, 2 hours (60%)

Reassessment method:

100% Examination

### 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

### Restrictions

Available to short-term/exchange students

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

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

The key indicative topics of the module are:

- The marketing role and concept
- Auditing the marketing environment as part of the marketing planning process
- Market segmentation, targeting and positioning
- 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



## 2020-21 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	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Turkson Mr C
1	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	

### Contact Hours

Total contact hours: 33

Private study hours: 117

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Recognise and recall the range of quantitative concepts, tools and techniques that are useful in solving everyday problems in business, management and accounting.

Represent problems in a mathematical/statistical form to aid decision making.

Apply quantitative techniques in the solution of problems.

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:

Analyse quantitative information.

Process quantitative information from various sources to develop independent conclusions

Effectively manage own use of the time, tools and resources required to analyse and solve a problem of a quantitative nature.

Express arguments, explanations, evaluations and conclusions effectively in writing

### Method of Assessment

Main assessment methods:

VLE MCQ Test - Maths (15%)

VLE MCQ Test - Stats (15%)

Examination, 2 hours (70%)

Reassessment method:

100% exam

### 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

### Restrictions

Available to short-term/exchange students

### 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.

CB373 Employability and Study Skills for Success						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

The module will be taught by lectures, employability workshops seminars and private study.

Total Contact Hours: 28

Private Study Hours: 122

### 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 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.

9. 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

Main assessment methods

Essay – maximum of 2000 words: (40%)

Employability Skills Report: (40%)

Completion of the KBS 'Careers Award for Business' on a pass/fail basis (10%)

Attendance and Completion of Academic Skills week activities (10%)

Reassessment methods

100% coursework

### 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

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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB374</b>		<b>Quantitative Methods for Finance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Tunaru Dr D
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Tunaru Dr D

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 32

Private Study Hours: 118

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Understand fundamental topics of mathematics.

Apply key mathematical formulae to calculate financial variables for decision-making.

Use quantitative techniques to analyse the behaviour of financial markets.

Understand the context of published academic finance literature.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Demonstrate numeracy and quantitative skills.

Demonstrate ability in data analysis.

Demonstrate understanding of the application of mathematical methods.

Work and study independently, and utilise resources effectively.

### Method of Assessment

VLE Test 1 (20%)

VLE Test 2 (20%)

Examination (60%)

### Preliminary Reading

Bradley, T. (2013) Essential Mathematics for Economics and Business. 4th edn. Chichester: Wiley.

Swift, L. and Piff, S. (2014) Quantitative Methods for Business, Management & Finance. Basingstoke: Palgrave Macmillan.

Teall, J. and Hasan I. (2002) Quantitative Methods for Finance and Investments. London: Blackwell Publishing.

### Pre-requisites

None

### Synopsis \*

This module builds on knowledge gained from CB367: Introduction to Data Analysis and Statistics for Business. The module is designed to provide a sound mathematical and statistical foundation for studying finance. Students will learn the key mathematical and statistical tools necessary to analyse effectively financial data.

Topics covered include:

- Basics: algebra, linear equations
- Solving simultaneous linear equations
- Rates of change and Differentiation
- Optimization (minimisation-maximisation)
- Introduction to matrix algebra
- The classical simple and multiple linear regression model (estimation – inference)

<b>CB375 Fundamentals of Finance and Investments</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Zhang M

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 32

Private Study Hours: 118

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Demonstrate knowledge and understanding of alternative capital budgeting techniques and the ability to evaluate investment projects using these techniques.

Demonstrate knowledge and understanding of the basics of risk and return in the context of investments and portfolio theory.

Demonstrate knowledge and understanding of various sources of short and long-term finance and the ability to determine the value of sources of long-term finance.

Demonstrate knowledge and understanding of basic theories of cost of capital and capital structure and the ability to estimate weighted average cost of capital for investment appraisal.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Research, plan, and work independently.

Effectively communicate information, arguments and analysis.

Apply quantitative and problem solving tools.

Retrieve information from a variety of sources.

### Method of Assessment

Multiple Choice in-course test: 20%

Multiple Choice VLE test: 20%

2 hour end of year unseen examination: 60%

### Preliminary Reading

Arnold, G. (2013) Corporate Financial Management, 5th Ed. London: Pearson Education.

Brealey, A., Myers, S., and Allen, F. (2017) Principles of Corporate Finance, Global Edition, 12th Ed. NY: McGraw Hill Education.

Clayman, M.R., Fridson, M.S., Troughton, G.H., and Scanlan, M. (2012) Corporate Finance: A Practical Approach, 2nd Edition, CFA Institute Investment Series Set, Hoboken, NJ: Wiley.

Hillier, D., Ross, S., Westfield, R., Jaffe, J., and Jordan, B. (2013) Corporate Finance, 2nd European Edition, London: McGraw-Hill.

McLaney, E. (2014) Business Finance Theory and Practice, 10th Edition, Harlow: Pearson Education.

### Pre-requisites

None

### Synopsis \*

This module begins by looking at the role of investments and finance in an organisational context. It then considers the role of financial markets and the links between investors and businesses. Students will learn different investment appraisal techniques used in capital budgeting decisions, such as NPV and IRR. The module also covers the basics of any investment decision, such as the relation between return and risk. In the second part of the module, student will learn about short and long term sources (i.e. capital structure) of finance available to businesses and how to determine the cost and value of each source of long-term finance.

Topics covered include:

- Short-term and long term investment appraisal and capital budgeting techniques
- Estimation of return and risk in the context of portfolio theory
- Short-term finance and working capital management
- Long-term finance and the cost of each source of finance
- Capital structure and weighted average cost of capital
- Interaction of investment and financing decisions

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB376 Introduction to Financial Markets and Instruments</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	60% Exam, 40% Coursework	Huang Dr C
1	Medway	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Huang Dr C

### Contact Hours

The module will be taught by lectures, seminars and private study.

Total Contact Hours: 32

Private Study Hours: 118

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Demonstrate knowledge of the history of international financial markets.

Demonstrate knowledge and understanding of various financial markets operating in an economy.

Demonstrate knowledge and understanding of various financial instruments available for trading in financial markets.

Demonstrate knowledge and understanding of concepts and principles under which financial markets operate.

The intended generic learning outcomes

On successfully completing the module students will be able to:

Demonstrate an ability to work with others to develop interpersonal and team-working skills.

Structure and develop appropriate and effective communication skills, critically and self-critically, orally or in writing.

Demonstrate numeracy, analysis, and problem solving skills.

Present relevant information in a logical and precise manner.

### Method of Assessment

VLE Quiz: 20%

Group presentation: 20%

2 hour end of year unseen examination: 60%

### Preliminary Reading

Fabozzi, F. Modigliani, F. Jones, F (2014), Foundations of Financial Markets & Institutions, International Edition, 4th Edition, Harlow: Pearson.

Madura, J. (2012), Financial Institutions & Markets, 10th Edition, Stamford, CT: South-western Cengage Learning.

Mishkin, F.S. and Eakins, S.G. (2016), Financial Markets & Institutions: Global Edition, 8th Edition, Harlow: Pearson.

Saunders, A. and Cornett, M. (2015), Financial Markets and Institutions: A Modern Perspective, 6th Edition, Columbus, OH: McGraw Hill Education.

Viney, C. Phillips, P. (2012), Financial Institutions, Instruments and Markets, 7th Edition, Columbus, OH: McGraw Hill.

### Pre-requisites

None

### Synopsis \*

This module introduces students to different financial markets and their role in the economy. These markets include equity, bond/debt/interest rate, foreign exchange and derivative markets. In this module, students will also learn about the trading instruments used in these markets. Moreover, the module offers an exploration of current developments in the world's financial markets and institutions, including innovation, globalization, and deregulation, with a focus on the actual practices of financial institutions, investors, and financial instruments.

Topics covered include:

- The development of financial markets and instruments and their role in the economy
- Money, interest and bond markets and their major instruments
- Equity markets, their functions and instruments
- Derivative markets and their instruments
- Foreign exchange markets

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>CB391 Business Organisation, Issues and Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Duffy Dr R

### Availability

Nor available to short-term or exchange students

### Contact Hours

Total contact hours: 23

Private study hours: 127

Total study hours: 150

### Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- Demonstrate knowledge and understanding of a variety of business types and functions.
- Demonstrate knowledge and understanding of major forces that shape the world of modern business such as innovation and knowledge creation, technology, ethics and sustainability, internationalisation, and entrepreneurship.
- Evaluate the business environment in terms of key PESTEL influences as well as major forces shaping business developments such as sustainability, innovation and internationalisation from the perspectives of managers from various management career contexts.
- Demonstrate knowledge and understanding of 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 successfully completing the module students will be able to:

- Research topics independently to extract and synthesise information from a range of academic and online sources to formulate and support a well-reasoned and structured line of argument.
- Make sound judgements to distinguish between fact and opinion; relevant and irrelevant information, and between opposing views based upon conflicting evidence.
- Demonstrate and enhance leadership, communication, and teamwork skills
- Exercise personal responsibility.
- Relate knowledge of theory to practice and experience to enhance employability.

### Method of Assessment

Main assessment methods:

Individual report, 2000 words (60%)

MCQ Online moodle test (15%)

Group Presentation (15%)

VLE Employability Award (10%)

Reassessment method:

100% coursework

### Preliminary Reading

Cottrell, S. (2015) *Skills for Success: Personal Development and Employability* London: Palgrave Macmillan

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

Wetherly, P. and Otter, D. (2018) *The Business Environment: A Global Perspective*, Oxford: OUP

Worthington, I, Britton, C., Thompson, E. (2018) *The Business Environment: Themes and Issues in a Globalizing World*, Pearson

### Pre-requisites

None

### Synopsis \*

This module provides fundamental knowledge of a range of business organisations, business purpose, ownership types and stakeholder influence. It further introduces organisational structures, functional areas and the impact of the external environment on business. Furthermore, this module introduces the many factors that shape the nature of organisations operating in an increasingly complex business environment such as innovation, internationalisation, entrepreneurship, and sustainability. Module participants explore this dynamic nature of business and consider successful existence within modern organisations through studying and applying employability skills such as leadership, teamwork, and resilience.

## 04 School of European Culture and Languages

FR300		French Lower Intermediate B1				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

**Contact Hours**

Total Contact Hours: 60

**Learning Outcomes**

On successfully completing the module students will be able to:

Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.;  
Understand texts that consist mainly of high frequency every day or job-related language and most texts likely to be encountered whilst travelling in an area where the language is spoken;

Deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);

Write simple connected texts on topics that are familiar or of personal interest, including letters, describing experiences and impressions;

Demonstrate knowledge and understanding of key aspects of key cultural aspects connected to the French language;

Get by, with sufficient grammar to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events;

Demonstrate improved confidence in the interpretation of texts in another language.

**Method of Assessment**

Group Oral In-Course Test (5 minutes per student) – 20%

Listening comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

**Preliminary Reading**

Indicative Reading List

Dollez, C. & Pons, S. (2007). *Alter Ego 3, B1*, Livre de l'élève + CD Audio. Paris: Hachette.

(2010), *Oxford Essential French Dictionary*. Oxford: Oxford University Press.

**Pre-requisites**

Ability in French language equivalent to Level A2 of the CEFR (typically achieved with an A-Level in French)

**Restrictions**

Bilingual students and French native speakers cannot register for this module. Cannot be taken as a 'wild' module.

**Synopsis**

This module is for Post-A-level students and students who have mastered level A2 but not yet B1 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level B1. The emphasis in this course is on furthering knowledge of the structure of the language as well as vocabulary and cultural insights while further developing the speaking, listening, reading and writing skills.

FR330 French Beginners A1-A2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 80

### Learning Outcomes

On successfully completing the module students will be able to:

Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment);

Understand short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).

Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;

Communicate in writing for routine tasks requiring simple and direct communication of information on familiar and routine matters;

Demonstrate knowledge and understanding of key aspects of key cultural aspects connected to the French language;

Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters;

Use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (Equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List

Berthez, A. et Al. (2012). *Alter Ego 1, A1*, Livre de l'élève + CD Audio. Paris: Hachette.

Berthez, A. (2014). *Alter Ego 2, A2*, Livre de l'élève + CD Audio. Paris: Hachette.

Oxford Essential French Dictionary, (2010). Oxford: Oxford University Press.

### Restrictions

Students with an existing A-Level in French, bi-lingual or native speakers cannot register for this module.

### Synopsis \*

This is an intensive module for absolute beginners, Post-GCSE students and students who have not yet mastered level A2 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level A2. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while developing the speaking, listening, reading and writing skills.



<b>GE301 German Lower Intermediate B1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 60

### Learning Outcomes

On successfully completing the module students will be able to:

Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.;  
Understand texts that consist mainly of high frequency every day or job-related language and most texts likely to be encountered whilst travelling in an area where the language is spoken);

Deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);

Write simple connected texts on topics that are familiar or of personal interest, including letters, describing experiences and impressions;

Demonstrate knowledge and understanding of key aspects of key cultural aspects connected to the German language;

Get by, with sufficient grammar to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events;

Demonstrate improved confidence in the interpretation of texts in another language.

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List

Dengler, S., Rusch, P., Schmitz, H., & Sieber, T. (2014). *Netzwerk B1: Deutsch als Fremdsprache. Kursbuch mit 2 Audio-CDs*, München: Klett.

Dodd, W., Eckhard-Black, C., Kalpper, R. & Whittle, R. (1996). *Modern German Grammar: A Practical Guide*, London: Routledge.

### Pre-requisites

Prerequisite: Ability in German language equivalent to Level A2 of the CEFR (typically achieved with an A-Level in German)

### Restrictions

Bilingual students and German native speakers cannot register for this module.

### Synopsis \*

This module is for Post-A-level students and students who have mastered level A2 but not yet B1 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level B1. The emphasis in this course is on furthering knowledge of the structure of the language as well as vocabulary and cultural insights while further developing the speaking, listening, reading and writing skills.

<b>GE329 German Beginners A1-A2 (Intensive)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 80

### Learning Outcomes

On successfully completing the module students will be able to:

Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment);  
 Understand short, simple texts, incl. letters and everyday material (e.g. advertisements, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment);  
 Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;  
 Communicate in writing in routine tasks requiring simple and direct communication of information on familiar and routine matters;  
 Demonstrate knowledge and understanding of key cultural aspects connected to German language;  
 Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters;  
 Use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 17.5%  
 Listening Comprehension In-Course Test (30 minutes) – 17.5%  
 2 x Written In-Course Test (40 minutes) – 17.5% Each  
 2 x Written Assignment (300 words) – 17.5% Each

### Preliminary Reading

Indicative Reading List

Krenn/Puchta (2014): Motive A1. Kursbuch Lektion 1-8. München: Hueber.  
 Krenn/Puchta (2015): Motive A2. Arbeitsbuch Lektion 9-18. München: Hueber.

Students should also purchase a good bilingual German dictionary such as the Oxford Duden or Collins German Dictionary as well as Reimann's Essential German Grammar. These reference books can also be consulted in the library.

### Synopsis \*

This is an intensive module for absolute beginners, Post-GCSE students and students who have not yet mastered level A2 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level A2. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while developing the speaking, listening, reading and writing skills.

IT301 Italian Beginners A1-A2 (Intensive)						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 80.

### Learning Outcomes

On successfully completing the module students will be able to:

Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment);

Understand short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment);

Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;

Communicate in writing for routine tasks requiring simple and direct communication of information on familiar and routine matters;

Demonstrate knowledge and understanding of key cultural aspects connected to the Italian language;

Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters;

Use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (Equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List:

Balli, M. and Rizzo, G. and Ziglio, L. (2014). Nuovo Espresso: Libro Studente 2 (A2). Alma Edizioni: Firenze.

Rizzo, G. and Ziglio, L. (2014). Nuovo Espresso: Libro Studente 1 (A1). Alma Edizioni: Firenze.

Oxford Compact Italian Dictionary. (2013). Oxford: Oxford University Press.

Oxford Italian Mini Dictionary. (2011). Oxford: Oxford University Press.

### Synopsis \*

This is an intensive module for absolute beginners, Post-GCSE students and students who have not yet mastered level A2 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level A2. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while developing the speaking, listening, reading and writing skills.

<b>IT308 Italian Lower Intermediate B1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 60

### Learning Outcomes

On successfully completing the module students will be able to:

Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure; Understand texts that consist mainly of high frequency every day or job-related language and most texts likely to be encountered whilst travelling in an area where the language is spoken;

Deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);

Write simple connected texts on topics that are familiar or of personal interest, including letters, describing experiences and impressions;

Demonstrate knowledge and understanding of Italian culture;

Get by, with sufficient grammar to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events;

Demonstrate improved confidence in the interpretation of texts in another language.

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List

Balli, M. and Rizzo, G. and Ziglio, L. (2014), Nuovo Espresso: Libro Studente 3 (B1). Alma Edizioni: Firenze.

(2013), Oxford Compact Italian Dictionary. Oxford: Oxford University Press.

(2011), Oxford Italian Mini Dictionary. Oxford: Oxford University Press.

### Pre-requisites

Ability in Italian language equivalent to Level A2 of the CEFR (typically achieved with an A-Level in Italian)

### Synopsis \*

This module is for Post-A-level students and students who have mastered level A2 but not yet B1 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level B1. The emphasis in this course is on furthering knowledge of the structure of the language as well as vocabulary and cultural insights while further developing the speaking, listening, reading and writing skills.

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LA302		Mandarin Chinese Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

Contact hours: 28 hours  
Private Study hours: 122 hours

### Cost

Core textbook (for 2 modules LA302 and LA303): £15.99 approximately

### Learning Outcomes

Learning Outcomes:

On successfully completing the module students will be able to:

- 1) read and hand write approximately 150 Mandarin Chinese characters;
- 2) demonstrate a familiarity with basic Mandarin Chinese vocabulary equivalent to a Beginners level;
- 3) demonstrate a basic understanding of the main points of standard materials in the target language related to basic topics in everyday life;
- 4) express and exchange basic information in the target language in areas of immediate need or on very familiar topics;
- 5) demonstrate a knowledge and understanding of the life and multiple cultures of the target language countries within the context of that area of study.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test, Speaking, up to 3 minutes (20%)
- Assignment: Reading Aloud, up to 3 minutes (10%)
- Assignment: Cultural research and Writing, around 200 Mandarin Chinese characters (10%),

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 1 (Book and CD). London: Sinolingua London Ltd.

See: <http://www.readinglists.co.uk/rsl/student/sviewlist.dfp?id=39972>

### Pre-requisites

None

### Progression

This is a 15-credit module. Students who complete this module successfully will be able to progress onto LA303 in the spring term

### Restrictions

This module is not available for native speakers or near native speakers of Mandarin Chinese with secondary education in China.

You do not need to take a placement test if you wish to register for the beginners' module (A1) and you have never studied Mandarin Chinese before.

### Placement Test:

If you have studied Mandarin Chinese before, but you have not taken one of our lower level modules, you need to take the placement test. Please go to the following link: <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html> and click on the tab "Mandarin Modules" to access the Placement test materials and instructions.

Please submit the mark sheet and the questionnaire to the convenor of the module (the details are on the downloadable documents). The convenor will contact you for further information if necessary.

### Synopsis \*

The curriculum content is intended to give students some familiarity, with everyday life, activities and the culture in Mandarin Chinese speaking countries.

Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life including greetings and introductions, talking about oneself and getting to know each other. Basic skills useful to people visiting China will be taught including describing preferred drinks and daily activities. An introductory level of Chinese culture will be covered such as social interaction and geography including major cities.

The cultural aspects of the above topic areas will be taught in seminars, by means of Mandarin Chinese course books, audio materials and online resources and through sharing experiences of a tutor and students. Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

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LA303	Mandarin Chinese Elementary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
7	Canterbury	Spring	C	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\*Students who have taken LA302 and bought the textbook for it do not need to buy an additional core-textbook.

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 200 Mandarin Chinese characters;
- 2) demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an elementary level;
- 3) demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;
- 4) express and exchange basic information in areas of immediate need or on familiar topics in the simple terms in the target language;
- 5) demonstrate a knowledge and understanding of the life and cultures of the target language countries within the context of the area of study.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test, Speaking, up to 3 minutes (20%)
- Assignment: Reading Aloud, up to 3 minutes (10%)
- Assignment: Cultural research and Writing, around 200 Mandarin Chinese characters (10%),

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 1 (Book and CD). London: Sinolingua London Ltd.

See: <http://www.readinglists.co.uk/rsl/student/sviewlist.dfp?id=39972>

### Pre-requisites

LA302 Mandarin Chinese Beginners or equivalent

### Progression

Students who complete this module successfully can progress onto LA551 which is the first of Level 5 Mandarin Chinese modules in the autumn term.

### Restrictions

This module is not available for native speakers or near native speakers of Mandarin Chinese with secondary education in China.

You do not need to take a placement test if you wish to register for the beginners' module (A1) and you have never studied Mandarin Chinese before.

### Placement Test:

If you have studied Mandarin Chinese before, but you have not taken one of our lower level modules, you need to take the placement test. Please go to the following link: <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html> and click on the tab "Mandarin Modules" to access the Placement test materials and instructions.

Please submit the mark sheet and the questionnaire to the convenor of the module (the details are on the downloadable documents). The convenor will contact you for further information if necessary.

### Synopsis \*

The curriculum content is intended to give students some familiarity with everyday life, activities and the Chinese culture. Topics for listening, speaking, reading and writing will focus on an elementary level of communication skills to explain very simple factual information on personal and very familiar topics such as talking about food, time, asking and giving simple opinions on familiar topics. Basic skills useful to people visiting China will be taught including expressing how to go to/come to somewhere and taking transports. An elementary level of Chinese culture will be covered such as festivals, geography including major cities and famous places.

The cultural aspects of the above topic areas will be taught in seminars, by means of course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

LA304		Japanese Beginners				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Suzuki Mrs M

#### Contact Hours

3 hours of seminars per week for 10 weeks; 30 contact hours in total. 10 hours of self-study per week.

#### Cost

Core textbooks: £50 approximately

Recommend: £13-17

#### Learning Outcomes

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

- Read and write two sets of Japanese scripts called Hiragana and Katakana.
- Communicate in Japanese by using simple sentences including basic greetings and introductions, and asking and answering simple direct questions on very familiar topics such as family, student life, travelling and shopping.
- Explain very simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Understand very short, simple texts such as short e-mails and diaries written in very simple sentences.
- Write very short, simple texts such as short e-mails introducing oneself, explaining daily life and inviting a friend to go to somewhere or do something.
- Demonstrate an introductory knowledge of the life and culture in Japan such as name, food, transport and the names of major cities.

#### Method of Assessment

In-Course Tests will account for 90% of the overall mark, consisting of;

- Reading aloud test (10%) up to 2 minutes
- Speaking test (20%) up to 3 minutes
- Reading test (20%) 45 minutes
- Writing test (20%) 45 minutes
- Listening test (20%) 30 minutes

Course assignment will account for 10% of the overall mark. The task of the assignment is cultural research and writing in Japanese of 300 characters.

#### Preliminary Reading

Core-textbook:

(2012) Minna No Nihongo 1: 2nd ver with CD, 3A Network, ISBN-13: 9784883196036

(2012) Minna No Nihongo 1: 2nd ver: Translation & Grammatical Notes English ver, 3A Network, ISBN-13: 9784883196043

Recommended:

(2000) Self study kana workbook: learning through listening and writing, 3A Cooperation, ISBN-13: 9784883191581

#### Pre-requisites

None

#### Progression

Students who complete this module successfully can progress onto LA305 in the Spring Term

#### Restrictions

Placement Test:

If you have studied Japanese before you need to take a placement test, which is available at the link below. The test is used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The convenor will contact you for further information if necessary.

You do not need to take a placement test if you have never studied Japanese before.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

#### Synopsis >\*

The module is for students who have never studied Japanese before or have very little knowledge of Japanese. The curriculum content is intended to give students some familiarity, at an introductory level, with everyday life, activities and the culture in Japan. Topics for listening, speaking, reading and writing will focus on an introductory level of communication skills used in everyday life. Basic skills useful to people visiting Japan will be taught including describing locations and shopping. An introductory level of Japanese culture will be covered in seminars.

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LA305		Japanese Elementary				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Spring	C	15 (7.5)	100% Coursework	Suzuki Mrs M

### Contact Hours

Total contact hours: 30

### Learning Outcomes

On successfully completing this module, students will be able to:

- Read and write Japanese characters equivalent to an elementary level;
- Demonstrate a familiarity with Japanese vocabulary equivalent to an elementary level;
- Demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;
- Express and exchange basic information in the target language in areas of immediate need or on familiar topics in simple terms;
- Demonstrate a knowledge and understanding of the life and culture in Japan within the context of the area of study.

### Method of Assessment

- In Course Test: Speaking (Max. 3 minutes) – 20%
- Language Skills (Equivalent to 1,100 Japanese characters) – 40%
- Cultural research and Writing (350 Japanese characters) – 40%

### Preliminary Reading

Kano, C., et al. (1989) Basic Kanji Book Vol.1, Tokyo: Bonjinsha  
Makino, A., Tanaka, Y., Kitagawa I. (2003) Minna no Nihongo Shokyu I: Chokai Task25, Tokyo: 3A Corporation  
Makino, A., et al. (2000) Minna no Nihongo Shokyu I: 25 Topics For Beginners To Read, Tokyo: 3A Corporation  
Minna no Nihongo Shokyu I Honsatsu (2012). 2nd edn. Tokyo: 3A Corporation.  
Minna no Nihongo I: Translation & Grammar Notes – English (2012). 2nd edn. Tokyo: 3A Corporation.

### Pre-requisites

LA304 (WOLA3040) Japanese Beginners or equivalent must be demonstrated.

### Progression

Students who complete this module successfully can progress onto LA553 (WOLA5530) Japanese Pre-Intermediate.

### Restrictions

This module is not available for native speakers or near native speakers of Japanese with secondary education in Japan.

If you have studied Japanese before you should get in touch with our Japanese Tutor, Ms Mano Suzuki:  
M.Suzuki@kent.ac.uk

### Synopsis \*

The curriculum content is intended to give students some familiarity, at a level comparable to lower A2 level on CEFR, with everyday life, activities and the culture in Japan. Topics for listening, speaking, reading and writing will focus on an elementary level of communication skills to explain very simple factual information on personal and very familiar topics such as talking about family, friends, one's house, hometown and university, and expressing past events and activities. Basic skills useful to people visiting Japan will be taught including ordering food, making very simple enquiries and asking for locations. An introductory level of Japanese culture will be covered such as festivals, geography including major cities and famous places.

The cultural aspects of the above topic areas will be taught in seminars, by means of course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LA307</b>		<b>Arabic Beginners</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Awadalla Dr M

### Contact Hours

3 hours of seminar per week over 10 weeks, 30 class contact hours in total.

### Cost

Core Textbook Costs:  
£35 approximately

### Learning Outcomes

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

- Read and write Arabic alphabet.
- Explain very simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Understand very short, simple texts such as short letters, emails and diaries written in very simple sentences.
- Gain introductory knowledge of the life and culture in Arabic speaking countries

### Method of Assessment

In-course tests 80%

- Listening
- Writing
- Reading
- Speaking

Course assignment 20%

### Preliminary Reading

Jane Wightwick and Mahmoud Gaafar (2014) Mastering Arabic 1. 3rd edition. Box set London: Palgrave. ISBN 9781137380456.

### Pre-requisites

Pre-requisites: None.

### Progression

Students who complete this module successfully can progress onto LA308

### Restrictions

This module is intended for students who are complete beginners to Arabic. If you do have some familiarity with the language or are a heritage speaker then you will need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the Convenor of the relevant module (their details are on the downloadable documents). The Convenor will contact you for further information if necessary. A placement test is not needed if you have no prior knowledge of Arabic.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

This module is intended for students who are complete newcomers to Arabic.

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of a vibrant and diverse culture. Arabic Beginners A1 provides you with an introduction and familiarity with everyday life, activities, and culture of the Arab world. The module is taught in English and 'Standard' Arabic, the dialect common to the entire Arabic-speaking part of the world and not specifically associated with any given country or region. The course provides a balance between understanding the basic concepts of Arabic grammar and vocabulary, in addition to developing the skills to help you understand and speak Arabic.

Key language structures and cultural background will be taught through the means of purpose designed Arabic language course books, video and audio materials. You will learn how to introduce yourself, express simple factual information useful for going to a restaurant and ordering food, in addition to learning about topics related to travelling including the names of the main cities and capitals in the Arab world.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA308	Arabic Elementary					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	100% Coursework	Awadalla Dr M

### Contact Hours

3 hours of seminar per week over 10 weeks, 30 class contact hours in total.

### Cost

Core Textbook Costs:

£35 approximately

\*Students who have taken LA307 do not need to buy an additional core-textbook.

### Learning Outcomes

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

- Communicate in Arabic by using simple sentences including basic greetings and introductions, and asking and answering simple direct questions on familiar topics such as family, student life, travelling and shopping.
- Explain simple factual information on personal and familiar topics such as expressing someone's personal data and explaining about items in a shop.
- Understand short, simple texts such as short letters, emails and diaries written in simple sentences.
- Write short, simple texts such as short letters and emails explaining daily life.

### Method of Assessment

In-course tests 80%

- Listening
- Writing
- Reading
- Speaking

Course assignment 20%

### Preliminary Reading

Jane Wightwick and Mahmoud Gaafar (2014) Mastering Arabic 1. 3rd edition. Box set London: Palgrave. ISBN 9781137380456.

### Pre-requisites

LA307 or equivalent

### Progression

Students who complete this module successfully can progress onto LA522

### Restrictions

Placement Test: If you have studied Arabic before, but you have not taken one of our lower level module, you will need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the relevant module (their details are on the downloadable documents). The Convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of an exciting, vibrant and diverse culture. Arabic Post-Beginners A2.1 builds on the skills you acquired on the Arabic Beginners course (or its equivalent) in order to develop your communicative skills to enable you to engage in interactive activities and everyday situations through using a range of phrase and sentence structures such as ordering food in a restaurant, asking and giving directions. A mixture of Arabic and English is employed to introduce new grammatical topics and class instructions. You are encouraged to practise in pair work and group work.

Key language structures and cultural background will be taught through the means of purpose designed Arabic language course books, video and audio materials.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

LA538		Mandarin Chinese Lower Advanced				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	Su Mrs R

#### Contact Hours

- Contact hours: 63 hours
- Private Study hours: 237 hours

#### Cost

Core textbook: £15.99 approximately  
Chinese in Steps (Volume 4)

#### Learning Outcomes

On successfully completing the module students will be able to:

- 1) demonstrate a familiarity with commonly used authentic/colloquial Mandarin Chinese phrases and expressions comparable to lower advanced level;
- 2) demonstrate a strong understanding of standard speech spoken at a normal rate and follow complex lines of argument on familiar topics.
- 3) demonstrate an understanding of the main points of TV news, current affairs programmes and short films in standard dialect on familiar topics;
- 4) communicate with a degree of fluency: take an active part in discussions in familiar contexts by providing relevant explanations and arguments to sustain views;
- 5) demonstrate a deep understanding of the life and multiple cultures of the target language countries.

#### Method of Assessment

In Course Test, Reading (20%), 45 minutes

In Course Test, Writing (20%), 45 minutes

In Course Test, Speaking (20%), 10 minutes

Assignment 1, Cultural research and Writing, around 500 Mandarin Chinese characters (20%).

Assignment 1, Cultural research and Writing, around 800 Mandarin Chinese characters (20%).

#### Preliminary Reading

- Zhang, G., Li, L. & Yu, X. (2008) Chinese in Steps Vol. 4, London: Cypress Book Co. Ltd.
  - Wang, Tao (2016) China Focus, China, Beijing Language and Culture University Press
- See the library reading list for this module (Canterbury) (please hyperlink this with the link below)  
<https://kent.rl.talis.com/modules/la538.html>

#### Pre-requisites

This module is for students who studied LA562 or have equivalent proficiency in Mandarin Chinese.

#### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

If you have studied Mandarin Chinese before but you have not taken one of our lower level module, you will need to take a placement test. The test is used as a guide to assess your knowledge of Mandarin Chinese.

#### Placement Test:

Please submit the mark sheet and the questionnaire to the Convenor of the relevant module (their details are on the downloadable documents). The Convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

#### Synopsis \*

The curriculum will focus on ordinary people's lives in China and current affairs and issues around the world.

One topic is covered each week or every two weeks, focusing on:

- new phrases and expressions which are practiced during seminars to improve students understanding of the language and the embedded culture elements.
- formal and colloquial expressions will be introduced to help students to be able to confidently understand and convey information about themselves and their environment, and express their feelings and wishes, across the four linguistic skills.
- topics relevant to the modern world and contemporary Chinese society will be studied in depth to improve students' language ability to account for and sustain views clearly by providing relevant explanations and arguments for and against particular points of view.

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LA547 Japanese Lower Advanced						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	H	30 (15)	100% Coursework	

### Contact Hours

3 hours of seminars per week for 11 weeks in the Autumn term, 10 weeks for the Spring term; 63 contact hours in total. 10 hours of self-study per week.

### Cost

Core textbook: £36-£45 approximately.

### Learning Outcomes

On successfully completing the module students will be able to:

- Demonstrate an understanding of the key points of standard speech and text on a range of social subjects widely discussed in a real life in Japan.
- Express key points and structured opinions on complex subjects, using language flexibly and effectively with a broad range of lexical and grammatical features in an appropriate style.
- Demonstrate an understanding and appreciation of Japanese culture.

### Method of Assessment

In-Course Tests will account for 60% of the overall mark, consisting of:

- Presentation & Q&A (20%) up to 10 minutes, Week 22
- Reading Test (20%) 45 minutes, Week 24
- Writing Test (20%) 45 minutes, Week 24

Course assignments will account for 40% of the overall mark, consisting of:

- Cultural research and writing (20%) 700 Japanese characters, the submission deadline – Week 11
- Video review (20%) watching a video and review verbally, recorded up to 10 minutes, the submission deadline – Week 18

### Preliminary Reading

Shimada, K., et al. (2013) You Can Do Japanese, Intermediate, Main textbook [Dekiru Nihongo, Chuukyuu, Honsatsu] Aruku, ISBN: 9784757422780

### Pre-requisites

This module is for students who studied LA546, Japanese Upper Intermediate B2.1 or have equivalent proficiency in Japanese.

### Restrictions

Placement Test:

If you have studied Japanese before, but you have not taken one of our lower level modules, you need to take a placement test, which is available on the link below. The test is used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the relevant module. The convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

The curriculum will focus on a range of topics students encounter in a real life in Japan, or will face when working in the country in the future. Topics include social subjects and current affairs which are widely discussed in Japan. Students also learn how to explain and discuss the main points of their own academic subjects. Various styles of readings and authentic audio materials will be used and discussions on the topics take place in seminars.

LA549 Arabic Pre-Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Awadalla Dr M

### Cost

Core Textbook Costs: £60-70

### Learning Outcomes

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

- Read and write sentences about everyday life, e.g. people, place, study
- Use an Arabic dictionary
- Further enhance your understanding of the life and cultures of different Arab countries
- Understand the main points of standard speech on familiar matters regularly encountered at university and studying etc.
- Express your opinion and exchange information on topics such as friendships, hobbies and travel, etc.

### Method of Assessment

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 4 minutes) - 20%

Coursework Assignment, Cultural research and Writing (300 words in Arabic) -20%

### Pre-requisites

LA308 or equivalent

### Progression

Students who complete this module successfully can progress onto LA550.

### Restrictions

(Please amend the red parts below in the previous Restrictions)

Placement Test:

If you have studied-including self-study- Arabic before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary.  
<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Overview

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of an exciting, vibrant and diverse culture. The course consolidates and extends the skills you acquired on Arabic Elementary level (or its equivalent) in order to further develop your communicative skills to enable you to express yourself effectively and confidently in a variety of situations regularly encountered at university and studying. You will be encouraged to exchange information on topics such as friendship, hobbies and travel.

It aims to enable you to use a range of grammatical patterns as well as to use fairly sophisticated vocabulary and expressions. It also aims to develop your ability to process the Arabic writing system accurately and fluently so that you can read and write a range of texts on different topics with ease.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

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<b>LA550</b>		<b>Arabic Lower Intermediate</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Awadalla Dr M

### Contact Hours

29 hours

### Cost

Core Textbook Costs: £60-70

\* If you have taken module LA549 you do not need to buy an additional core-textbook.

### Learning Outcomes

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

- Read and write relatively long texts about everyday life about topics covered in the course.
- Develop your understanding of the life and cultures of Arab countries
- Express your opinion and exchange information on topics covered in the course

### Method of Assessment

Method of assessment:

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 4 minutes) - 20%

Coursework Assignment, Cultural research and Writing (400 words in Arabic) -20%

### Preliminary Reading

Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2011) *Al-Kitaab fii Ta'allum al-'Arabiyya* with DVDs: A Textbook for Beginning Arabic, Part One. United States: Georgetown University Press. ISBN: 9781589017368

### Pre-requisites

LA549

### Restrictions

Placement Test:

If you have studied (including self-study- Arabic before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary. <https://www.kent.ac.uk/cwl/courses/world/world-lang-modules.html>

### Synopsis \*

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of an exciting, vibrant and diverse culture. The course consolidates and extends the skills acquired on Arabic Pre-Intermediate (or its equivalent) in order to further develop your communicative skills to enable you to engage in interactive activities and situations and gain a better understanding of university life and culture in the Arab world, and develop your cultural awareness of the countries and cities around the Arab world.

This module aims to enable you to use a wide range of grammatical patterns as well as to use sophisticated vocabulary and expressions. It also aims to develop your ability to process the Arabic writing system accurately and fluently so that you can read and write a range of texts on different topics with confidence.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA551		Mandarin Chinese Pre-Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\*The textbook will be used for 2 modules: LA551 in autumn term and LA552 in the spring term.

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 250 Mandarin Chinese characters;
- 2) demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to pre-intermediate;
- 3) demonstrate a good understanding of the main points of standard materials in the target language related to basic topics in everyday life;
- 4) express opinions and exchange information in the target language on topics, such as personal information, location, shopping experiences, etc. in simple terms and initiate and sustain close simple, routine exchanges without undue effort.
- 5) demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, reading, 45 minutes (20%)
- In Course Test, writing, 45 minutes (20%)
- In Course Test, speaking, up to 4 minutes (20%)
- Assignment: Cultural research and Writing, around 300 Mandarin Chinese characters (20%)

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 2 (Book and CD). London: Sinolingua London Ltd.

See: <http://www.readinglists.co.uk/rsl/student/sviewlist.dfp?id=39973>

See the library reading list for this module (Canterbury)

### Pre-requisites

LA303 or equivalent

### Progression

Students who complete this module successfully can progress onto LA552 which is the second of Level 5 Mandarin Chinese modules in the spring term.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

If you have studied Mandarin Chinese before but you have not taken one of our lower level module, you will need to take a placement test. The test is used as a guide to assess your knowledge of Mandarin Chinese.

Placement Test:

Please submit the mark sheet and the questionnaire to the Convenor of the relevant module (their details are on the downloadable documents). The Convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence.

By the end of the module, students will be able to demonstrate the ability to take a more active role in and greater ability to sustain communication. Students will be able to express how they feel and opinions in simple terms; initiate and sustain close simple, routine exchanges without undue effort.

Topics at a pre-intermediate level will include everyday communication skills such as asking and giving directions and shopping, skills useful to describe illness, describing people's appearance and personalities.

The cultural aspects of the above topic areas will be taught through seminars and the means of mandarin Chinese language course books, video, audio materials.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA552	Mandarin Chinese Lower Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\*If you have taken LA551 and bought the textbook for it, you don't need to buy any additional textbook.

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 250 Mandarin Chinese characters;
- 2) demonstrate a familiarity in with Mandarin Chinese vocabulary equivalent to lower intermediate level;
- 3) demonstrate an understanding of the main points of clear standard materials in the target language on familiar matters regularly encountered in university, work and leisure and with a degree of flexibility using a range of simple vocabulary and structures and demonstrating the use and understanding of more complex/intermediate level language with some precision;
- 4) express opinions and exchange information on familiar and/or routine topics such as personal experiences, events, travel in China, etc. in the target language with a degree of flexibility and range of vocabulary;
- 5) demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test, Speaking, up to 4 minutes (20%)
- Assignment: Cultural research and Writing, around 350 Mandarin Chinese characters (20%).

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 2 (Book and CD). London: Sinolingua London Ltd.

See: <http://www.readinglists.co.uk/rsl/student/sviewlist.dfp?id=39973>

See the library reading list for this module (Canterbury)

### Pre-requisites

LA551 or equivalent

### Progression

Students who complete this module successfully can progress onto LA560 which is the first of Level 6 Mandarin Chinese modules in the autumn term.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

If you have studied Mandarin Chinese before but you have not taken one of our lower level module, you will need to take a placement test. The test is used as a guide to assess your knowledge of Mandarin Chinese.

Placement Test:

Please submit the mark sheet and the questionnaire to the Convenor of the relevant module (their details are on the downloadable documents). The Convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence.

By the end of the module, students will be equipped to understand and use Mandarin Chinese with a degree of flexibility and a range to a lower intermediate language level. Students will be able to discuss topics that are familiar or pertinent to everyday life such as everyday conversational skills and interactions including entertainments, giving and receiving compliments and gifts.

The module will include study of the target language culture and the development of insights into the China. The cultural aspects of the above topic areas will be taught through seminars and the means of Mandarin Chinese language course books, video, audio materials. There will be a balance between communicative activity and understanding of linguistic structure.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA553		Japanese Pre-Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Suzuki Mrs M

### Cost

Core Textbook Costs: £65-80

\*The students who have taken LA305 do not need to buy an additional core-textbook

### Learning Outcomes

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

- demonstrate, including writing by hand, a familiarity with Japanese vocabulary equivalent to pre-intermediate proficiency;
- demonstrate an good understanding of the main points of standard materials on familiar matters in the target language covered in everyday life;
- express opinions and exchange information in the target language on topics such as personal information, locations, directions, occupations etc. in simple terms and initiate and sustain close simple, routine exchanges without undue effort;
- demonstrate knowledge and a critical understanding of the life and culture of Japan.

### Method of Assessment

Method of assessment:

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 4 minutes) - 20%

Coursework Assignment, Cultural research and Writing (400 characters in Japanese) -20%

### Preliminary Reading

- Basic Kanji Book Vol. 1, 5th edn. Bonjinsha. ISBN 9784893580917
- Minna No Nihongo 1, 2nd edn [with CD].Tokyo: 3A Corporation. ISBN 9784883196036
- Minna no Nihongo I Translation & Grammatical Notes English (2012). 2nd edn. Tokyo: 3A Corporation. ISBN 9784883196043

### Pre-requisites

LA305 Japanese Elementary or equivalent ability

### Progression

LA561 Japanese Lower Intermediate

### Restrictions

Placement Test:

If you have studied-including self-study- Japanese before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary. <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html?tab=japanese-modules>

### Synopsis \*

This module will build on from Elementary level (LA305) where you can, in a simple way, introduce yourself and family, express daily routine and describe people with a full command of Hiragana, Katakana and basic 50 Kanji. In this module, you will continue to develop the vocabularies, expressions, sentence structures, grammar that are used in your immediate environment and learn further 50 new Kanji. Seminars will focus on 'practising the language' through communicative activities, grammar exercises and writing short compositions in a friendly, stimulating atmosphere. You will also gain the relevant cultural information around the course topics whilst developing speaking, listening, writing and reading skills. You will find example of topics in the 'Learning outcomes' section.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA554	Arabic Intermediate					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Awadalla Dr M

### Contact Hours

29 hours

### Cost

Core Textbook Costs: £60-70

\* If you have taken module LA550 you do not need to buy an additional core-textbook.

### Learning Outcomes

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

- Gain a very good understanding of familiar matters regularly encountered in university, work and leisure
- Exchange information on topics that are familiar to you, and are of personal interest and relevant to everyday life
- Gain an understanding of topics related to the Arab world.

### Method of Assessment

Method of assessment:

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 5 minutes) - 20%

Coursework Assignment, Cultural research and Writing (500 words in Arabic) -20%

### Preliminary Reading

Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2011) *Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic, Part One*. United States: Georgetown University Press. ISBN: 9781589017368

### Pre-requisites

LA550 or equivalent

### Progression

Students who complete this module successfully can progress onto LA557 Arabic Upper Intermediate

### Restrictions

Placement Test:

If you have studied (including self-study- Arabic before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of an exciting, vibrant and diverse culture. The course consolidates and extends the skills acquired on Arabic Lower Intermediate (or its equivalent) in order to further develop your communicative skills to enable you to engage in interactive activities and situations and gain a better understanding of university life and culture in the Arab world, and develop your cultural awareness of the countries and cities around the Arab world.

The course aims to develop your ability to process Arabic language accurately and fluently so that you can read and write a wide range of texts on different topics with ease.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA557 Arabic Upper Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Awadalla Dr M

### Cost

Core Textbook Costs: £60-70

\* If you have taken module LA554 you do not need to buy an additional core-textbook.

### Learning Outcomes

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

- Gain a deep understanding of the life and multiple cultures of the Arab countries. Including topics related to Arab culture and history, traditions including living in the Arab world
- Develop a strong understanding of the main points of various authentic materials which help will help you express your own point of view and opinion in Arabic
- Arrange a holiday in target language

### Method of Assessment

Method of assessment:

Method of assessment:

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 5 minutes) - 20%

Coursework Assignment, Cultural research and Writing (600 words in Arabic) -20%

### Preliminary Reading

Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2011) Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic, Part One. United States: Georgetown University Press. ISBN: 9781589017368

### Pre-requisites

LA554 or equivalent

### Restrictions

(Please amend the red parts below in the previous Restrictions)

Placement Test:

If you have studied (including self-study- Arabic before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Arabic. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary. <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Arabic is fast becoming a language which is considered popular for prospective employers, travelling or simply to gain knowledge of a vibrant and diverse culture. The course extends the skills you have acquired on Arabic Intermediate (or its equivalent) through discussions on various relevant and contemporary topics in daily life.

The course aims to develop your ability to process Arabic language accurately and fluently so that you can express yourself and describe personal experiences with ease, effectively, accurately and confidently in situations where functional competence in Modern Standard Arabic is expected. You will learn about cultural diversity and sensibilities within the Middle East and learn how arrange and book a holiday in your target language.

Some of our students who have previously studied on our Arabic language courses have gone onto internships, attended summer courses or simply travelled to the Middle East to enhance their learning experience.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA558 Japanese Upper Intermediate						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Suzuki Mrs M

### Contact Hours

3 hours of seminars per week for 10 weeks; 30 contact hours in total. 10 hours of self-study per week.

### Cost

Core textbook: £40 approximately

\*Students who took LA559 Japanese Intermediate do not need to purchase the textbook for this module as the same ones are used in the module.

### Learning Outcomes

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

- Read and write over 450 Kanji appropriately when they are used in various words.
- Present clear, detailed descriptions on a range of subjects related to personal interest, and take a part in discussion in familiar contexts, accounting for and sustaining own views.
- Explain a viewpoint on a topical issue giving logical reasons of one's opinion.
- Read and understand articles and reports concerned with contemporary issues on familiar topics in which the writers adopt particular attitudes or viewpoints.
- Write a very simple CV for applying for a job, and a short essay passing on information or giving reasons in support of or against a particular point of view.
- Demonstrate understanding of the life and culture in Japan such as employment, the system and custom in working society, manners and custom in special occasions.

### Method of Assessment

In-Course Tests will account for 80% of the overall mark, consisting of;

- Speaking test (20%) up to 5 minutes
- Reading Test (20%) 45 minutes
- Writing Test (20%) 45 minutes
- Listening Test (20%) 30 minutes

Course assignment will account for 20% of the overall mark. The task of the assignment is cultural research and writing in Japanese of 600 characters.

### Preliminary Reading

Core textbook:

Akira Miura, Naomi H. McGloin (2008) An Integrated Approach To Intermediate Japanese, Revised Edition [with 2 CDs], The Japan Times. ISBN 9784789013079

### Pre-requisites

LA559 Japanese Intermediate or equivalent proficiency in Japanese

### Restrictions

Placement Test:

If you have studied Japanese before, but you have not taken one of our lower level modules, you need to take a placement test, which is available on the link below. The test is used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the relevant module. The convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

This module is for students who can deal with most situations likely to arise in everyday life in Japan, and read and write Japanese including around 300 Kanji. The curriculum will focus on living in Japan, by using complex expressions in an appropriate style of speaking. Topics covered in this module vary, including job hunting, a CV in the Japanese style, making a complaint in a shop, and expressing one's opinion in a discussion on formal topics. Students also read and listen to news articles to gain knowledge of social issues and current affairs. Discussions take place in the class on the topic areas covered in the module.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA559		Japanese Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Suzuki Mrs M

### Contact Hours

3 hours of seminars per week for 10 weeks; 30 contact hours in total. 10 hours of self-study per week

### Cost

Core textbook: £40 approximately

### Learning Outcomes

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

- Read and write around 300 Kanji appropriately when they are used in various words.
- Understand the main points of clear standard input on familiar matters regularly encountered in university, part-time work and leisure, and deal with some complex situations likely to arise while traveling and studying in Japan in both the polite and the casual way.
- Describe plans, goals, dreams in the future, feelings and impressions, and briefly give reasons and explanations for opinions.
- Understand the description of events, feelings and wishes in personal e-mails, and relatively complex articles and reports on familiar topics.
- Write a personal e-mails in the formal style and a short essay or report on familiar topics, giving detailed information and describing experiences and impressions.
- Demonstrate knowledge of the life and culture in Japan on an appropriate level such as education system, social problems, manners and customs.

### Method of Assessment

In-Course Tests will account for 80% of the overall mark, consisting of;

- Speaking Test (20%) up to 5 minutes
- Reading Test (20%) 45 minutes
- Writing Test (20%) 45 minutes
- Listening Test (20%) 30 minutes

Course assignment will account for 20% of the overall mark. The task of the assignment is cultural research and writing in Japanese of 500 characters in length.

### Preliminary Reading

Preliminary reading:

Core textbook:

Akira Miura, Naomi H. McGloin (2008) An Integrated Approach To Intermediate Japanese, Revised Edition [with 2 CDs], The Japan Times. ISBN 9784789013079

### Pre-requisites

Pre-requisites:

LA315 Japanese Lower Intermediate B1.1 or equivalent proficiency in Japanese

### Progression

Students who complete this module successfully can progress onto LA558 Japanese Upper Intermediate in Spring term.

### Restrictions

Placement Test:

If you have studied Japanese before, but you have not taken one of our lower level modules, you need to take a placement test, which is available on the link below. The test is used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the relevant module. The convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

This module is for students who can communicate in Japanese comfortably on familiar topics encountered in everyday life and read and write Japanese including around 200 Kanji. The curriculum will focus on communication in a real life of university student studying in Japan, by using complex expressions in an appropriate style of speaking. Various styles of readings are given such as formal letter, article and website providing factual information. Discussions take place in the class on the topic areas covered in the module.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA560		Mandarin Chinese Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\*The textbook will be used for 2 modules: LA560 in autumn term and LA562 in the spring term.

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 250 Mandarin Chinese characters at a level equivalent to an intermediate level;
- 2) demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an intermediate level;
- 3) demonstrate a strong understanding of the main points of standard authentic materials in the target language on familiar matters regularly encountered in work, university and leisure;
- 4) express cogent arguments and exchange information, demonstrating a flexible range of vocabulary and structures on topics that are familiar, of personal interest or pertinent to everyday life in the target language;
- 5) demonstrate a systematic understanding and acquisition of detailed and coherent knowledge of the life and multiple cultures of the target language countries within the context of study.

### Method of Assessment

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, reading, 45 minutes (20%)
- In Course Test, writing, 45 minutes (20%)
- In Course Test, speaking, up to 5 minutes (20%)
- Assignment: Cultural research and Writing, around 450 Mandarin Chinese characters (20%).

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 3 (Book and CD). London: Sinolingua London Ltd.

See: <https://blackwells.co.uk/bookshop/product/Chinese-in-Steps-3-Student-Book-by-Georges-X-Zhang-author-Linda-M-Li-author-Fei-Gao-author/9781907838125>

See the library reading list for this module (Canterbury)

### Pre-requisites

LA552 or equivalent

### Progression

Students who complete this module successfully can progress onto LA562 which is the second of Level 6 Mandarin Chinese modules in the spring term.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

If you have studied Mandarin Chinese before but you have not taken one of our lower level module, you will need to take a placement test. The test is used as a guide to assess your knowledge of Mandarin Chinese.

Placement Test:

Please submit the mark sheet and the questionnaire to the Convenor of the relevant module (their details are on the downloadable documents). The Convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working and flexible knowledge of the target language and a firm level of communicative competence and confidence.

By the end of the module students will be equipped to understand and use mandarin Chinese with a degree of flexibility and a range to an intermediate language level.

The curriculum will focus on real-life communication as a university student studying in China, by using complex expressions in an appropriate style of speaking. This includes expressing general culture related customs such as weddings traditions, Chinese traditional clothes, and Chinese cuisines, renting accommodation, describing a room and negotiating prices.

Students also read and listen to some simple news articles to understand relatively familiar topics in newspapers. Students will be exposed to the grammar that are useful when communicating with Mandarin Chinese native speakers for these topic areas.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LA561</b>		<b>Japanese Lower Intermediate</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	I	15 (7.5)	100% Coursework	Suzuki Mrs M

### Cost

Core Textbook Costs: £65-80

\*The students who have taken LA553 do not need to buy an additional core-textbook.

### Learning Outcomes

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

- demonstrate, including writing by hand, familiarity with Japanese vocabulary equivalent to lower intermediate level;
- demonstrate an understanding of the main points of clear standard texts on familiar matters in the target language regularly encountered in university, part-time work and leisure and with a degree of flexibility using a range of simple vocabulary and structures and demonstrating the use and understanding of more complex/intermediate level language with some precision;
- express opinions and exchange information in the target language on familiar and/or routine topics such as personal experience, outings, local events, showing appreciation with a degree of flexibility and range of vocabulary ;
- demonstrate knowledge and a critical understanding of the life and culture of Japan.

### Method of Assessment

In Course Test, Reading (45 minutes) - 20%

In Course Test, Writing (45 minutes) - 20%

In Course Test, Listening (30 minutes) - 20%

In Course Test, Speaking (Up to 4 minutes) - 20%

Coursework Assignment, Cultural research and Writing (450 characters in Japanese) -20%

### Preliminary Reading

- Basic Kanji Book Vol. 1, 5th edn. Bonjinsha. ISBN 9784893580917
- Minna No Nihongo 1, 2nd edn [with CD].Tokyo: 3A Corporation. ISBN 9784883196036
- Minna no Nihongo I Translation & Grammatical Notes English (2012). 2nd edn. Tokyo: 3A Corporation. ISBN 9784883196043

### Pre-requisites

LA553 Japanese Pre-Intermediate or equivalent ability

### Progression

LA559 Japanese Intermediate

### Restrictions

Placement Test:

If you have studied-including self-study- Japanese before, but you have not taken one of our lower level modules, you need to take a placement test. The tests are used as a guide to assess your knowledge of Japanese. Please submit the mark sheet and the questionnaire to the convenor of the module. The convenor will contact you for further information if necessary. <https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html?tab=japanese-modules>

### Synopsis \*

This module will build on from Pre-Intermediate level (LA553) where you learned the vocabularies and grammar used in directions, polite requests, hobbies, illness and personal descriptions in complex structures with a full command of Hiragana, Katakana and a basic 100 Kanji. In this module, you will develop the vocabularies, expressions, sentence structures, grammar that are used in university, part-time work and leisure situations and will learn further 60 new Kanji. You will learn the relevant vocabularies and grammar for seminars prior to each seminar and seminars will focus on you practising these in role play, grammar exercise and writing short compositions in a friendly, stimulating atmosphere. You will also gain the relevant cultural information around the course topics whilst developing speaking, listening, writing and reading skills. You will find example of topics in the 'Learning outcomes' section

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

LA562		Mandarin Chinese Upper Intermediate				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Su Mrs R

### Contact Hours

- Contact hours: 28 hours
- Private Study hours: 122 hours

### Cost

Core textbook: £15.99 approximately

\* If you have taken LA560 and bought the textbook for it, you don't need to buy any additional textbook

### Learning Outcomes

On successfully completing the module students will be able to:

- 1) read and hand write approximately an additional 300 Mandarin characters at a level equivalent to an upper-intermediate level;
- 2) demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an upper-intermediate level;
- 3) demonstrate an understanding of the main points of authentic materials which include a particular point of view;
- 4) communicate on a good range of topics with varieties of expressions in the target language, demonstrating a degree of fluency and an ability to sustain communication with ease;
- 5) demonstrate a deep understanding of the life and multiple cultures of the target language Countries on an appropriate level.

### Method of Assessment

Method of assessment:

- In Course Test, Listening, 30 minutes (20%)
- In Course Test, Reading, 45 minutes (20%)
- In Course Test, Writing, 45 minutes (20%)
- In Course Test, Speaking, up to 5 minutes (20%)
- Assignment: Cultural research and Writing, around 500 Mandarin Chinese characters (20%).

### Preliminary Reading

Zhang, X. George, Li, Linda and Suen, Lik (2013). Chinese in Steps volume 3 (Book and CD). London: Sinolingua London Ltd.

See: <https://blackwells.co.uk/bookshop/product/Chinese-in-Steps-3-Student-Book-by-Georges-X-Zhang-author-Linda-M-Li-author-Fei-Gao-author/9781907838125>

See the library reading list for this module (Canterbury)

### Pre-requisites

LA560 or equivalent

### Progression

Students who complete this module successfully can progress onto LA538 which is a 30-credits Level 6 Mandarin Chinese module running in both autumn and spring term.

### Restrictions

Mandarin Chinese language can be studied at any academic level provided that prerequisites are met.

If you have studied Mandarin Chinese before but you have not taken one of our lower level module, you will need to take a placement test. The test is used as a guide to assess your knowledge of Mandarin Chinese.

Placement Test:

Please submit the mark sheet and the questionnaire to the Convenor of the relevant module (their details are on the downloadable documents). The Convenor will contact you for further information if necessary.

<https://www.kent.ac.uk/cewl/courses/world/world-lang-modules.html>

### Synopsis \*

Language modules focus on developing students' communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence.

By the end of the module, students will be equipped to understand and use Mandarin Chinese demonstrating a range of simple and complex structures and vocabulary to an upper-intermediate language level and language skills to adapt to the situation.

By the end of the module, students will be able to communicate with a developed degree of effectiveness, fluency and spontaneity. Students also gains communicative skills in requesting course details from a university, registering on a University course, understanding Chinese higher education system and Chinese festivals and traditions. Various styles of readings are given such as job description and curriculum vitae. Discussions take place in the class on the topic areas covered in the module.

The module will include study of the target language culture and the development of insights into the culture and civilisation of the countries where the language is spoken.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LS300 Spanish Lower Intermediate B1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 60

### Learning Outcomes

On successfully completing the module students will be able to:

Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure;  
Understand texts that consist mainly of high frequency every day or job-related language and most texts likely to be encountered whilst travelling in an area where the language is spoken;

Deal with most situations likely to arise whilst travelling in an area where the language is spoken and enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events);

Write simple connected texts on topics that are familiar or of personal interest, including letters, describing experiences and impressions;

Demonstrate knowledge and understanding of Spanish culture;

Get by, with sufficient grammar to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events;

Demonstrate improved confidence in the interpretation of texts in another language.

### Method of Assessment

Group Oral In-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List:

Moreno, C., Moreno, V. and Zurita, P. (2012). Nuevo avance intermedio (B1). Madrid: SGEL.

(2013), Oxford Compact Spanish Dictionary. Oxford: Oxford University Press.

(2011), Oxford Spanish Mini Dictionary. Oxford: Oxford University Press.

### Pre-requisites

Ability in Spanish language equivalent to Level A2 of the CEFR (typically achieved with an A-Level in Spanish)

### Synopsis \*

This module is for Post-A-level students and students who have mastered level A2 but not yet B1 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level B1. The emphasis in this course is on furthering knowledge of the structure of the language as well as vocabulary and cultural insights while further developing the speaking, listening, reading and writing skills.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LS302 Spanish Beginners A1-A2 (Intensive)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
4	Canterbury	Whole Year	C	30 (15)	100% Coursework	Fiorucci Dr W

### Contact Hours

Total Contact Hours: 80

### Learning Outcomes

On successfully completing the module students will be able to:

Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment);

Understand short, simple texts, incl. letters and everyday material (e.g. advertisement, menus, timetables) related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment);

Communicate verbally in simple and routine tasks requiring simple and direct exchange of information on familiar and routine matters;

Communicate in writing for routine tasks requiring simple and direct communication of information on familiar and routine matters;

Demonstrate knowledge and understanding of key cultural aspects connected to the Spanish language;

Use basic grammar in simple and routine tasks requiring simple and direct communication of information on familiar and routine matters;

Use highest frequency vocabulary related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).

### Method of Assessment

Group Oral in-Course Test (5 minutes per student) – 20%

Listening Comprehension In-Course Test (30 minutes) – 20%

Language Skills Assignment (Equivalent to 600 words) – 30%

Written Assignment 1 (300 words) – 15%

Written Assignment 2 (300 words) – 15%

### Preliminary Reading

Indicative Reading List:

Moreno, C., Moreno, V. and Zurita, P. (2012). Nuevo avance basico (A1-A2). Madrid: SGEL.

Oxford Compact Spanish Dictionary. (2013). Oxford: Oxford University Press.

Oxford Spanish Mini Dictionary. (2011). Oxford: Oxford University Press.

### Synopsis \*

This is an intensive module for absolute beginners, Post-GCSE students and students who have not yet mastered level A2 of the Common European Framework of Reference for Languages (CEFR). On successfully completing the module students will have mastered level A2. The emphasis in this course is on acquiring a sound knowledge of the structure of the language as well as basic vocabulary and cultural insights while developing the speaking, listening, reading and writing skills.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PL302 Introduction to Philosophy: Knowledge and Metaphysics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Forbes Dr G
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	Forbes Dr G

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate familiarity with the basic terminology required for the analysis and evaluation of argument;  
Demonstrate appreciation of Descartes' Method of Doubt and the 'Cognito' argument;  
Demonstrate appreciation of Descartes' arguments for the existence of God;  
Demonstrate appreciation of Descartes' own account of perceptual knowledge;  
Demonstrate a basic understanding of Cartesian Dualism, Idealism, and Phenomenalism, as well as the main arguments for and against them.

### Method of Assessment

Essay 1 – 45%

Essay 2 – 45%

Seminar Performance – 10%

### Preliminary Reading

Indicative reading:

Ayer, A.J. *The Central Questions of Philosophy*, London: MacMillan

Descartes, R. *Meditations on First Philosophy*, Cambridge: Cambridge University Press

Hospers, J. *Introduction to Philosophical Analysis*, London: Routledge

Kenny, A. (2006), *The Rise of Modern Philosophy*, Oxford: Oxford University Press

Russell, B. *The Problems of Philosophy*, Oxford: Oxford University Press

### Synopsis \*

This module begins with a critical examination of Rene Descartes' justly celebrated *Meditations on First Philosophy* (published, originally, in 1641). This work not only provides a comprehensive account of Descartes' philosophical system, but also constitutes an admirable introduction to The Theory of Knowledge and to Metaphysics. Thus, Descartes' fundamentally Rationalist account of our knowledge of the external world is duly contrasted with the Empiricist accounts offered by such Twentieth Century Philosophers as Bertrand Russell and A.J.Ayer; while Descartes' Dualism is compared with the other major metaphysical doctrines, namely, Idealism, Phenomenalism and contemporary Physicalism. The module concludes with a survey of what is, perhaps, the most perplexing of metaphysical problems, namely, The Problem of Freewill and Determinism.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PL303 Introduction to Philosophy: Ethics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Exam	Ware Dr L
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Ware Dr L
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Ware Dr L

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate understanding of the basic questions about the nature of moral philosophising through an examination of a range of moral thinkers and schools;

Understand the connections and differences between moral philosophy and other kinds of study, including moral anthropology;

Analyse and critically appraise logical arguments;

Plan and write a philosophical essay and build it around a coherent argument;

Demonstrate a basic knowledge of certain fundamental and enduring debates about the respective roles of reason and feeling (emotion) in moral argument and judgment;

Demonstrate a grasp of what it is for a moral theory to be objective or, alternatively, subjective, and the various senses that can be given to these terms;

Understand something of how empirical and historical accounts of moral cultures and practices bear upon issues of truth and falsity in ethics.

### Method of Assessment

Mid-term Essay (750 words) – 30%

Final Essay (2,000 words) – 60%

Seminar Performance – 10%

### Preliminary Reading

Indicative Reading List

Russ Shafer-Landau, *The Fundamentals of Ethics* (2nd ed.), Oxford University Press, 2012

Russ Shafer-Landau, *The Ethical Life* (2nd ed.), Oxford University Press, 2012.

### Synopsis \*

This module will introduce students to a number of big questions in ethics. The questions may include the following: What makes a life good? Is it happiness? Or is it something else? Another big question is: What makes actions right or wrong? Is it God demanding or forbidding them? Or are actions perhaps right to the extent that they serve to make lives better off, and wrong to the extent that they make lives worse off? Some philosophers have thought so. Others wonder: What if I steal money from someone so rich that my act in no way makes their life go any worse. Might it still be the case that I have acted wrongly—even if I haven't made anyone worse off? A third bit question is this: What's the status of morality? Is it, for example, the case that what's right for me might be wrong for you? Does it make any sense at all to talk about moral claims being true or false, even relative to moral communities? Might moral judgments be nothing but expressions of sentiments? Throughout the course, students will be examining these and similar questions from the point of view of a variety of philosophers, including Plato, Aristotle, John Stuart Mill, Immanuel Kant, and David Hume.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PL310 Introduction to Philosophy: Logic and Reasoning</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Wilde Dr M
2	Canterbury	Spring	C	15 (7.5)	100% Exam	Wilde Dr M

### Contact Hours

Total Contact Hours: 20

### Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate an understanding of five basic logical connectives (their truth tables, their relation to their English counterparts), and an understanding of the concepts of validity, soundness and consistency;  
Demonstrate the ability to construct a truth-table and to determine the validity of simple arguments by the truth-table method, and to construct simple logical proofs for the same end;  
Demonstrate mastery of the terminology of 'necessary and sufficient conditions', 'contradiction', and 'tautology', and the ability to translate sentences from English into formal language and vice versa;  
Demonstrate the ability to recognise informal fallacies;  
Demonstrate the ability to apply all of the skills they have acquired to analyse longer arguments.

### Method of Assessment

Examination (3 hours) – 100%

### Preliminary Reading

Indicative reading:

Copi, I., Cohen, C., and McMahon, K., 2014. Introduction to Logic. 14th edition. Harlow: Pearson Education Limited.  
Fisher, A., 2004. The Logic of Real Arguments. 2nd ed. Cambridge: Cambridge University Press.  
Baggini, J. and Fosl, P., 2003. The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods. Oxford: Blackwell.  
Hodges, W., 2001. Logic. 2nd ed. London: Penguin.

### Synopsis \*

Since Plato's Dialogues, it has been part of philosophical enquiry to consider philosophical questions using logic and common sense alone. This module aims to train students to continue in that tradition. In the first part students will be introduced to basic themes in introductory formal logic and critical thinking. In the second part students will be presented with a problem each week in the form of a short argument, question, or philosophical puzzle and will be asked to think about it without consulting the literature. The problem, and students' responses to it, will then form the basis of a structured discussion. By the end of the module, students (a) will have acquired a basic logical vocabulary and techniques for the evaluation of arguments; (b) will have practised applying these techniques to short passages of philosophical argument; and (c) will have acquired the ability to look at new claims or problems and to apply their newly acquired argumentative and critical skills in order to generate philosophical discussions of them.

## 39 School of Psychology

SP300 Psychology Statistics and Practical						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	100% Coursework	Gonidis L
3	Canterbury	Whole Year	C	30 (15)	100% Coursework	
2	Canterbury	Whole Year	C	30 (15)	60% Coursework, 40% Exam	Gonidis L

**Contact Hours**

88 hours.

**Department Checked****Learning Outcomes**

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Understand elementary principles of research design, the scientific method, experimental and descriptive research, and to understand how these three topics interact

8.2 Understand how principles of scientific method are instantiated in specific research examples taken from the psychological literature and the research done in the department

8.3 Understand about relationships between statistics and research hypotheses in psychology

8.4 Conduct simple statistical tests that are commonly used in psychology, using commonly used computer software. To interpret results of these inferential tests. To relate these results to psychological theories.

8.5 Learn and practice reading psychological papers and to learn how to write reports on psychological research adhering to the psychological standards in publishing (APA guidelines).

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Read, digest and summarise scientific papers

9.2 Write research reports that are complete, concise, and well-structured

9.3 Present statistical data and numbers in an accessible manner

9.4 Use generically available software for psychological statistics (for example, spreadsheet programs like MS Excel) and to use specialist software for psychological statistics (for example, statistical software like SPSS, SAS, or R).

9.5 Conduct small research projects with a group of peers

9.6 Demonstrate the ability to develop, monitor, and assess own learning

**Method of Assessment**

This module is assessed by 100% Coursework. This is comprised of Moodle quizzes, project reports, and In Class Tests.

This module is reassessed by 100% 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.).

Field, A. (2013). Discovering statistics using IBM SPSS statistics. Sage. (Fourth edition)

Navarro, D. (2013). Learning statistics with R. (version 0.6 or greater)

**Restrictions**

This module is available only to UKC students studying a Psychology programme of study. Not available wild. Not available to short-term credit students.

**Synopsis**

SP300 is concerned with methodology in psychology, with statistics in psychology, and how they interact. In the lectures, relevant topics in methodology and statistics are introduced over the course of the year (examples are design considerations, counterbalancing, sample versus population, descriptive statistics, histograms, summary statistics, hypothesis testing). There are a number of dedicated lectures looking at how the psychological literature reflects the methodological and statistical issues that have been addressed in the lectures, and how researchers have balanced the requirements of methods, statistics and theory-driven investigation

<b>SP301 Introduction to Biological and General Psychology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	60% Exam, 40% Coursework	Javadi Dr A

### Contact Hours

56 hours (lectures & seminars)

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 demonstrate knowledge and understanding of main phenomena, methods, and theorising in biological and cognitive psychology

8.2 demonstrate development of 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

8.3 understand historical development of cognitive psychology as a science

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 demonstrate development of intellectual skills, including reading and writing skills, critical reflection and written analysis and interpretation

9.2 demonstrate development of transferable skills, including communication skills, numeracy, use of information technology, working with others, and problem solving

### Method of Assessment

40% Coursework. Formed of two In Course Tests (20% each)

60% Examination

### Preliminary Reading

Core reading:

Eysenck, M. W., & Keane, M. T. (2015). Cognitive psychology: A student's handbook. Psychology press.

Core reading:

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

Supplementary Reading:

Diamond, M. C., & Scheibel, A. B. (2000). The human brain coloring book. Collins Reference.

Supplementary Reading:

Gowin, J., & Kothmann, W. (2016). The Brain: A Student's Self-Test Colouring Book. QUAD Books.

### Restrictions

This module is available only to Kent students studying Psychology. Not available wild. Not available to short-term credit students.

### 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.

## 2020-21 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	Whole Year	C	30 (15)	80% Exam, 20% Coursework	
2	Canterbury	Whole Year	C	30 (15)	60% Exam, 40% Coursework	Douglas Prof K
1	Canterbury	Whole Year	C	30 (15)	90% Exam, 10% Coursework	
1	Canterbury	Whole Year	C	30 (15)	60% Exam, 40% Coursework	

### Contact Hours

51 hours (lectures & seminars)

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate understanding of the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations

8.2 Demonstrate knowledge and understanding of main phenomena, methods and theorising in social psychology

8.3 Demonstrate knowledge and understanding of main phenomena, methods, and theorising in developmental psychology

8.4 Demonstrate subject-specific skills, including evaluating and selecting appropriate frameworks and methodologies for exploring psychological issues

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate communication skills in written assignments

9.2 Demonstrate skills in critical reflection and analysis of relevant literature

9.3 Demonstrate computer literacy skills to retrieve, analyse and present information

### Method of Assessment

40% Coursework. Formed of an essay (20%) and a study skills assignment (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. Not available to short-term credit students.

### 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.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SP304 Introduction to Psychology I</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Tame Dr L
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	Tame Dr L
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Tame Dr L

### Availability

Available Wild. Available to short-term credit students.

### Contact Hours

22 hours

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate an introductory knowledge of psychology as a science and the research methods used within the study of psychology

8.2 Show a familiarity and awareness of how key concepts in psychology relate to current and contemporary issues in modern society

8.3 Demonstrate an awareness of sub-disciplines within psychology and how they relate to each other

8.4 Demonstrate introductory knowledge of key concepts in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, and group processes

8.5 Demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate an understanding of the quality of theories, methods and findings in published research

9.2 Demonstrate the use of information technology (e.g. study guides, on-line tests and other resources on the web described in the recommended text book) to support learning and personal understanding of psychology

### Method of Assessment

20% Coursework. Formed of Research Participation credits collected during the term.

80% Examination.

### Preliminary Reading

Please refer to the module reading list online : <http://resourcelists.kent.ac.uk/index.html>

### Restrictions

This module is not available to Kent students studying Psychology. Available wild for non-Psychology students. Available to Short Term Credit Students.

### Synopsis \*

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of key topics within psychology and seminal psychological research. The module explores psychology as a science and the research methods common in psychological research. The lectures will cover some of the key concepts and findings in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, and group processes. 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SP305 Introduction to Psychology II</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Bocian Dr K
1	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	Bocian Dr K
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	90% Exam, 10% Coursework	
1	Canterbury	Spring	C	15 (7.5)	90% Exam, 10% Coursework	Bocian Dr K

### Contact Hours

22 hours

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

8.1 Demonstrate an introductory knowledge of psychology as a science and the research methods used within the study of psychology

8.2 Show a familiarity and awareness of how key concepts in psychology relate to current and contemporary issues in modern society

8.3 Demonstrate an awareness of sub-disciplines within psychology and how they relate to each other

8.4 Demonstrate introductory knowledge of key concepts in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, and group processes

8.5 Demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Demonstrate an understanding of the quality of theories, methods and findings in published research

9.2 Demonstrate the use of information technology (e.g. study guides, on-line tests and other resources on the web described in the recommended text book) to support learning and personal understanding of psychology

### Method of Assessment

20% Coursework. Formed of Research Participation credits collected during the term.

80% Examination.

### Preliminary Reading

Please refer to the reading list via <http://resourcelists.kent.ac.uk/index.html>

### Restrictions

This module is not available to Kent students studying Psychology. Available wild to non-Psychology students. Available to Short-Term Credits Students

### Synopsis \*

This module introduces students to the study of psychology, with the aim of providing an introductory understanding of key topics within psychology and seminal psychological research. The module explores psychology as a science and the research methods common in psychological research. The lectures will cover some of the key concepts and findings in the study of abnormal psychology, sensation, consciousness, child psychology, motivation, emotion, memory and attitudes, and group processes. 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.

<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

#### Contact Hours

22 hours

#### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the practical role played by contemporary forensic psychologists in society
- 8.2 Demonstrate a knowledge of forensic psychology as a discipline and research methods used within forensic psychology
- 8.3 Demonstrate awareness of the fundamental application of psychology, as a science, to understand key forensic issues
- 8.4 Demonstrate understanding of key concepts and sub-topics within forensic psychology and how they relate to each other (i.e. ability to synthesise core concepts within forensic psychology)
- 8.5 Evaluate core theories and research in forensic psychology

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate an understanding of the variety of theoretical and methodological approaches used in psychology
- 9.2 Demonstrate independent learning and research skills required to support academic learning and development

#### Method of Assessment

100% Examination.

#### Preliminary Reading

The module reading list can be found online at the reading list pages here : <http://resourcelists.kent.ac.uk/index.html>

#### Pre-requisites

None.

#### 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>SP311 Business Psychology: An Introduction</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	75% Exam, 25% Coursework	De Inocenico Ms C

#### 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

30 hours. Comprised of lectures and workshops. Students should note that there is an assessed presentation in week 23 that occurs on a Wednesday afternoon.

#### Department Checked

Added note about week 23 wed afternoon presentation.  
25.1.18 - spelling mistake corrected TF

#### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1. Understand of the practical role played by contemporary organisational and business psychologists in society
- 8.2. Demonstrate introductory knowledge of psychology in the workplace as a discipline and research methods used within psychology in the workplace
- 8.3. Show awareness of the fundamental application of psychology, as a science, to understand key organisational and business issues
- 8.4. Demonstrate 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 organisational and business psychology)
- 8.5. Evaluate core theories and research in psychology of the workplace
- 8.6. Summarise research evidence for a wide audience

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Appreciate and understand the variety of theoretical and methodological approaches used in psychology
- 9.2. Utilise self-reflective qualities required to receive constructive feedback from staff in order to improve understanding and academic performance
- 9.3. Demonstrate independent learning and research skills required to support academic learning and development
- 9.4. Use self-regulation skills in the form of study planning and overall time management
- 9.5. Demonstrate development of information technology skills required to obtain key learning resources (e.g., use of online journals and learning resources as directed by lecturers).
- 9.6. Work effectively in a group

#### Method of Assessment

75% Examination.  
25% Coursework. Formed of a poster presentation. NB: This occurs in week 23 on a Wednesday afternoon.  
(NB: In the case of short-term exchange students whose registration ends before the summer term, the examination may be replaced by a single piece of coursework of increased length.)

#### Preliminary Reading

The module reading list can be found online at the reading list pages here : <http://resourcelists.kent.ac.uk/index.html>

#### 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 organisation 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.

SP312 Introduction to Psychology						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Briggs Dr J

### Availability

This module is delivered at the Medway campus.

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Department Checked

populated TF 6.3.17

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to :

- 8.1. Describe the development of psychology as a discipline
- 8.2. Compare and contrast psychology with the natural and other social sciences
- 8.3. Compare and contrast different theoretical approaches in psychology
- 8.4. Understand how psychological research and theory have been applied to specific aspects of human experience and behaviour
- 8.5. Understand key controversial issues in psychological research and theory

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1. Locate journal articles using e-journals and other on-line sources; recognise reliable and unreliable sources of information online
- 9.2. Understand the basics of conducting empirical research including the design of studies, data collection and descriptive statistics
- 9.3. Communicate with others through seminar-based group discussions and problem-based group work
- 9.4. Organise material and communicate clearly in written essays and reports

### Method of Assessment

This module is assessed by 100% coursework, comprising an essay (37.5%), a report (37.5%) and Research Participation component (25%)\*

\*To accommodate students who do not wish to take part in research studies as a participant, an alternative assignment on psychological research (1,500 words) will be offered.

### Preliminary Reading

The module reading list can be found online at the reading list pages here : <http://resourcelists.kent.ac.uk/index.html>

### Pre-requisites

None

### Synopsis \*

The lectures will give a brief history and overview of the discipline, followed by an examination of different approaches to explaining human behaviour. Different areas of psychology (such as social and cognitive) will be explained and examples of topics in these areas examined as illustrations. The focus will be on the nature of psychology as a discipline, the types of methods and approaches used in psychology, and how it compares and contrasts with other disciplines in the social sciences.

Perspectives 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. memory, decision-making)
- social psychology (e.g. group membership)
- clinical issues (anxiety disorders)

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SP314</b>		<b>Introduction to Clinical Psychology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Exam	
1	Canterbury	Spring	C	15 (7.5)	100% Exam	Edwards Blossom P

### Availability

Available wild - see Level 4 Wild Module List. Available to Short Term Credit students.

### Contact Hours

Total contact hours: 22

Private study hours: 128

Total study hours: 150

### Learning Outcomes

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Understand the practical role played by contemporary clinical psychologists in society
- 8.2 Demonstrate a knowledge of clinical psychology as a discipline and research methods used within clinical psychology
- 8.3 Demonstrate awareness of the fundamental application of psychology, as a science, to understand key clinical issues
- 8.4 Demonstrate understanding of key concepts and sub-topics within clinical psychology and how they relate to each other (i.e. ability to synthesise core concepts within clinical psychology)
- 8.5 Evaluate core theories and research in clinical psychology

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Demonstrate an understanding of the variety of theoretical and methodological approaches used in psychology
- 9.2 Demonstrate independent learning and research skills required to support academic learning and development

### Method of Assessment

100% Exam

### Preliminary Reading

The module reading list can be found online at <http://resourcelists.kent.ac.uk/index.html>

### Pre-requisites

None.

### Synopsis \*

This module will introduce students to key topics in Clinical Psychology. In particular, this module will focus on (1) fundamental applications of psychology, as a science, for understanding important clinical issues, and (2) key research methods common in clinical psychological research. Throughout the module, students will be encouraged to apply contemporary psychological concepts and methods to understand the important clinical psychological issues outlined.

**2020-21 Social Sciences Undergraduate Stage 1 Module Handbook**  
**40 School of Social Policy, Sociology and Social Research**

<b>SA300 Social Policy and Social Control</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Hogg Dr E
2	Medway	Autumn	C	15 (7.5)	100% Coursework	

**Contact Hours**

21 contact hours consisting of lectures, workshops and seminars  
 129 hours of private study  
 150 total hours for this module

**Learning Outcomes**

Understand the underlying rationale for social policies, including their interconnections with processes of social control  
 Understand the key stages of the policy making process  
 Demonstrate an ability to identify the key actors related to a given policy question  
 Articulate and apply the principles of the different ways of affecting behavioural change in relation to social policy and social control  
 Critically evaluate the solutions to social problems  
 Have an understanding of the role of (quantitative) evidence in policy making

**Method of Assessment**

100% coursework

Essay 1: 1500 words Retrospective Policy Analysis (40%)

Essay 2: 2000 words Prospective Policy Analysis (60%)

**Preliminary Reading**

Alcock, P. (2016) *Why We Need Welfare*, Bristol: Policy Press  
 Garland, D. (2016) *The Welfare State: A Very Short Introduction*, Oxford: Oxford University Press.  
 Hills, J. (2015) *Good Times, Bad Times: the Welfare Myth of Them and Us*, Policy Press, Bristol.  
 Hudson, J., S. Kuhner and Lowe, S. (2008) *The Short Guide to Social Policies*, Policy Press, Bristol.  
 King, A. (2015) *Who Governs Britain?* London: Penguin.  
 Moran, M. (2015) *Politics and Governance in the UK*. Basingstoke: Palgrave Macmillan.

**Pre-requisites**

None

**Restrictions**

Unavailable for Stage 3 students

**Synopsis**

The module aims to develop the understanding of the policy making process and the role of the different actors within the wider context of the tools and limits of the ability of the UK national government to influence behaviour. It has a particular focus on processes of social control as they relate to social policy. Learning will be centred around two main tasks:

- i. Understanding the links between social policy and the regulation of behaviour e.g. the uses and outcomes of incentives, sanctions and educative communication to promote behavioural changes sought by policy makers.
- ii. Taking topical examples of policy issues, contextualised analysis of the policy making process, its 'stages', key actors and institutions will be used to explore how and why particular policy options emerge and evolve. A central concern will be to help students understand the nature of support and opposition for particular policy proposals and the implications for developing alternative policies.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SA301</b>		<b>Health, Care and Wellbeing</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Pooke Miss V
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Pooke Miss V

### 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 (Essay 1 - 1,500 words)

50% coursework (Essay 2 - 1,500 words)

### 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

Phillips, J (2007) Care, Policy Press

Bache, I. and Reardon, L. (2016) The Politics and Policy of Wellbeing:

Understanding the Rise and Significance of a New Agenda Edward Elgar

### Restrictions

unavailable to stage 3 students

### Synopsis \*

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 inequalities in society can be replicated. It asks how we might best address changing health needs, including 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. 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. This includes a focus on children/young people and families, examining social policies in areas such as child care, looked after children (state care) and provision for young refugees.



## 2020-21 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	Whole Year	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 \*

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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SA312 The Politics of Social Policy</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	
1	Medway	Spring	C	15 (7.5)	100% Coursework	Jupp Dr E

### Availability

Runs every year

### Contact Hours

2 hours a week

### Department Checked

22/01/2020

### Learning Outcomes

On successfully completing the module students will be able to:

Understand the way society defines and constructs social problems

Evaluate a range of current social problems relevant to social scientists, social work, and criminal justice

Compare, contrast and evaluate different ideological and party political approaches to solving social problems, and to evaluate the role of political ideologies in directing & shaping social policy

Understand the processes by which 'private troubles' become 'social problems'

Analyse policies and policy documents, applying knowledge of the legislative processes of government

Use analytical techniques to assess the causes and consequences of problems

Communicate information and analysis using relevant IT packages

Analyse and interpret statistics and data and present findings in a form understandable to different audiences

Debate, discuss and examine possible solutions to problems

Debate and discuss various policy options and reach balanced conclusions on the basis of the evidence

### Method of Assessment

Coursework – policy analysis assignment (2000 words) – 50%

Coursework – essay (2000 words) – 50%

### Preliminary Reading

Alcock P & May M (2014) (4th Ed) Social Policy in Britain. Palgrave Macmillan

Baldock. J, Mitton L & Manning N & Vickerstaff S.(eds) (2011) (4th Ed) Social Policy. Oxford University Press

Dean. H (2013) Social Policy (2ndEd). Polity

Dorling. D (2015) Inequality and the 1%. Verso

Fitzpatrick. T (2001) Welfare Theory: An Introduction. Palgrave

Hill Collins. P (2016) Intersectionality. Polity

Jessop. B (2015) The State: Past, Present, Future. Polity

Sealey. C (2015) Social Policy Simplified: Connecting Theory with People's Lives. Palgrave

### Synopsis <span style =

This module introduces students to the politics of social policy, building specifically on their learning in SO326

Understanding Contemporary Britain. Students will explore the role of politicians, pressure groups, the media and public opinion in shaping responses to social problems, and the party-political and ideological approaches to policy-making.

Students will explore the tensions between welfare and the economy and the main tensions between individualism and collectivism in the political environment of the contemporary welfare state. Students will be introduced to the role of politics in social policy making to understand the different value positions political parties hold. Students will examine these issues through five policy sectors of employment, social security, health, housing, and education.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SA313 Foundations of Social and Criminological Research 1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	Shaw Dr S
2	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Shaw Dr S

### Availability

Runs every year

### Contact Hours

2 hours every week

### Department Checked

22/01/2020

### Learning Outcomes

On successfully completing the module students will be able to demonstrate:

Knowledge of the development of the social science disciplines.

Knowledge of the key concepts and debates in social scientific research.

The ability to evaluate debates surrounding key issues in social sciences.

Evaluate key qualitative data sources.

Organise material and communicate clearly in written essays

Conduct research using appropriate library and web-based resources in preparation for assessments

Demonstrate an understanding of different schools of thought and the ability to distinguish them.

### Method of Assessment

Seminar Participation: 20%

Essay of 2,500 word: 40%

2 hour examination: 40%

### Preliminary Reading

Bryman, A. (2012) Social Research Methods. Oxford: Oxford University Press

Caulfield, L. and J. Hill (2014) Criminological Research for Beginners: A Student's Guide. London: Routledge

Finch, E. (2016) Criminology Skills. Oxford: Oxford University Press

Gadd, D., S. Messner, and S. Karstedt (2012) The Sage Handbook of Criminological Research Methods. London: Sage.

May, T. (2011) Social Research: Issues, Methods and Process. Maidenhead: Open University Press.

Steel, D. and F. Guala (2011), The Philosophy of Social Science Reader. London: Routledge

### Synopsis \*

This module introduces debates about the nature of social research methods principally in sociology, criminology, social history and psychology, with reference to social policy, politics and other social sciences. It will introduce students to social research from an interdisciplinary perspective. Students will develop key study and research skills for research methods module in Stage 2 and the dissertation in Stage 3.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO305 Introduction to Criminology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Sanders-McDonagh Dr E
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	
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

### 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.

## 2020-21 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
2	Medway	Spring	C	15 (7.5)	100% Coursework	Young Dr T
2	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Young Dr T

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

22/01/2020

### Learning Outcomes

On successfully completing the module students will be able to:

Critically assess the ways in which images and notions of crime are constructed and represented

Describe and evaluate the core theoretical debates in criminology and criminal justice

Describe and understand the key stages in criminal justice processes and the role of key justice agencies

Use empirical data to explore the nature and extent of crime and victimisation

Describe and evaluate links between crime and key social divisions in society

Demonstrate written communication and presentation skills

Organise information in a clear and coherent manner

Demonstrate problem-solving skills and adaptability to changing situations

Demonstrate an ability to synthesise knowledge from different schools and disciplines of enquiry

Demonstrate research skills with regard to using library e-journals and other on-line resources in preparing for assessments (i.e. examination revision and essay preparation)

### Method of Assessment

Examination – 50%

Essay 1 – 20%

Essay 2 – 20%

Book Review – 10%

### Preliminary Reading

Hale, C., Hayward, K., Wahadin, A. and Wincup, E. (eds.) (2013) *Criminology*, 3rd edition. Oxford: Oxford University Press

Maguire, M., Morgan, R. and Reiner, R. (eds.) (2012) *The Oxford Handbook of Criminology*, 5th edition. Oxford: Oxford University Press

Newburn, T. (2013) *Criminology* (2nd edition). London: Routledge

### Pre-requisites

None

### Synopsis

This introductory course in criminology and criminal justice will introduce students to the ways in which images and notions of crime are constructed and represented, including the links between crime and the key social divisions of age, gender and ethnicity. They will be introduced to the workings of the criminal justice system and its key agencies. Students would cover the measurement of crime, media representations of crime, the aims and justifications of punishment and the structure and operation of the criminal justice.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO333</b>		<b>Crime and Society</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Cooke Miss E
2	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Cooke Miss E

### 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

Understand the structure of the criminal justice system and the development of the institutions on which it is founded.  
Recognise the criminological importance of discrimination in shaping our 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;  
Demonstrate a rudimentary understanding of how race, gender and age affect offending and victimisation;  
Demonstrate an awareness of different sources on crime and victimisation and be able to assess their usefulness for understanding the extent of crime in society.

### Method of Assessment

80% coursework (1 essay of 2,500 words in length)  
20% in class test

### Preliminary Reading

Croal, H (2011) *Crime and Society in Britain*, London: Pearson.  
Ferrell, J, Hayward, K and Young, J, (2008/2015) *Cultural Criminology: An Invitation*. London: Sage  
Hale, C., Hayward, K., Wahidin, A. and Wincup, E. (eds) (2009) *Criminology*.  
Oxford: Oxford University Press  
Jewkes, Y (2011) *Media and Crime*, London: Sage  
Maguire, M, Morgan, R, and Reiner, R (eds) (2012) *The Oxford Handbook of Criminology*, Oxford: Clarendon Press  
McLaughlin, E, and Muncie, J, (eds) (2013) *The Sage Dictionary of Criminology, Third Edition*, London: Sage

### Pre-requisites

None

### Restrictions

unavailable to stage 2 and 3 students

### Synopsis \*

Societies expend huge amounts of intellectual and financial capital attempting to understand and explain the problem of crime. The module will provide a general introduction to the different types of crime that occur throughout the social structure in Western democracies, from the mundane, quotidian crimes of everyday life, to crimes perpetrated by the most powerful members of society. To that end, the module will contain lectures on subjects such as the nature and extent of violent crime, the process and effects of victimisation, and the relationship between key social divisions (age, gender and ethnicity) and patterns of offending. The module will also include a focus on how the media and popular culture intertwine with the practices of crime and crime control.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

22 hours (11 lectures and 11 seminars)

### 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% Critical Reflection on a Cultural Text (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 (2017 newer edition) 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.
- Storey, J. (2018) Cultural Theory and Popular Culture: An Introduction. Routledge.

### Restrictions

unavailable to stage 3 students

### 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO335 Contemporary Culture and Media</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Flaxman Ms K
2	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Flaxman Ms K

### 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).

### Restrictions

unavailable to stage 3 students

### 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.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO336 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	Fitton Dr T
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Fitton Dr T
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Contact Hours

This module's teaching is based on 22 contact hours and 128 hours private study.

### Department Checked

Department checked

### Learning Outcomes

Understand a wide range of topics which comprise contemporary sociology.

Display knowledge of competing sociological arguments.

Understand some of the controversies encountered by sociologists in order to promote critical thinking.

Understand how the discipline of sociology focuses on the social circumstances which shape and influence our lives.

### Method of Assessment

Coursework 60% - Essay (2000 words) 40%, Seminar Participation 20%

Exam 40%

### Preliminary Reading

Fulcher, J. and Scott, J. (2007) *Sociology*, 3rd edition, Oxford: Oxford University Press.

Giddens, A. (2009) *Sociology*, 6th edition, Oxford: Polity.

Macionis, J. and Plummer, K. (2008) *Sociology: A Global Introduction*, London: Pearson.

Marsh, I. and Keating, M. (2009) *Sociology: Making Sense of Society*, London: Pearson.

### Pre-requisites

None

### Restrictions

unavailable to stage 3 students

### Synopsis \*

This course is designed to provide students with an introduction to the ways sociologists attempt to document and explain the social experience of everyday life. Each week the category of 'social experience' is held up for analytical scrutiny in relation to a particular component of 'everyday life'. The course aims to illustrate the value of sociology for helping individuals to better understand the contents and conditions of their social experience of the world. It also aims to document the ways in which sociological theories and methods have developed in correspondence with the evolution of modern societies. The curriculum will include topics such as, The Social Experience of: Work; Memory; Childhood; Food; Stigma; Animals; Charity; and Taste.

## 2020-21 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
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

Contact hours: 22. Private study hours: 128

This module's teaching is based upon weekly lectures and seminars. .

Students will have research and other skills session in the library during which they will learn more advanced skills in finding and understanding social science sources. This session is compulsory and will take place in one of the for-mentioned seminar contact hours.

### Department Checked

Department checked

### Learning Outcomes

Understand different theoretical perspectives in sociology..

Understand competing sociological arguments..

Understand the importance and use of empirical evidence used in sociology, including quantitative and qualitative evidence..

Understand more abstract social processes and institutions.

### Method of Assessment

One 1,500 word essay (30% of final grade), one 2,500 word essay (50% of final grade). The final 20% of the grade will be awarded based on seminar attendance and participation.

### Preliminary Reading

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

Fulcher, J. and Scott, J. (2011) Sociology, 4th edition, Oxford: Oxford University Press.

Giddens, A. and Sutton, P. (2017) Sociology, 8th edition, Oxford: Polity.

Punch, S., Harden, J., Marsh, I. and Keating, M. (2013) Sociology: Making Sense of Society, London: Pearson.

### Restrictions

Unavailable to stage 3 students

### Synopsis \*

Sociology is the study of human societies. It is a discipline committed to the attempt to map out and explain the constitution of society. It also aims to attend to and explain the distinctive character of people's social experience of the world.

Sociologists operate from the premise that, by working to explain human characteristics and behaviours in social terms and as relative products of society, they stand to offer insights into some of the major forces that determine our thoughts and behaviours. They work under the conviction that human beings are fundamentally social beings and are products of distinct forms of society. This course is designed to provide you with a basic introduction to Sociology. A particular focus is brought to how sociologists venture to understand the social structures and determinant social forces that shape our living conditions and life chances. It also outlines some of the ways in which such matters are addressed as problems for sociological theory and empirical sociological research.

The curriculum will include topics such as:

What is Sociology?

Theories and Theorizing

Methods and Research

Cities and Communities

The State, Social Policy and Control

Globalization

Work, Employment and Leisure

Inequality, Poverty and Wealth

Stratification, Class and Status

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO341</b>		<b>Critical Thinking</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Cunliffe Dr J

### Contact Hours

11 hour lectures and 11 hour seminars

### Department Checked

Department checked

### Learning Outcomes

- Understand the basic principles underlying the validity of quantitative claims and thereby demonstrate an ability to critically evaluate these claims
- Demonstrate an ability to find and retrieve relevant publicly-available quantitative data, and to do basic manipulation of this data to create tables and graphs in spreadsheet software (e.g. Excel)
- Understand how to collect and conduct basic analysis of qualitative interview data
- Persuasively present basic quantitative and qualitative data within a wider critical social explanation (or 'story')

### Method of Assessment

Coursework – critique report (1,000 words) - 35%

Coursework – research report (1,500 words) - 55%

Coursework – seminar participation - 10%

### Preliminary Reading

de Vries, R. (2018) *Critical Statistics: Seeing Beyond the Headlines*. Red Globe Press: London.

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

unavailable to stage 3 students

### 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO343 Understanding Contemporary Britain</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Bradley Dr K
1	Medway	Spring	C	15 (7.5)	100% Coursework	

### Availability

Runs every year

### Contact Hours

2 hours a week

### Department Checked

21/01/2020

### Learning Outcomes

On successfully completing the module students will be able to

Demonstrate a general understanding of the theory and practice of economic growth and industrialisation, and technological change and employment.

Demonstrate awareness of the broad processes of social, economic and political 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 and how these are used.

Demonstrate the ability to organise information in written work.

Undertake research effectively using library resources and information technology.

Analyse and understand numerical data e.g. from the census.

Show an understanding of different schools of thought and the ability to distinguish them.

### Method of Assessment

Coursework - Primary Source Exercise (2,000 Words) - 40%

Coursework - Essay (2,500 words) - 60%

### Preliminary Reading

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

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)

Todd, S., The People: the Rise and Fall of the Working Class, 1910-2010 (London: John Murray, 2015)

Vernon, J., Modern Britain, 1750 to the Present. (Cambridge: Cambridge University Press, 2016)

### Pre-requisites

None

### Synopsis \*

This module introduces students to the history of Britain in the twentieth and twenty-first centuries, through an exploration of changes and continuities across three themes: the political world; the economy; and social life. The political world theme engages with the creation of a mass democracy in 1918, the varying fortunes of the political parties, and Britain's changing place in the world. The economy theme explores the impact of depressions and recoveries, industrial relations, affluence and globalization. The social life theme draws out the human scale of such experiences, looking at changing social conditions, the experience of war, and shifting social attitudes to gender, race, sexuality and religion. Students will consider the range of primary sources that historians use to analyse past events and processes, building skills in documentary analysis.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO345</b>		<b>Sociological Perspectives and Concepts</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Sanghera Dr B

### Availability

Runs every year

### Contact Hours

2 hours a week

### Department Checked

21/01/2020

### Learning Outcomes

On successfully completing the module students will be able to:

Understand a range of theoretical perspectives in sociology.

Understand how classical and contemporary sociological perspectives address key debates.

Understand key sociological concepts, such as class, gender and 'race'.

Understand the importance and use of empirical evidence used in sociology.

Demonstrate communication skills, utilising empirical data and information technology as appropriate.

Demonstrate skills in information technology, including using virtual learning environments to develop essay writing.

Demonstrate skills in regard to the organisation of information in a clear and coherent manner.

Demonstrate an understanding of theory and research.

### Method of Assessment

100% Coursework

Assessment comprises one reflective essay of 1,000 words (worth 20%) and one argumentative essay (3,000 words, worth 80%).

### Preliminary Reading

Jones, P., Bradbury, L. and Le Boutillier, S (2011), *Introducing Social Theory*, 2nd Edition, Cambridge: Polity

Macionis, J. and Plummer, K. (2012), *Sociology*, 5th Edition, Harlow: Pearson Education

Matthewman, S. et al. (2007), *Being Sociological*, Basingstoke: Palgrave

Ritzer, G. and Goodman, D. (2003), *Sociological Theory*, 6th Edition, Boston: McGraw-Hill

### Pre-requisites

None

### Synopsis \*

The module will discuss classical and contemporary sociological perspectives (including Marxism, Weberianism, feminism and Bourdieusian), examining how they address key sociological debates, such as modernity, social order, conflict, agency and power. The module will also discuss key sociological concepts (such as class, gender and 'race'), explaining how they are used to understand social practices and structures in everyday life.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO346</b>		<b>Social Practices and Institutions</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	Sanghera Dr B

### Availability

Runs every year

### Contact Hours

2 hours a week

### Department Checked

21/01/2020

### Learning Outcomes

On successfully completing the module students will be able to:

Understand a range of substantive topics (e.g., families, economy, cities and political power) in sociology.

Have knowledge of competing sociological arguments on social practices and institutions.

Understand the implications of social processes and institutions on everyday practices.

Understand some of the sociological controversies in promoting a critical social science.

Demonstrate skills in written and verbal communication, utilising empirical data and information technology.

Demonstrate skills in information technology, using virtual learning environments.

Demonstrate skills in regard to the organisation of information in a clear and coherent manner through essay writing and seminar-based group discussion.

Demonstrate an understanding of theory and research.

### Method of Assessment

Essay - 80%

Seminar Participation – 20%

### Preliminary Reading

Abbott, P., Wallace, C. and Tyler, M. (2005), *An Introduction to Sociology: Feminist Perspectives*, 3rd Edition, Abingdon: Routledge

Macionis, J. and Plummer, K. (2012), *Sociology*, 5th Edition, Harlow: Pearson Education

Matthewman, S. et al (2007), *Being Sociological*, Basingstoke: Palgrave

Marsh. I. et al. (2009), *Sociology: Making Sense of Society*, 4th Edition, Harlow: Pearson Education

Note: although some of the books in the list are the same as the module *Sociological Perspectives and Concepts*, the chapters covered by each module are different.

### Pre-requisites

None

### Synopsis \*

The module will discuss a range of substantive topics (e.g., families, deviance, economy and cities), examining how they address key sociological issues, such as agency, power and culture. The module will also discuss the implications of social practices and institutions for understanding everyday life and social change, explaining how class, gender, ethnicity and other social inequalities are significant concepts in shaping people's lived experiences. Classical and contemporary macro- and micro-theoretical perspectives (such as Marxism, feminism and postmodernism) will be employed to understand and explain social practices and institutions.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SO408</b>		<b>Sociological Theory: The Classics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Wilkinson Prof I

### Contact Hours

11 one hour lectures and 11 one hour seminars

### Learning Outcomes

On successfully completing the module students will have:

- A basic knowledge of key sociological theories and concept in the 'classical' tradition.
- An understanding of the historical contexts and problems for which theories are developed.
- An understanding of the phenomena that theorists seek to explain.
- An understanding of what theorists are treated as 'classical' within sociology.
- An understanding of how theoretical ideas have shaped the discipline of sociology.

### 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

unavailable to stage 3 students

### 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	

### 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

### Restrictions

unavailable to stage 3 students

### 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.



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

**Contact Hours**

One hour lecture and one hour seminar weekly.

**Learning Outcomes**

On successfully completing the module students will be able to:

1. Demonstrate 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;
2. Demonstrate an understanding of the courts, tribunals and other legal institutions, including those of the European Convention on Human Rights;
3. Demonstrate an understanding 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; with particular emphasis upon criminal process
4. Analyse and evaluate critically aspects of the operation of the English legal system in its social, economic and political contexts; and develop 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;
5. Demonstrate competence in legal analysis: the identification and interpretation of relevant facts and the application of law to those facts; legal research skills: library skills (including full use of information technology); using primary and subordinate statutory and case law material eg Acts, Treaties, Statutory Instruments, Law Reports etc; citation and referencing of legal sources.

**Method of Assessment**

100% coursework.

**Synopsis**

Legal Process will introduce the institutions and procedures of the English legal system, and the principles and doctrines on which it is based. Through consideration of the constitutional framework underpinning the legal system, there will be critical discussion concerning the development and operation of the English legal system in its social, economic and political context. A careful consideration of the sources of law will provide the basis for a sound understanding of the common law, legislation, European law, civil procedure and criminal procedure. The nature, extent and effectiveness of access to legal remedies in this country will be considered and students will be given the opportunity to develop certain general and legal skills, particularly legal research skills.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LW313 A Critical Introduction to Law</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	100% Coursework	Pethick Dr S

### Contact Hours

Total contact hours 57.

### 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.

### 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. Not available to exchange students.

### Synopsis \*

The module will introduce students to critical legal techniques grounded in critical legal and social theory. 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

30 hours.

### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate an understanding of the nature of private law, its main subdivisions and its development.
2. Demonstrate a knowledge of the main types of legal obligation.
3. Demonstrate an outline knowledge of the principles of the law of contract and tort.
4. Demonstrate an understanding of the distinctive nature of case law and of the common law in particular.
5. Identify the contractual and tortious legal issues raised in simple problem situations.
6. Use case-law to predict the legal outcome of problem situations in at least one area of contract law and one area of tort.

### Method of Assessment

100% coursework consisting of a multiple choice test and a problem question (which must be passed in order to pass the module).

### 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/LW5316 Foundations of Property and is a pre-requisite for LW650 The Law of Contract and LW651 The Law of Tort. Only available to students following a Law programme of study (either single or joint honours).

### Restrictions

Not available to Exchange students.

### 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 LW650 and LW651), 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LW316 Foundations of Property</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Kirton-Darling Mr E

### Contact Hours

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

### Department Checked

Yes

### Learning Outcomes

Demonstrate knowledge and understanding of the concepts, principles and rules of a range of property law topics.

Demonstrate an understanding of the foundational role of equity and trusts in the development of property law.

Identify and explain property-related issues.

Appreciate the historical, cultural, political and economic contexts relevant to the discussion of 'property', and situate and discuss these elements through an examination of specific property law issues and case 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. Not available to exchange students.

### Synopsis \*

Following on from 'Introduction to Obligations', 'Foundations of Property' continues the study of private law by introducing students to property law. '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; we use expressions such as, 'This is mine,' and often do not examine the detail of what that really means.

This module begins to unpack and examine the ideas and practices of property more closely, looking in particular at land to ask questions such as: what do we mean by 'ownership'? What happens when a number of competing 'ownership claims' in one object exist? What are the limits of 'ownership'? Does 'ownership' entail social obligation?

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, especially in relation to land.

## 2020-21 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	Whole Year	C	4 (2)	100% Coursework with Compulsory Numeric Elements	Phillips Dr H
1	Canterbury	Whole Year	C	4 (2)	Pass/Fail Only	Phillips Dr H

### 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

Group activity and multiple choice test.

### Preliminary Reading

Wilson S and others, English Legal System (2nd edn, Oxford University Press 2016)

Partington M, Introduction to the English Legal System 2016-2017 (11th edn, Oxford University Press 2016)

Finch E and Fafinski S, Legal Skills (5th edn, Oxford University Press 2015)

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

Knowles J, Effective Legal Research (4th edn, Sweet and Maxwell 2016)

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. Not available to select during module registration or to exchange students.

### 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>LW508 Criminal Law</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	I	30 (15)	60% Exam, 40% Coursework with Compulsory Numeric Elements	Thompson Ms J
1	Canterbury	Whole Year	I	30 (15)	80% Exam, 20% Coursework	Thompson Ms J
1	Canterbury	Whole Year	I	30 (15)	90% Exam, 10% Coursework	Thompson Ms J
1	Medway	Whole Year	I	30 (15)	100% Exam	
1	Medway	Whole Year	I	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	I	30 (15)	80% Exam, 20% Coursework with Compulsory Numeric Elements	Thompson Ms J

### Contact Hours

55 hours.

### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate a sound grounding in the concepts, principles and rules of criminal offences.
2. Demonstrate a sound 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.
3. Demonstrate knowledge of the major theoretical debates in the criminal law field.
4. Assess criminal liability in a given factual situation and identify any defences by applying relevant legal principles, case law and statute law to the facts, and critically debate any issues raised.
5. Engage in a reasoned and informed discussion of the major areas of criminal law making appropriate reference to legal and academic source authorities.
6. Evaluate the operation of the criminal law in the social context.

### Method of Assessment

Written examination worth 60% and 40% coursework consisting of an oral (which must be passed in order to pass the module) and an advice 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)

### Restrictions

Only available to Law students. Not available to exchange students.

### 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
- Considering cases – how to effectively summarise cases and write a case note
- Murder
- Defences to murder
- General defences
- Manslaughter
- Non-fatal offences against the person
- Sexual offences
- Inchoate offences
- Complicity
- Property-related offences

## 25 School of Biosciences

BI305		Fundamental Human Biology				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Masterton Dr R

**Contact Hours**

Total contact hours: 21  
 Private study hours: 129  
 Total study hours: 150

**Learning Outcomes**

The intended subject specific learning outcomes.

On successfully completing the module students will have fundamental knowledge and understanding of:

The components and organisation of cells.

How cells divide and differentiate.

The major physiological systems of the body – musculoskeletal, immune, digestive, excretory, nervous, endocrine.

The intended generic learning outcomes. On successfully completing the module students will be able to have a knowledge and understanding of:

Written communication

Recall and synthesis of information under time constraints

**Method of Assessment**

IC Test (20%)

IC Test (20%)

Exam (60%), 2 hours

**Preliminary Reading**

Human Biology by S.S. Mader, McGraw-Hill. Recent editions suitable; latest is 13th edition (2013)

**Synopsis**

Cell structure and function: cell organelles; cytoskeleton; DNA/RNA structure; introduction to transcription and translation; introduction to disorders of cells and tissues.

Cell division: mitosis; meiosis; mechanisms of creating genetic variation.

Cell differentiation and body tissues: tissue types; extracellular matrix; cell junctions.

Organ systems of the body including:

Musculoskeletal system: muscle types; mechanism of skeletal muscle contraction; structure, development and maintenance of bone; types of joints.

Circulatory system: overview of circulation; composition of blood; cells of blood.

Immune system: infectious agents; lymphatic system; innate and acquired defences.

Digestive system: digestive tract and accessory organs; types of nutrients; major digestive enzymes; absorption and assimilation.

Urinary system and excretion: kidney and urinary tract; urine formation; functions in waste removal, homeostasis.

Endocrine and Nervous systems: concept of homeostatic loops; endocrine glands and hormones; organization of nervous system; generation and conduction of a nerve impulse; synapses and neurotransmitters; comparison of neural and hormonal signalling.

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**48 Centre for Journalism**

<b>JN001</b>		<b>Shorthand - NCTJ Certificate Year 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only	Toft Mr K

<b>JN002</b>		<b>Conference Year 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	Pass/Fail Only	Pendry Mr R

<b>JN013</b>		<b>NCTJ Public Affairs (UG)</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	0 (0)	100% Exam with Pass/Fail Elements	Francis Mr P
1	Medway	Whole Year	C	0 (0)	100% Exam	Francis Mr P



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>JN300</b>		<b>History of Journalism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

### Availability

Autumn Term

This module will not run from September 2020 and is replaced by a new module 15 credit module - Studying Journalism.

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

### Learning Outcomes

1. Demonstrate knowledge of the development of journalism in the United Kingdom from the fifteenth century to the twenty-first.
2. Show a basic understanding of the relationship between government and journalists from the establishment of the first printing press to the advent of blogging.
3. Understand the responsibility journalists have to report accurately and fairly located in a historical, professional and social context.
4. Develop awareness of the relationship between the development of democracy and the growth of the news industry.
5. Engage with the culture of journalism in a UK context, its principles and its practice.

### Method of Assessment

Essay 2,500 words) – 25%

Essay (3,000 words) – 25%

Examination (3 hrs) - 50%

### Preliminary Reading

Barnett S (2011), *The Rise and Fall of Television Journalism*, London, Bloomsbury

Calder A (1969), *The People's War – Britain 1939-1945*, London: Pimlico

Conboy M (2011), *Journalism in Britain – A Historical Introduction*, London: Sage

Cunningham H (2001), *The Challenge of Democracy – Britain 1832-1918*, London: Longman

Curran J and Seaton J (2009), *Power without Responsibility – The Press, broadcasting and the internet in Britain*, 7th ed. Oxford: Routledge

Griffiths D (2006), *Fleet Street: Five Hundred Years of the Press*, British Library Publishing

Knightley P (2004), *The First Casualty – The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq*, London: John Hopkins University Press

Marr A (2004), *My Trade: A Short History of British Journalism*, London: Pan Books

Mill J S (1859), *On Liberty*, Penguin Classics Edition

Paine T (1792), *The Rights of Man*, Dover Thrift Edition

Plumb J H (1950), *England in the Eighteenth Century*, Penguin Books

Preston P (2008), *We Saw Spain Die – Foreign Correspondents in the Spanish Civil War*, London: Constable

Temple M (2008), *The British Press*, Maidenhead: Open University

### Pre-requisites

None

### Restrictions

Closed to exchange and short term students

### Synopsis \*

The development of journalism in the United Kingdom from the fifteenth century to the age of the internet. How and why newspapers were first printed. Whose interests are served by the publication of news? How government has sought to control and censor journalism. The forces propelling the growth of newspapers during the English Civil Wars and the industrialisation of the press in the nineteenth century. The emergence of professional reporters. The era of the Press Barons. The birth of radio. International reporting of the Spanish Civil War and the Blitz. The birth of television. The dawn of the multimedia age.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>JN301</b>		<b>Reporting and Writing I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	45 (22.5)	70% Coursework, 30% Exam	Harrison Ms A (Journ)
1	Medway	Whole Year	C	45 (22.5)	75% Coursework, 25% Exam	Harrison Ms A (Journ)

### Availability

Autumn and Spring term

### Contact Hours

Total Contact Hours: 156

Private Study Hours: 294

Total Study Hours: 450

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

1. Understand key processes, principles and skills involved in writing for publication in print and online
2. Understand what a news story is and why different news providers treat them in different ways
3. Apply news reporting skills within editorial deadlines
4. Understand the concepts of bias and spin and apply the skills required to produce fair, comprehensive and balanced news reporting
5. Read widely within the genre of news in recent and contemporary newspapers and online
6. Acquire writing, research and shorthand note-taking skills and experiment in deploying them in the coverage of news stories
7. Learn to make every word count in the writing of tight, accurate copy to deadline
8. Understand how to apply different research and writing techniques and how to evaluate their applicability
9. Understand the law concerning privilege and the importance of accurate, contemporaneous note taking.

The intended generic learning outcomes.

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
2. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
3. Work productively in a group or team showing abilities to contribute or to lead
4. Consider and evaluate their work with reference to professional standards

### Method of Assessment

Main Assessment Methods:

75% Coursework

Timed Newswriting Test 30%

Portfolio of news writing: 45%

25% Exam

Reassessment methods

Like for like

### Preliminary Reading

Essential reporting: the NCTJ guide for trainee journalists by Jon Smith and Joanne Butcher (2007)

The newspapers handbook - by Ian Reeves and Richard Keeble (2015)

McNae's essential law for journalists by Mark Hanna; Mike Dodd; L. C. J. McNae (2016)

News - by Jackie Harrison (2005)

Journalism: principles and practice by Tony Harcup (2015)

The universal journalist by David Randall (2016)

Essential English: for journalists, editors and writers by Harold Evans and Crawford Gillan (2000)

Trailblazer: A Pioneering Journalist's Fight to Make the Media Look More Like America by Dorothy Butler Gilliam (2019)

Flat Earth News by Nick Davies (2009)

The skills by Mishal Husain (2018)

### Pre-requisites

None

### Synopsis \*

What is news? Which sources are trustworthy? Writing news reports and the inverted pyramid. Reporting court cases and council meetings. Working off-diary. Distinction between comment, conjecture and fact. Public interest.

<b>JN302</b>		<b>British Government and Politics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Cocking Dr B

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	
1	Medway	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Cocking Dr B
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Availability

Spring term

This module is being delivered at the Medway Campus.

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

1. Have an understanding of the basic principles of the British constitution, the functions of Britain's national political institutions and their role in delivering accountable and representative outcomes.
2. Have an understanding of the electoral process, comparative electoral systems and the key issues facing electoral participation in a modern democracy.
3. Have an appreciation of the advantages and disadvantages of the "Westminster model".
4. Be familiar with how a range of approaches can be used to investigate how British political systems work, and with what success.
5. Have an understanding of the structure and financing of public services including the National Health Service, and social services.
6. Understand the development and principles of British democracy and constitution in the era of universal suffrage.

The intended generic learning outcomes.

1. Have an understanding of the key concepts and theories in the academic literature relating to British politics and journalism.
2. Have an awareness of current political issues.
3. Be able to implement research and writing skills in individual written work.
4. Be able to implement oral communication skills in group-study contexts.
5. Be able to exercise independent learning skills and organise study in an efficient and professional manner.

### Method of Assessment

Main assessment methods:

50% Essay (2,000 words)

50% Exam

Reassessment methods

Like-for-like

### Preliminary Reading

Jones, B, 2010, Dictionary of British Politics, 2nd edn, Manchester University Press, Manchester

Jones, B and Norton, P, 2010, Politics UK, 7th edn, Pearson, Harlow

Judge, D, 2005, Political Institutions in the United Kingdom, Oxford University Press, Oxford

Kavanagh, D, et al., 2006, British Politics, 5th edition, Oxford University Press, Oxford

Leach, R, Coxall, B and Robins, L, 2011, British Politics, 2nd edn, Palgrave Macmillan, Basingstoke

Moran, M, 2011, Politics and Governance in the UK, 2nd edn, Palgrave Macmillan, Basingstoke

Morrison, J, 2013, Essential Public Affairs for Journalists. 3rd edn. Oxford University Press, Oxford

Peele, G, 2004, Governing the UK. British Politics in the 21st Century, 4th edn. Blackwell, Oxford

### Pre-requisites

None

### Restrictions

Closed to exchange and short term students.

### Synopsis <span style =

This module provides an overview of the British political system, focusing on recent political and constitutional developments. It will investigate topics such as the roles of Parliament, the Prime Minister and Cabinet, political parties, and the electoral system. It will assess key issues facing democratic government and institutions within the UK, analysing for example the role of Europe, the challenges posed by devolution, the Treasury and the National Health Service. There will also be discussion of contemporary political behaviour, including the issue of political participation.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

JN303		Principles and Practices of Convergent			Journalism I	
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	C	45 (22.5)	50% Coursework, 25% Exam, 25% Project	Reeves Mr I
1	Medway	Whole Year	C	45 (22.5)	100% Coursework	Reeves Mr I
1	Medway	Whole Year	C	45 (22.5)	75% Coursework, 25% Exam	Reeves Mr I

### Availability

Autumn and Spring term

### Contact Hours

Total Contact Hours: 96

Private Study Hours: 354

Total Study Hours: 450

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

1. Understand key processes, principles and skills involved in writing and reporting in digital sound and video
2. Understand key processes, principles and skills involved in the design and production of editorial pages for newspapers and magazines
3. Develop an understanding of the concept and nature of radio, how it differs from other media in its production processes and its narrative grammar
4. Understand key processes, principles and skills involved in producing audio, video and written journalism for the web
5. Understand the structure of editorial teams in broadcasting, newspapers, magazines and online publications and the nature of the roles within them
6. Know how to assess and use audio and video sources, text and image sources such as raw feeds, wire copy archive material, picture libraries and other media
7. Understand how to originate and develop ideas for news stories, and how particular approaches work in different media
8. Develop basic skills in writing, cues, reports and headlines for radio and television news bulletins

The intended generic learning outcomes

1. Engage with major debates about the value and purposes of radio, video, web and printed journalism and learn to put them to productive use
2. Learn how to gather, organise and deploy ideas for different media and sustain narrative, argument and analysis in these media
3. Consider and evaluate their work with reference to professional standards
4. Understand the professional importance of working to deadlines

### Method of Assessment

100% Coursework:

20% TV assessment

20% Print assessment

20% Radio assessment

20% Online assessment

10% Blog postings

10% Conference pitches

Reassessment methods

100% coursework

### Preliminary Reading

Hudson G and Rowlands R (2007), *The Broadcast Journalism Handbook*, Pearson Education#

Fleming C (2010), *The Radio Handbook*, 3rd ed, Routledge

Beaman J (2000), *Interviewing for Radio*, Routledge

Quinn S (2005), *Convergent Journalism: The Fundamentals of Multimedia Reporting*, Peter Lang

Harrower T (2012), *The Newspaper Designer's Handbook*, 7th ed, McGraw-Hill

Evans H (1997), *Pictures on a Page*, Heinemann

Reeves, I (2014) *The Newspapers Handbook*, 5th ed, Routledge

### Pre-requisites

None

### Synopsis \*

British radio journalism, its history and development. Magazine and online production development. Use of microphones, audio and video recording equipment and studio production. Setting up and conducting of interviews. Use of digital audio and video editing systems to compile news packages and features. Team working. Sound and video on the internet. Publishing journalism online.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>JN304 Introduction to Reporting</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Bailey Mr R
1	Canterbury	Autumn	C	15 (7.5)	60% Coursework, 40% Exam	Bailey Mr R

### Availability

Autumn Term

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

1. Understand the basic processes, principles and skills involved in writing for publication in print and online.
2. Understand what a news story is and why different news providers treat them in different ways.
3. Apply news reporting skills within editorial deadlines and word limits.
4. Acquire an understanding of the news agenda by reading, watching and listening widely within the genre of news in recent and contemporary newspaper reports, television and radio broadcasts, and online reports.
5. Understand how to apply different research and writing techniques and how to evaluate their applicability

The intended generic learning outcomes.

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently.
2. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline.
3. Consider and evaluate their own work and the work of others with reference to professional standards.
4. Work productively in a group or team showing abilities to contribute and to lead; collaborate with others in the pursuit of common goals.
5. Use information technology to perform a range of tasks.

### Method of Assessment

80% Moodle quiz (narrative) (45 mins)

20% Seminar presentation (10 mins)

Reassessment methods

Like-for-like

### Preliminary Reading

Harcup T (2011), Journalism Principles and Practice, Sage Publications

Hicks W et al (2008), Writing for Journalists, Routledge

Marr A (2005), My Trade, Pan

Randall D (2011), The Universal Journalist, Pluto Books

Reeves I (2014), The Newspapers Handbook, 5th ed, Routledge

Smith J (2010), Essential Reporting, Sage Publications

### Pre-requisites

Co-requisite: JOUR3050 (JN305) Essentials of Reporting

This module is a pre-requisite for:

JOUR5190 (JN519) Introduction to Feature Writing

JOUR5180 (JN518) Essentials of Feature Writing

### Restrictions

Exam in May/June makes this unsuitable for short term students who may already be out of the country at this time.

### Synopsis \*

What is news? What sources are trustworthy? Writing news reports – who, what, when and why and the inverted pyramid. Distinguishing between comment, conjecture and fact. Understanding how news organisations are structured.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>JN305</b>		<b>Essentials of Reporting</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	60% Coursework, 40% Exam	Bailey Mr R
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Bailey Mr R

### Availability

Spring Term

### Contact Hours

Total Contact Hours: 24

Private Study Hours: 126

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

1. Develop a further understanding of the processes, principles and skills involved in writing for publication in print and online
2. Understand the ethical problems faced by journalists and how this relates to a wider debate about regulation and freedom of speech
3. Understand the concept of public interest and how it is applied by journalists
4. Understand the concepts of bias and spin and how journalists produce fair, balanced and objective news reports
5. Apply further news reporting skills within editorial deadlines
6. Acquire a deeper understanding of the news agenda by reading, listening and watching widely in recent and contemporary newspapers, radio and TV broadcasts and online
7. Understand how to apply different research and writing techniques and how to evaluate their applicability

The intended generic learning outcomes.

1. Gather, organise and deploy information in order to formulate arguments coherently and communicate them fluently
2. Understand the significance of journalism to political democracy, its powers, duties and responsibilities
3. Reflect upon the relevance of student's own cultural commitment and positioning to the practice of journalism
4. Work to deadlines in flexible and innovative ways showing self-direction and self-discipline
5. Consider and evaluate their own work and the work of others with reference to professional standards
6. Work productively in a group or team showing abilities to contribute and to lead; collaborate with others in the pursuit of common goals
7. Use information technology to perform a range of tasks

### Method of Assessment

Main assessment methods:

80% Moodle quiz (narrative) (45 mins)

20% Seminar presentation (10 mins)

Reassessment method

Like-for-like

### Preliminary Reading

Davies N (2009), Flat Earth News, Vintage

Frost C (2011), Journalism Ethics and Regulation, Routledge

Harcup T (2011), Journalism Principles and Practice, Sage Publications

Mair J (ed) (2013), After Leveson?, Abrams

Randall D (2011), The Universal Journalist, Pluto Books

Reeves I (2014), The Newspapers Handbook, 5th ed, Routledge

### Pre-requisites

Prerequisite: JOUR3040 (JN304) Introduction to Reporting

This module is a pre-requisite for:

JOUR5190 (JN519) Introduction to Feature Writing

JOUR5180 (JN518) Essentials of Feature Writing

### Restrictions

Exam in May/June makes this unsuitable for short term students who may already be out of the country at this time.

### Synopsis <span style =

Spin, PR and the news factory: How the news industry is being re-shaped, the spread of misinformation, and the importance of fact-checking. Introduction to journalism ethics and the code of practice. Objectivity, balance and bias. Understanding campaigns and committed journalism. Public interest v. interests of the public. The future of journalism: social media, citizen journalism, and the state of the industry.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>JN402</b>		<b>Production Project I</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	30 (15)	100% Coursework	

### Availability

Spring term

### Contact Hours

Workshops: 12 hours

Supervisions: At least four one-hour sessions

Project work: 284 hours

### Learning Outcomes

- Understand the key process, principles and skills involved in producing video content for broadcast and online distribution
- Work productively to produce a video project to a brief and deadline
- Understand the workflow of television production from idea to post-production
- Consider and evaluate their work with reference to professional standards

### Method of Assessment

100% coursework

Project 5-minute film 80%

1,000 word individual project diary: 20 %

### Preliminary Reading

• BBC. BBC Academy. TV Production on Location [Article/Internet] Available from:

<http://www.bbc.co.uk/academy/en/articles/art20130702112133397>

• Block, B. (2008) *The Visual Story: creating the visual structure of film, TV and digital media*. 2nd ed. Oxford: Focal Press.

• Brown, L; Duthie, L. (2016) *The TV Studio Production Handbook* I.B.Tauris

• Utterback, A. (2015) *Studio Television Production and Directing: Concepts, Equipment, and Procedures* (2nd edition). Focal Press

• Trottier, D. (2010) *The Screenwriter's Bible: a complete guide to writing, formatting, and selling your script*. Beverley Hills, CA: Silman-James Press.

### Pre-requisites

Co-requisite: Television Craft I

### Restrictions

This module is available from September 2020.

This module cannot be taken as wild module.

### Synopsis \*

In this module, students will produce original video content for broadcast or online distribution. Students will be given a clear brief and individually produce one five minute film, managing the entire project from storyboard to screen. Students will learn to work with presenters and talent, and manage shooting either in a studio or on location. The projects will largely involve independent work by the students, but will be supported by workshops early in the term and regular supervisions by the module convenor.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>JN404</b>		<b>Television Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	C	15 (7.5)	100% Coursework	

### Availability

Spring Term

### Contact Hours

Total Contact Hours: 48

Private Study Hours: 102

Total Study Hours: 150

### Learning Outcomes

- Demonstrate knowledge of the key ideas and texts by major theorists in the field of television and visual culture.
- Demonstrate knowledge of why the critical analysis of visual representation is important.
- Demonstrate knowledge, vocabulary and skills that will enable them to engage in critical debates in the broad field of visual culture.
- Critically apply semiotic approaches to the analysis of visual representations.
- Reflect critically on the history of theoretical approaches to media and mediated culture.

### Method of Assessment

Individual Presentation (10 minutes) (50%)

Essay 1500 words (50%)

### Preliminary Reading

Miller, T (2002) Television Studies, British Film Institute, London.

Gray, J (2012) Television Studies, Polity Press, Cambridge.

Geraghty, C & Lusted, D (1998) The Television Studies Book, Arnold, London.

Howells, R (2019) Visual Culture, Polity Press, Cambridge.

Fiske, J (2010) Understanding Popular Culture, Routledge, Abingdon.

Storey, J (2009) Cultural Theory and Popular Culture: a reader, Pearson Longman, Essex.

Hall, S (2013) Representation, Sage, Open University, London.

Murray, S (2009) Reality TV remaking television culture.

Barker, C & Jane, E.A. (2016) Cultural Studies: theory and practice, Sage, London.

### Pre-requisites

None

### Restrictions

This module is available from September 2020.

### Synopsis \*

This module focuses on some of the major themes and topics that relate to the study of television culture. It introduces students to some of the most common examples and forms of what is taken to be television culture, and examines the media, journalistic, political and academic debates associated with these examples. The module introduces students to the forms and developments of common debates, and develops students' knowledge of the specific contributions of media and cultural studies scholarship in these areas. It encourages students to consider how visual mediums such as television making meaning and how audiences interpret television content. This leads into a broader exploration of the cultural value of media texts with reference to theories of ideology and hegemony. Issues of representation are also examined in relation to theories of discourse, including representations of gender, sexuality and stereotyping.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>JN405</b>		<b>Studying Journalism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	C	15 (7.5)	100% Coursework	Cocking Dr B

### Availability

Autumn term only

### Contact Hours

Contact Hours: 22

Private study: 128

Total Study Hours: 150

### Department Checked

Yes

### Learning Outcomes

The intended subject specific learning outcomes.

Knowledge of the development of media and cultural criticism

Knowledge of the key methodologies in media and journalism studies

The ability to evaluate debates surrounding key issues in media and journalism

Understanding and evaluation of different qualitative and quantitative research techniques

The ability to research, write and reference academic essays

The intended generic learning outcomes.

Organise material and communicate clearly in written essays

Conduct research using appropriate library and web-based resources in preparation for assessments

Demonstrate an understanding of different schools of thought and the ability to distinguish them

### Method of Assessment

Review of journal article (1,000 words): 50%

Essay of 2,500 words: 50%

Reassessment methods

Like for like

### Preliminary Reading

Allan, S. (2004) *News Culture*. London: Sage.

Atton, C. (2002) *Alternative Media*. London: Sage.

Bennett, D. (2013) *Digital media and reporting conflict: blogging and the BBC's coverage of war and terrorism*. New York: Routledge.

Brennen, B. (2013) *Qualitative research methods for media studies*. New York: Routledge

Cottle, S. (2009) *Global crisis reporting journalism in the global age*. Maidenhead: Open University Press

Frost, C. (2000) *Media Ethics and Self-Regulation*. Harlow: Pearson Education.

Pink, S. (2007) *Doing visual ethnography : images, media, and representation in research*. London: Sage.

Rodzvilla, J. (2002) *We've got blog: how weblogs are changing our culture*. Cambridge, Mass.: Perseus Publishing.

Walliman, N.B. (2001) *Your Research Project: A step-by-step guide for the first-time researcher*, London: Sage.

Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks; London: Sage.

### Pre-requisites

None

### Restrictions

Not suitable for short term and exchange students.

### Synopsis \*

This module introduces students to historical and contemporary issues in journalism, including fourth estate theory and the role of journalists in representative democracies. It uses case studies of key developments in the media to introduce students to core research and writing skills for undergraduates, giving them a toolkit for critical study of media and journalism. The module develops skills which will be used in later academic work and extended projects throughout the programme.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

### 38 School of Politics and International Relations

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	

#### Contact Hours

11 hours of lectures and 11 hours of seminars.

#### Learning Outcomes

Understand the way that political decisions are reached in Britain, focusing on the links between citizens, intermediary bodies and executive institutions.

Identify the main evidence and criteria used in determining which actors shape key policy decisions.

Identify the ways in which Britain's political system has undergone significant structural change in the last decade or so.

Critically examine the strengths and weaknesses of political institutions in Britain, and analytically evaluate arguments around the merits of alternative institutional arrangements.

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

#### Method of Assessment

50% coursework (essay of 2000 words), 50% exam (2 hours).

#### Preliminary Reading

Mark Garnett and Phil Lynch Exploring British Politics, 4th edition, Taylor and Francis (2016). This is available in the library both as a hard book and eBook.

Anthony King, Who Governs Britain? Penguin (2015). This is available in the library and can also be purchased at a cheap rate online.

There are useful blogs on British politics to further your understanding:

Democratic Audit: <http://www.democraticaudit.com/>

LSE British politics: <http://blogs.lse.ac.uk/politicsandpolicy/>

Constitution Unit Blog: <https://constitution-unit.com/>

House of Commons Library: <https://www.parliament.uk/commons-library>

#### 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. The nation is divided, as reflected in most recently in our Brexit debate but also in lingering debates over Englishness, new political identities and the future of the United Kingdom. Critical questions are being asked about the role and effectiveness of key institutions, including the durability of a two-party majoritarian electoral system, the House of Lords and the 'Westminster Model'. Meanwhile, the nature of political authority in Britain is changing. Power has been delegated to devolved bodies in Scotland, Wales, Northern Ireland and London, but there are questions over the sustainability of this distribution of authority. Non-electoral actors such as traditional and social media and the judiciary 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? And how might the country come together again amid Brexit and as the country develops a new role in the wider world?

This module provides students with an introduction to some of the key issues facing the political system in Britain today. Students will examine challenges that confront the political system, the effectiveness of existing arrangements and the merits of further reforms to institutions. While the focus is on Britain, many of the same challenges are also faced by political systems in other west European countries, to which the module will make reference. The course goes beyond a simple focus on British politics, by introducing students to some of the key issues facing many western democracies today.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>PO305 International History and International Relations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 lectures and 11 seminars

### 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 of 2000 words), 50% exam (2hr)

### 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.

## 2020-21 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	Spring	C	15 (7.5)	80% Exam, 20% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 lectures and 11 seminars

### Learning Outcomes

Students will:

- Have an awareness of, and have been given a basic level of exposure to, many of the major issue areas in the study of contemporary international relations
- Be aware of the main sub-fields that exist within the study of international relations and be able to relate them to each other
- Have established a good basis from which to appreciate at a higher level the theoretical schools of thought in the study of international relations
- Have provided a strong grounding in the study of international politics (including factual and conceptual questions) as the basis for the further study in Part 2 on the subject matter of the discipline of international relations

### Method of Assessment

50% coursework (essay of maximum 1,500 - 2,000 words); 50% exam (2hr)

### 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 >\*

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.

## 2020-21 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	Turner Dr B
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 lectures and 11 seminars

### Learning Outcomes

Students will be able to:

demonstrate familiarity with the practice of normative political enquiry;  
demonstrate familiarity with the philosophical foundations of political issues;  
demonstrate familiarity with the historical evolution of Western political thought;  
demonstrate introductory knowledge of the works of key political thinkers;  
demonstrate introductory knowledge of the great political ideologies of the modern epoch

### Method of Assessment

50% coursework (1 essay of 1,500 words); 50% exam (2hr)

### Preliminary Reading

Catriona McKinnon, Robert Jubb & Patrick Tomlin (eds.), *Issues in Political Theory*, Fourth Edition, Oxford: Oxford University Press, 2019.

Coleman, J. (2000) *A History of Political Thought: From Ancient Greece to Early Christianity* Oxford: Blackwell.  
Coleman, J. (2000) *A History of Political Thought: From The Middle Ages to the Renaissance*. Oxford: Blackwell.  
Heywood, Andrew (2017). *Political Theory: An Introduction* [various editions available]. Basingstoke: Palgrave Macmillan.  
Kymlicka, W. (2002) *Contemporary Political Philosophy: An Introduction* [various editions available] Oxford: Oxford University Press.  
MacKenzie, I. (ed.) (2005) *Political Concepts: A Reader and Guide*. Edinburgh: Edinburgh University Press.  
Ryan, A. (2012) *A History of Political Thought from Herodotus to the Present*. London: Penguin.  
Tong, R. (2017) *Feminist Thought: A More Comprehensive Introduction*. Fourth Edition. London: Routledge.  
Wolff, J. (2016) *An Introduction to Political Philosophy*. Third Edition. Oxford: Oxford University Press.

### Synopsis \*

What is political about politics? Can we think of political concepts that challenge the institutions of the state and politicians' politics? Are we free when left alone, or when we are all in control of our collective destiny? What would an equal society look like? What is justice and why do we think it is so important? Can democracy be reconciled with liberty? Can we imagine life without a state? Can we ever legitimately resist state power? Is community more important than individuality? Must we preserve all cultural traditions?

This module introduces you to a number of political concepts that are central to thinking about political life. Through these concepts you 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 (John Rawls, Iris Marion Young, Richard Rorty, Susan Okin and others). In addition, lectures and seminars will familiarise you with a variety of different debates about how best to understand any given concept (such as, debates about the 'naturalness' or not of rights) as well as how to understand the relationship between different concepts (such as, whether a just society must be an equal one or not).

Moreover, the module is designed to allow you to develop a set of 'conceptual tools' with which to interrogate and shape the political world in which you find yourself; a world which is saturated everyday with competing articulations of the political concepts that we will study in this module. The module will familiarise you with the style of writing and argumentation specific to political theory, in a way that will develop your ability to construct and put forward successful arguments in the arena of competing political ideas. As such, it is hoped that you will come to develop a subtle appreciation of how the concepts examined on this module are, to greater or lesser degrees, intrinsic to all your studies in politics and international relations (and related subjects).

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

Total contact hours: 22  
 Private study hours: 128  
 Total study hours: 150

### 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 (2 hrs).

### Preliminary Reading

Ramsbottam, O., Miall, H. and Woodhouse, T. (2016). Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts. Cambridge: Polity.  
 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 key question of "what is conflict?" Students will be introduced to conflict management, conflict resolution and conflict transformation approaches before engaging with key 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 peace processes 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

1 hour lecture and 1 hour seminar per week (not including reading 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
- Be able to understand the basic logic of the research process
- Be familiar with several themes central to political research
- Have improved their ability to identify and use evidence, including basic statistical techniques
- Be able 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.

### Method of Assessment

100% Coursework (5 online quizzes (4% each, 20% total), Research reports (2 reports worth 80% total; first is 1000 words worth 32%, second is 2000 words worth 48%))

### 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Contact Hours

11 lectures, 16 seminars (One seminar per week for 11 weeks, with a reading week at half term, to discuss lecture and reading topics, plus an additional five seminars (one seminar per fortnight) to explore data analysis.)

### 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

50% coursework (essay of 2000 words), 50% exam (2hr - two parts; set of multiple choice questions, and an essay answering one of six questions)

### 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.



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	

#### Contact Hours

11 hours lectures and 11 hours of seminars

#### 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 (essay of 2,000 words); 50% exam (2hr)

#### 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.

## 2020-21 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	Whole Year	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
- Understand 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
- Demonstrate an ability to formulate and intellectually respond to the problems and challenges shaping contemporary culture and society.
- Formulate research questions, organise a research project in response to those questions and produce a well-written research thesis integrating qualitative and quantitative data in answering the questions.

### Method of Assessment

100% Coursework (one 2000 word essay (25%), seminar performance (10%), the development of a mixed methods study design of approximately 1000 words in response to a self-developed research question (15%), reading diary (10%), mixed methods research thesis of approx 3500 words (40%))

### 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).

### Restrictions

This module is not available to short term/exchange students.

### 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.

Complimentary modules - *Roots of Transformation* (Autumn) and *Understanding the Contemporary* (Spring)

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<b>SE311 Understanding the Contemporary</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	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

Essay plan of 500 words (10%)

Reading diary of 500 words (10%)

Essay of 2000 words (80%)

### 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)

### Restrictions

This module is not available to short term/exchange students.

### 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.

Complimentary modules: Modes of Reasoning (Autumn and Spring), Roots of Transformation (Autumn)

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<b>SE312 Roots of Transformation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	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

22 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.

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 (Reading diary (20%), 1000 word essay (30%), 2000 word essay (50%))

### 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).

### Restrictions

This module is not available to short term/exchange students.

### 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 from the 17th century to the 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.

Complimentary modules: Modes of Reasoning (Autumn and Spring), Understanding the Contemporary (Spring)

<b>WL536 Learning and Development in Professional Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

**Availability**

Autumn

**Contact Hours**

38

**Department Checked**

Yes

**Learning Outcomes**

On successfully completing the module students will be able to:

1. Demonstrate the ability to evaluate a range of applied techniques to critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.
2. Demonstrate the capacity for autonomous learning and working with others, in order to evaluate the need to undertake further training, develop new and/or existing skills, and acquire new competencies commensurate with assuming greater personal responsibility and/or responsibility within organisations.
3. Demonstrate written and oral communication skills through seminar participation and written submission.
4. Demonstrate the ability to appraise and present material, data and scientific literature through the use of the internet and other sources.

**Method of Assessment**

An oral presentation demonstrating competence in the acquisition of critical appraisal skills related to the progression of professional practice.(12-15 minutes duration)

A reflective analysis which reviews previous learning and shows professional experience and capability relevant to the student's own professional context.(3000 words).

**Preliminary Reading**

- Bolton G (2014) Reflective Practice: Writing and Professional Development. 4th Edition. London: SAGE Publications Ltd
- Easterby-Smith, M. & Lyles, M. (2011) Handbook of Organizational Learning and Knowledge Management. 2nd Edition. London: John Wiley & Sons.
- Senge, P, et al (2007) The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation, London, Random House

**Pre-requisites**

n/a

**Synopsis**

Learning and Development in Professional Practice explore the principles and application of experiential learning within a workplace context. It will focus on the relevance of the individual within the workplace context and how professional practice and organisational effectiveness can be developed through individual developing strategies for continuous professional development and participation in learning opportunities within their workplace settings and professional context. The module will provide a strong grounding in the principles of continuous professional development. Topics to be covered are: Organisational learning, personal development within a professional context, experiential learning and reflective practice.

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<b>WL537 Enquiring into Professional Practice: Project Dissertation (BA Hons)</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	60 (30)	100% Coursework	

### Availability

Autumn

### Contact Hours

The module includes up to 40 hours of contact teaching, split over 3 weekends, plus up to 8 hours of individual tutorial beyond the taught sessions. A guided self-study package, requiring a minimum 15 hours of student learning endeavor, will be issued approximately 3 weeks prior to attending the initial taught session.

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate the writing and literature management skills necessary to structure, progress and produce a dissertation report, which reviews an area of enquiry, with reference to methodology, implementation and outcomes within a work-related context.
2. Draw upon an authoritative and pertinent literature base that is related to cultural, social and intellectual histories, theories and influences and analyse and critically assess evidence of the application of those research findings to improve working practice.
3. Demonstrate an understanding of professional and ethical considerations appropriate to their workplace setting.
4. Demonstrate the ability to disseminate findings across professional groups.

### Method of Assessment

1. Oral presentation of 10 minutes, with PowerPoint slides(20%)
2. Submission of an individual piece of work in the form of an 8000 words dissertation(60%)
3. Academic poster presentation, which presents key elements of the dissertation(20%)

### Preliminary Reading

- Aveyard, H. (2014) Doing a Literature Review in Health and Social Care, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.
- Hart, C. (1998) Doing a literature review: Releasing the Social Science Research Imagination. UK, Open University Publishing
- Machi, L. & McEvoy, B. (2012), The Literature Review; Six Steps to Success. 2nd Edition. USA: Corwin Press
- Ridley, D. (2012) The literature review: a step by step guide for students. 2nd Edition. London: Sage.
- Robson, C. (2011) Real World Research. Chichester: Wiley.

Additional readings will be advised to support your academic development from your own area of professional practice.

### Pre-requisites

This module is co-requisite to the Critical Appraisal and Research Skills in Professional Practice.

### Synopsis >\*

During this module the student will explore and apply the knowledge and skills to systematically explore professionally related literature to respond to a question, based on an area of enquiry related to the student's own practice. Module 'Critical Appraisal and Research Skills in Professional Practice' provided the basis for this area of enquiry.

For the award of BA (Hons) the student should draw upon an authoritative and pertinent literature base that is related to cultural, social and intellectual histories, theories and influences. The submission resulting from this module should have validity and applicability to advancing professional standards within a workplace context. Therefore, throughout the module students are encouraged to critically evaluate the worth and applicability of professionally relevant literature within their preferred subject area. Students will clearly state the case for their chosen subject, how it contributes to the raising of current standards of practice, and supports any case for change, and follow the framework required for the submission. Students will be assigned an academic member of staff for the duration of their project dissertation who will provide support, guidance and advise students on the management of their study.

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<b>WL538 Critical Appraisal and Research Skills in Professional Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Whole Year	H	30 (15)	100% Coursework	
1	Medway	Spring	H	30 (15)	100% Coursework	

### Availability

Spring

### Contact Hours

36

### Department Checked

Yes

### Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate the ability to apply techniques to critically analyse arguments, assumptions, concepts and data, and to propose, and apply where applicable, solutions to issues arising from the analysis.
2. Demonstrate the capacity for autonomous learning and for working with others.
3. Demonstrate written and oral communication skills through seminar participation and written submission.
4. Demonstrate the ability to appraise and present material, data and scientific literature through the use of the internet and other sources.

### Method of Assessment

An oral presentation (12-15 minutes) demonstrating the acquisition of critical appraisal skills related to the progression of enquiring into an area of professional practice

Prepare a proposal for the research dissertation that is relevant to own professional practice. The proposal will then form the basis of the project dissertation WL539 (3000 words). The proposal should be supported with an extended bibliography.

### Preliminary Reading

- Aveyard, H. (2014) Doing a Literature Review in Health and Social Care, a practical guide. 3rd Edition - Excellent for initial understanding. Maidenhead: McGraw Hill.
- Hart, C. (1998) Doing a literature review: Releasing the Social Science Research Imagination. UK, Open University Publishing
- Machi, L. & McEvoy, B. (2012), The Literature Review; Six Steps to Success. 2nd Edition. USA: Corwin Press
- Ridley, D. (2012) The literature review: a step by step guide for students. 2nd Edition. London: Sage.
- Robson, C. (2011) Real World Research. Chichester: Wiley

### Pre-requisites

n/a ( note: This module leads student to do Enquiring into Professional Practice: Project Dissertation, which is WL539-60CP)

### Synopsis \*

This module will focus on developing the skills to ensure that students become effective users of research findings, within the context to enhancing the quality of their own practice and workplace setting. This module will provide an opportunity to discuss the principles of research, the mechanisms and barriers to integrating practice competence with the best available external evidence from research, and how this can be applied to achieve the ultimate goal of improving competence within the students own area of practice. Sessions will cover the process of forming a practice focused question, designing a search strategy using relevant databases and gaining experience in the use of the tools and techniques available to undertake a project through the efficient search and retrieval of the literature. Topics covered in the session include: the process of retrieving and critically appraising the literature related to practice, exploring recognised appraisal tools available to aid the assessment of validity and relevance of literature, understanding broader research methodology and methods, the principles of completing a project proposal (based on a literature review methodology).





## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<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	Bicknell Dr Jake
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	85% Coursework, 15% Exam	Bicknell Dr Jake

### Availability

BSc Wildlife Conservation  
BSc Environmental Social Science  
BSc Anthropology  
BSc Biology  
Also available as a wild module

### Contact Hours

Total contact hours: 30  
Private study hours: 120  
Total study hours: 150

### Learning Outcomes

Understand and apply the principles underlying good survey design and analysis in biodiversity assessment.  
Demonstrate a practical knowledge of principle survey methods required for assessing populations and/or diversity of a range of different animal taxa  
Consider health and safety, biosecurity, ethical and animal welfare issues relating to fieldwork involving the assessment of populations  
Analyse and present data relating to the survey and monitoring of populations.  
Write-up survey and monitoring data in the form of concise scientific reports.

### Method of Assessment

100% coursework  
Assignment Part A — Birds Practical write-up (33%)  
Assignment Part B - Reptiles Practical write-up (33%)  
Assignment Part C — Amphibians Practical write-up (34%)

### Preliminary Reading

Dytham, C. (2010) *Choosing and Using Statistics: a Biologist's Guide*, 3rd Edition. Wiley-Blackwell  
Elzinga, C.L et al (2001) *Monitoring Plant and Animal Populations: a Handbook for Field Biologists*. Wiley-Blackwell.  
Henderson, P.A. (2003) *Practical Methods in Ecology*. Wiley-Blackwell.  
Krebs, C.J. (1999) *Ecological Methodology*, 2nd Edition. Addison-Wesley Educational Publishers.  
Sutherland, W.J. (2006) *Ecological Census Techniques: a Handbook*, 2nd Edition. Cambridge University Press.

### Pre-requisites

None

### 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 term, allowing 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. birds, amphibians, reptiles, plants, etc.) in either a terrestrial or freshwater habitat. Students will be expected carry out a range of surveys, analyse the data and write-up their results.

<b>DI304</b>		<b>Environmental Sustainability-An Introduction</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

#### Availability

Contributes to BA Environmental Social Sciences; BSc Wildlife Conservation; BSc Human Ecology

#### 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%)

Coursework:

Essay (25%)

Group Report (15%)

Group Presentation (10%)

#### Preliminary Reading

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

#### Pre-requisites

None

#### Restrictions

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.

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<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	Bull Dr J
2	Canterbury	Autumn	C	15 (7.5)	70% Exam, 30% Coursework	Bull Dr J

### Availability

BSc Wildlife Conservation  
BA Environmental Social Sciences  
BSc Human Geography  
Also available as a wild module

### Contact Hours

28

### Learning Outcomes

Demonstrate knowledge of environments being the result of natural processes  
Demonstrate a clear understanding of the drivers of change in the natural world over space and time, demonstrating knowledge of the interactions between climate, ecosystems, and landscapes  
Demonstrate a clear understanding of the biodiversity concept and the magnitude of biodiversity  
Demonstrate a knowledge of how biodiversity is distributed across the planet and the key hypotheses that have been proposed to explain observed patterns in both space and time  
Demonstrate an appreciation of the different use and non-use values of biodiversity, using real world examples  
Demonstrate a basic knowledge of the contemporary threats to biodiversity and the ways in which conservationists attempt to protect/maintain biodiversity

### Method of Assessment

Poster Presentation (30%)  
Examination, 2 hour (70%).

### Preliminary Reading

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

### Restrictions

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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>DI311 Principles of Biogeography and Ecology</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	70% Exam, 30% Coursework	Roberts Dr D
2	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Roberts Dr D
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Availability

BSc Wildlife Conservation  
BSc Human Geography  
BSc Biology

### Contact Hours

Total contact hours: 22

### Learning Outcomes

Understand the basics of plant biology and how this influences the formation and geographic patterning of habitats, ecosystems and biomes across the world.

Understand fundamental ecological concepts and how they apply to conservation biology.

Understand the core concepts of biogeography, including speciation, extinction, dispersal, continental drift and glaciation. Describe the major biomes across the world and how these have been influenced by historic, as well as contemporary, factors

Appreciate how ecological and biogeographical theory can inform conservation strategies and practice, and better understand the threats to biodiversity from habitat loss and climate change

### Method of Assessment

Biogeographical case-study report (2,000 words) (30%)

Examination, 2 hour (70%)

### Preliminary Reading

Begon, M, Howarth, R, & Townsend, C.R (2014) Essentials of ecology. John Wiley & Sons

Cox, C, Moore, P & Ladle, R (2016) Biogeography: an ecological and evolutionary approach, 9th Ed. Wiley-Blackwell

Raven, PH (2005) Plant Biology, 7th Revised Ed. W.H.Freeman & Co Ltd.

### Pre-requisites

None

### Synopsis \*

The module explores the geographic patterns of biological diversity around the world (biogeography), and the relationships between plants, animals and their environment (ecology). It begins with how the physiology and reproductive biology of plants has shaped the variety of habitats, ecosystems and biomes seen in the natural world today. Key concepts and theories concerning how these geographical patterns have been affected by complex historical and current factors will also be explored. The module continues with an introduction to ecological concepts that define how species are distributed within communities and across landscapes. It concludes with a discussion of how biogeographical and ecological principles inform global conservation strategies, and help us better understand how to manage threats to biodiversity from environmental change.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>GEOG3002</b>		<b>Geographies of People and Place</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Rock-Rokem Dr J

### Availability

BSc in Human Geography;  
BA in Environmental Social Sciences;  
BSc in Wildlife Conservation

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Learning Outcomes

8.1 Understand the relationship between human society and how it is organised and reproduced spatially.  
8.2 Evaluate the key drivers of the spatial constitution of society, such as urbanisation and the rise of mega-cities  
8.3 Understand the changing roles and relationships between society and space at range of spatial scales including locality, nation states and regional blocs and more generally in the context of globalisation.  
8.4 Outline the main debates over the role of social-economic drivers of spatial change including transnational corporations, corporate power and the state.  
8.5 Understand the key concepts of the changing geographies of gender, class and ethnicity and how these relate to the spatial reproduction of human societies over time.

### Method of Assessment

Essay (2000 words) (40%)  
Examination, 2 hours (60%)

### Preliminary Reading

Cloke, P. Crang, P. and Goodwin, M. (2014) (3rd Edition) *Introducing Human Geographies*. Routledge, London.  
Daniels, P. et al. (eds) (2016) (5th Edition) *An Introduction to Human Geography*. Pearson, London.  
Aitken, S. and Valentine, G. (eds) (2006) *Approaches to Human Geography*, Sage, London.

Plus selected articles from leading international academic journals such as *The Geographical Journal*; *Geojournal*; *Geoforum*; *Environment and Planning D: Society and Space*; *Progress in Human Geography* etc

### Restrictions

SAC Students only, capped at 25 students

### Synopsis \*

This module builds on student learning from the autumn term and continues to introduce the discipline of Human Geography. The module examines the complex and changing relationships between society and space, specifically, how human social relations are constructed and reproduced spatially. The coverage of this module will focus on the salient expressions of social-spatialisation, for example urbanisation and the rise of mega-cities, agriculture and food systems, the changing role of regional blocs and nation states, transnational corporations and corporate power, and changing geographies of gender, class, and ethnicity and how these aspects are reproduced spatially at different scales.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>GEOG3003 Geographical Patterns and Processes</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	30 (15)	100% Coursework	Rock-Rokem Dr J
1	Canterbury	Autumn	C	30 (15)	100% Coursework	

### Availability

BSc Human Geography  
BA Environmental Social Sciences  
BSc Wildlife Conservation

### Contact Hours

Total contact hours: 48  
Private study hours: 252  
Total study hours: 300

### Method of Assessment

Group presentation (20%)  
Journal (3000 words) (30%)  
Land Use Systems Report, (4500 words) (50%)

### Preliminary Reading

Hall, T. and Barrett, H. (2017) Urban Geography (Routledge)  
Jonas et al (2015) Urban Geography: A Critical Introduction (Wiley)  
Woods, M. (2004) Rural Geography: Processes, Responses and Experiences in Rural Restructuring. London: SAGE  
Woods, M. (2011) Rural. Key Ideas in Geography. London and New York: Routledge

### Restrictions

Not available as a wild module

### Synopsis \*

This module explores and evaluates geographical patterns and processes occurring within urban and rural systems. The module includes introductory lectures and seminars on conceptualizing the dynamics of urban and rural change and the underlying economic, social, cultural and environmental processes that drive their geographical expression. Understanding is set within a broader consideration of how social-spatial processes in urban and rural environments can be interpreted and assessed with respect to different values and priorities, and in relation to wider questions of environmental sustainability, social justice and economic prosperity. The introductory lectures and seminars for each section of the course (urban and rural) provide the context in which these systems are investigated empirically through field-based observation, interpretation and analysis

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>GEOG3004</b>		<b>Environmental Sustainability</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	Haque Ms A

### Availability

BA Environmental Social Sciences; BSc Wildlife Conservation; BSc Human Ecology

### Learning Outcomes

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

### Method of Assessment

Essay (1000 words) (25%)  
Group Report (1500 words) (15%)  
Group Presentation (10%)  
Examination, 2 hour (50%).

### 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.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE301</b>		<b>Social Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	80% Exam, 20% Coursework	
1	Canterbury	Whole Year	C	30 (15)	90% Exam, 10% Coursework	
1	Canterbury	Whole Year	C	30 (15)	50% Coursework, 50% Exam	
2	Canterbury	Whole Year	C	30 (15)	50% Coursework, 50% Exam	Waldstein Dr A

### Availability

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

### Contact Hours

Total contact hours 34

### 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

Coursework:

Essay 1 (25%)

Essay 2 (25%)

### 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.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE302</b>		<b>Foundations of Biological Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	50% Coursework, 50% Exam	Finaughty Dr D

### Availability

This module is compulsory for BSc Anthropology (and associated year abroad programmes), BSc Biological Anthropology (and associated year abroad programmes) BA Social Anthropology (and associated year abroad programmes). Available as a Wild Module. Only suitable for short-course students who are in the UK for both terms

### Contact Hours

Total contact hours: 50  
Private study hours: 250  
Total study hours: 300

### Learning Outcomes

Show an understanding of the basic principles of evolution.  
Demonstrate a good understanding of human prehistory and biology  
Demonstrate familiarity with a range of evidence and theory drawn from the disciplines of palaeoanthropology, evolutionary biology, comparative primatology, quaternary science, bioarchaeology, medical anthropology, forensic anthropology, evolutionary psychology, and prehistoric archaeology.  
Understand the basic origins of human culture, behaviour and language.  
Appreciate humans as biological and cultural entities  
Appreciate spatial and temporal change in palaeoenvironments.  
Understand the basic ecology and behaviour of extant and extinct primates

### Method of Assessment

Essay 1 (1,000 words) (25%)  
Essay 2 (1,000 words) (25%)  
Note: Only the best mark from these two essays counts towards the final module mark  
Course Quiz, 40 minutes (25%)  
Examination, 3 hours (50%).

### Preliminary Reading

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

### Pre-requisites

None

### Restrictions

Cannot be taken in conjunction with SE316 (ANTB3160)

### 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, prehistoric archaeology, the evolution of our species, origins of agriculture and cities, perceptions of race, forensic anthropology, 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 primate and 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, biology, and behaviour of our species. A background in science is not assumed or required, neither are there any preferred A-levels or other qualifications

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<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)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	50% Coursework, 50% Exam	

### Availability

This module contributes to:

BSc Human Ecology  
BSc Anthropology  
BSc Wildlife Conservation  
BA Environmental Social Sciences  
BA Social Anthropology

### Contact Hours

22

### Learning Outcomes

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

- 8.1 Synthesise the wide-ranging relationships between humans, other animals and plants.
- 8.2 Understand how plants and other animals have affected human history and have contributed to the structure of contemporary societies around the world.
- 8.3 Appreciate aspects of utilitarian, welfare and rights-based perspectives, among others, that affect our contemporary relationships with plants and other animals.
- 8.4 Understand symbolic, mythological and religious perspectives of animals and plants.
- 8.5 Understand the development of legal, political and social institutions that manage plants and animals
- 8.6 Understand the basic theories of how plants and animals are named, identified and classified by different peoples, including scientists.

### Method of Assessment

100% Coursework  
Analytic Note (20%)  
Annotated Bibliography (20%)  
Oral Presentation (20%)  
Final Essay (40%).

### Preliminary Reading

Anderson, E., Pearsall, D., and E. Hunn, eds. 2011. *Ethnobiology*. New York: Wiley.  
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

### Pre-requisites

None

### Synopsis <span style =

This module introduces students to a wide-ranging view of the relationships among people, other animals and plants. The module will provide social, political and cultural perspectives on these relationships and 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. Contemporary problems in conservation, development and human and animals rights are also explored.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE307</b>		<b>Thinkers and Theories in Anthropology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Johns Dr S

### Availability

BA Social Anthropology; BSc Anthropology; BSc Biological Anthropology plus associated programmes

### Contact Hours

22

### Learning Outcomes

Demonstrate a broad knowledge of the major thinkers who have influenced the history and development of anthropology as a discipline

Demonstrate a broad knowledge of the major schools of thought within anthropology

Demonstrate an understanding of the historical development of, and changes within, anthropology

Demonstrate an understanding of the historical relationship between sociocultural and biological anthropology

### Method of Assessment

100% coursework

In-class Test (20%)

Essay (80%). (2000 words)

### 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: Altamira 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

### Synopsis \*

This module introduces students to the major figures, theories and approaches that have shaped Anthropology, both Sociocultural and Biological, over the past two centuries. It presents an historical outline of the major schools of thought and discusses the historical relationship between social, cultural and biological anthropology. It focuses on two major figures (Charles Darwin and Émile Durkheim) and on their theoretical legacies, namely the central notions of "evolution" and "structure" that dominated thinking on human sociality throughout the twentieth century.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE308 Academic Skills</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Wheeler Dr B

### Availability

BA Social Anthropology; BSc Anthropology; BSc Biological Anthropology; BSc Wildlife Conservation, , BSc Human Geography; BA Environmental Social Sciences (and associated programmes-Year Abroad or Year in Professional Practice)

### Contact Hours

25

### Learning Outcomes

understand the basic methodological and academic writing differences and similarities among the disciplines of anthropology, human geography, conservation biology and environmental social science  
 recognise the relevance of video methodologies and quantitative approaches used in these disciplines  
 understand the basic principles of data collection, data handling and statistical analysis

### Method of Assessment

Project (60%)  
 Article Analysis Presentation (40%)

### Preliminary Reading

Andersson, R. 2014. "Time and the Migrant Other: European border controls and the temporal economics of illegality" *American Anthropologist* 116 (4):795-809  
 Bae et al., 2017. On the origin of modern humans: Asian perspectives. *Science*. 358  
 Cripps, C & Gardner, C. 2016. Human migration and marine protected areas: Insights from Vezo. *fishers in Madagascar. Geoforum* 74- 49-62  
 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.  
 Pink, S (2013) 'Doing Visual Ethnography.' London: Sage Publications  
 Saunders, D. 2010. *The Arrival City: How the Largest Migration in History is Reshaping Our World*, Pantheon: London  
 Shrum, W., Duque, R., & Brown, T. (2005). Digital video as research practice: Methodology for the millennium. *Journal of Research Practice*, 1(1),

### Restrictions

Not available as Wild.

### Synopsis \*

This module introduces students to the range of basic academic and research skills required across the range of the School's BA and BSc programmes, whilst also introducing the key areas of school disciplinary expertise. Students work in groups to collaboratively create a video project that focuses on a theme that requires knowledge of the diverse disciplinary expertise of the school. They also independently carry out a quantitative analysis project on the same theme. The theme will change in relation to the contemporary concerns and research interests of the school. Lectures in the first part of the course introduce the key disciplinary and interdisciplinary resources on the theme. Other lectures and seminars are divided between the use of video, quantitative methods and the teaching of academic skills. The course concludes with an open screening of all video projects.

<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	
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	

## 2020-21 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.

<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	

#### 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

On successfully completing the module students will be able to:

- 8.1 be conversant with the major theoretical positions taken in contemporary Social Anthropology.
- 8.2 discuss critically the evidence supporting competing anthropological theories.
- 8.3 connect the way anthropological debates relate to current affairs and conditions, including political, social and economic developments and historical events.
- 8.4 describe some of the historical development of anthropological ideas and perspectives in the 21st century
- 8.5 demonstrate 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.
- 8.6 construct coherent and logical arguments, particularly in written form, which combine general theoretical writings with discussion of ethnographic data.
- 8.7 comprehend and develop ideas that are culturally sensitive and not ethnocentric.
- 8.8 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  
 Essay (40%)  
 Class Test (30%)  
 Class Briefing (15%)  
 Seminar Participation (15%).

#### 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.

<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	

**Availability**

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

**Contact Hours**

20

**Learning Outcomes**

8.1 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;  
 8.2 acquire specific knowledge about the scope of environmental issues arising from society- nature relationships across different geographical and land use contexts;  
 8.3 understand the historical evolution of environmental debates in government, business and civic society;  
 8.4 link understanding of environmental issues to wider ethical frameworks and approaches to the sustainable management of natural resources.

**Method of Assessment**

50% Exam; 50% Coursework  
 Coursework:  
 Essay (50%)

**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'

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

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

### Contact Hours

42

### Learning Outcomes

- 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

100% Coursework  
Journal (50%)  
Land Use Systems Report (50%).

### Preliminary Reading

A recommended module journal for an overall view of the dynamics and governance of land use systems is Land Use Policy. Each component of the course is supported by a number of key readings that will help you develop your ideas and thinking further. In the seminars you will have an opportunity to engage with directed readings as part of your learning.

### Pre-requisites

None

### Synopsis \*

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.



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE316</b>		<b>How Humans Evolved</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	50% Coursework, 50% Exam	Finaughty Dr D

### Availability

15 Credit Wild Module

Optional for programmes in the school of Anthropology and Conservation with the exception of BSc Anthropology (and associated year abroad programmes), BSc Biological Anthropology (and associated year abroad programmes) BA Social Anthropology (and associated year abroad programmes) who will continue to take the content as part of the compulsory AntB3020

Also suitable for short-course students

### Contact Hours

Total contact hours: 26

Private study hours: 124

Total study hours: 150

### Learning Outcomes

Show an understanding of the basic principles of evolution.

Demonstrate a good understanding of human prehistory.

Demonstrate familiarity with a range of evidence and theory drawn from the disciplines of palaeoanthropology, evolutionary biology, comparative primatology, quaternary science, bioarchaeology, and prehistoric archaeology.

Understand the basic origins of human culture, behaviour and language.

Appreciate humans as biological entities.

Appreciate spatial and temporal change in palaeoenvironments.

Understand the basic ecology and behaviour of extant and extinct primates

### Method of Assessment

Essay (2,500 words) (50%)

Exam (2 hours) (50%)

### Restrictions

Cannot be taken in conjunction with AntB3020 (SE302)

### Synopsis \*

This module is an introduction to human and primate evolution, and human prehistory. It provides an exciting introduction to humans as the product of evolutionary processes. We will explore primates and primate behaviour, elementary genetics, prehistoric archaeology, and the evolution of our species (and that of our ancestors such as Australopithecines and Neanderthals). Students will develop skills in synthesising information from a range of sources and learn to critically evaluate various hypotheses about primate and human evolution. The module is also suitable for students in other disciplines who want to understand human evolution, and the history of our planet and our species. A background in science is not assumed or required, neither are there any preferred A-levels or other qualifications.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>SE317 Violent Conflicts and Warfare in the Contemporary World</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	C	15 (7.5)	100% Coursework	

### Availability

BSc Anthropology and associated programmes  
BA Social Anthropology and associated programmes  
Also available as a wild module

### Contact Hours

Total contact hours: 22  
Private study hours: 128  
Total study hours: 150

### Learning Outcomes

Converse about major theoretical positions taken on violence and conflict in contemporary Social Anthropology;  
discuss the evidence supporting competing anthropological theories;  
connect the way anthropological debates relate to current affairs of violence and conflict including political, social and economic developments and historical events;  
describe different anthropological approaches on violence in the 20th century;  
Demonstrate an 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, war and ethics;

### Method of Assessment

Final essay (3000 words) (60%) this component must be passed in order to successfully complete the module.  
Book Review (2000 words) (40%)

### Preliminary Reading

Aretxaga, Begoña 2005 *States of Terror: Begoña Aretxaga's Essays*. . Reno, NV: Center for Basque Studies, University of Nevada, Reno  
Biner, Zerrin Ozlem. 2019. *States of Dispossession: Violence and Precarious coexistence in Southeast Turkey*. Pennsylvania: University of Pennsylvania Press  
Gutmann Matthew and Catherine Lutz. 2010. *Breaking Ranks: Iraq Veterans Speak Out Against the War*. Berkeley: University of California Press  
Lubkemann, Stephen C. 2010 *Culture in Chaos: An Anthropology of the Social Condition in War*. Chicago: University of Chicago Press.  
Nettelfield, Lara and Wagner, Sarah. 2014. *Srebrenica in the Aftermath of Genocide*. New York: Cambridge University Press.  
Scheper-Hughes, Nancy and Bourgois Phillippe (eds). 2004 *Violence in War and Peace: An Anthology* Blackwell Publishing: London

### Synopsis \*

11. Violence has been a pivotal subject of study for anthropologists over many decades. Violence is an overarching term that refers to multiple actions, discourses, and interactions between agents at the local, national, and global scale. In this module, we will use anthropological and ethnographic tools to explore forms of violent conflicts that include war, ethnic conflicts, and genocide. We will particularly engage with how people experience and remember violence with reference to critical events of recent history. The questions we will address in this module include: What is political violence? What are the historical, political, and economic factors that produce and reproduce it? How are societies transformed during violent conflicts and their aftermath? How are people mobilised to go to war? Who becomes victim and who becomes the perpetrator? How do we differentiate acts of "resistance" and "terrorism"; "war" and "peace and reconciliation"? Exploring different anthropological perspectives on the critical events of recent history, such as the Holocaust, the genocides in Rwanda and Bosnia, resistance movements and ethnic conflicts in Turkey and Latin America, and wars in Iraq and Syria, this module aims to engage students in critical thinking about the causes and effects of on-going violent conflicts in the contemporary global world.

EC302		Introduction to Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	80% Exam, 20% Coursework	Mitra Dr A

**Availability**

Compulsory for all students on Accounting and Finance degrees (except those on a joint degree with Economics). Available as a wild module for students within all Faculties.

**Contact Hours**

Total contact hours: 60 hours

Private study hours: 240

Total study hours: 300

**Learning Outcomes**

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

- \* demonstrate introductory knowledge and understanding of the basic principles of economics.
- \* identify key concepts and economic methods used within the study of economics.
- \* apply relevant knowledge and understanding of economics to contemporary issues and debates
- \* demonstrate analytical, graphical and numerical skills to address economic problems
- \* utilise and solve simple economic models that explain economic behaviour and phenomena

**Method of Assessment**

20% Coursework, as follows:

Essay 1 (500 words) (10%)

Essay 2 (500 words) (10%)

Examination, 3 hours (80%)

**Preliminary Reading**

Richard Lipsey and Alex Chrystal, Economics, Oxford University Press, 13th ed, 2015

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

**Pre-requisites**

None.

**Restrictions**

Not available to students on single and joint honours degree programmes in Economics, including joint degree Accounting and Finance and Economics.

**Synopsis \***

This module introduces students to the introductory principles of microeconomics and macroeconomics, and the application of economic models to explain economic phenomena. It is designed to expose the main ways in which economists think about problems and to consider important current economic issues in the United Kingdom, the European Union and the world economy. The module assumes no previous knowledge of the subject.

This module introduces students to the introductory principles of microeconomics and macroeconomics, and the application of economic models to explain economic phenomena. It is designed to expose the main ways in which economists think about problems and to consider important current economic issues in the United Kingdom, the European Union and the world economy. The module assumes no previous knowledge of the subject.

The module covers a range of microeconomic and macroeconomic issues each of which is explained, analysed and then discussed with applications relevant to the real world. The application of economics to contemporary issues illustrates how economic analysis and models can be used to understand the different parts of the economy and to inform and evaluate policy interventions that support a range of different economic outcomes.

The module is self-contained to provide a basic understanding of economic methods and debates. It is a suitable primer for further modules that can be taken in economics, either as part of another degree programme or as part of a future professional qualification.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC304</b>		<b>Principles of Economics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	C	30 (15)	60% Exam, 40% Coursework	Clots-Figueras Prof I
2	Canterbury	Whole Year	C	30 (15)	80% Exam, 20% Coursework	Clots-Figueras Prof I

### Availability

This module is compulsory for all students studying single and joint honours Economics programmes.

This module is not available to students across other degree programmes.

### Contact Hours

Total contact hours: 72 hours

Private study hours: 228

Total study hours: 300

### Learning Outcomes

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

- \* demonstrate knowledge and understanding of the basic principles of microeconomics and macroeconomics
- \* understand the way in which economics can be used to analyse the decisions of individuals, households, firms and governments.
- \* apply relevant knowledge and understanding of economic theory to contemporary economic issues and debates.
- \* demonstrate analytical, graphical and numerical skills to address economic problems.
- \* utilise and solve simple economic models that explain economic behaviour and phenomena.

### Method of Assessment

40% Coursework as follows:

Autumn Moodle Quiz 1 (10%)

Autumn Moodle Quiz 2 (10%)

Spring Moodle Quiz 1 (10%)

Spring Moodle Quiz 2 (10%)

Examination, 3 hours (60%)

### Preliminary Reading

D Begg, R Dornbusch and S Fischer, Economics, Mc-Graw-Hill, (11th ed) 2014

Steven Levitt and Stephen J Dubner, Freakonomics, Allen Lane, 2015

T Harford, The Undercover Economist, Abacus, 2007

### 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 \*

The module provides students with a thorough understanding of economics at an introductory level and provides the basis for all subsequent study that is taken on economics degree programmes. It is designed to teach students how to think as an economist and how to construct and use economic models. It also shows them how to be critical of economic models and how empirical evidence can be used in economic analysis.

The module explores how people make choices about what and how to produce and consume. It looks at the differences in economic outcomes between firms, people and countries and how they can be related to the effects of choices they, and others, make. It builds on the very simple and plausible assumption that people make decisions in their own interests and subject to constraints.

The first term covers the principles of microeconomics and shows how they can be applied to real-life situations and economic policy. The second term develops a framework for understanding macroeconomic events and macroeconomic policy. The emphasis throughout both terms is to demonstrate the usefulness of economics as an analytical tool for thinking about real world problems.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC305</b>		<b>Mathematics for Economics Mode A</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Barde Dr S
2	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Barde Dr S

### Availability

This module (or its equivalent EC306) is compulsory for all students studying single and joint honours degrees in Economics.

This module is not available to students across other degree programmes in the University.

### Contact Hours

Total contact hours: 36 hours

Private study hours: 114

Total study hours: 150

### Learning Outcomes

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

- \* understand and use a range of mathematical techniques relevant to economics.
- \* present solutions to mathematical problems
- \* understand how mathematics is used in economics.
- \* handle abstract concepts and consider them mathematically.
- \* model economic behaviour mathematically.

### Method of Assessment

100% Coursework as follows:

Term-time Problem Sets (30%)

Moodle Quiz 1 (20%)

Moodle Quiz 2 (50%)

### Preliminary Reading

G Renshaw, Maths for Economics, Oxford University Press (4th ed), 2016

### Pre-requisites

Students have either successfully completed a two-year higher level course in mathematics at the end of their secondary education (e.g. A Level mathematics), or have demonstrated that they pass the minimum entry standard in a pre-entry test.

### Restrictions

EC306 cannot be taken with this module.

### Synopsis \*

The module introduces students to a basic understanding of mathematics necessary for intermediate and advanced level modules (levels 5 and 6) taken in Stages 2 and 3. The module is designed for students who have A-Level mathematics or an equivalent qualification, or who meet the minimum entry standard. The module (or its equivalent for students without A-level mathematics) is compulsory for all Single and Joint Honours degree programmes in economics.

The module considers the following topics: linear equations, quadratic equations, multivariable functions; matrix algebra; differentiation; techniques of optimisation; constrained optimisation; non-linear functions and integration. These topics cover the important uses of mathematics in economics (and business) and are developed within a clear, contextual framework derived from first principles. Each topic is applied to a range of economic phenomena and problems and linked explicitly to the core Stage 1 economics module - EC304 Principles of Economics. Notably, the analytical and quantitative skills developed in the module are transferable across many different occupations.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC306</b>		<b>Mathematics for Economics Mode B</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Barde Dr S
2	Canterbury	Autumn	C	15 (7.5)	80% Exam, 20% Coursework	Barde Dr S
2	Canterbury	Autumn	C	15 (7.5)	60% Exam, 40% Coursework	Barde Dr S

### Availability

This module (or its equivalent EC305) is compulsory for all students studying single and joint honours degrees in Economics.

This module is not available to students across other degree programmes in the University.

### Contact Hours

Total contact hours: 48 hours

Private study hours: 102

Total study hours: 150

### Learning Outcomes

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

- \* understand and use a range of mathematical techniques relevant to economics.
- \* present solutions to mathematical problems.
- \* understand how mathematics is used in economics.
- \* handle abstract concepts and consider them mathematically.
- \* model economic behaviour mathematically.

### Method of Assessment

100% Coursework as follows:

Term-time Problem Sets (30%)

Moodle Quiz 1 (20%)

Moodle Quiz 2 (50%)

### Preliminary Reading

Geoff Renshaw, Mathematics for Economics, Oxford University Press, 4th ed, 2016 or 3rd ed, 2012

Ian Jacques, Mathematics for Economics and Business, Addison-Wesley, 8th ed, 2016, or 7th ed, 2013

### Pre-requisites

Students are expected to have a mathematics background well below A-Level mathematics. For the UK, this equates normally to GCSE mathematics.

### Restrictions

EC305 cannot be taken with this module.

### Synopsis \*

The module introduces students to a basic understanding of mathematics necessary for intermediate and advanced level modules (levels 5 and 6) taken in Stages 2 and 3. The module is designed for students who do not have A-Level mathematics, AS mathematics or an equivalent qualification and who do not meet a minimum entry standard. The module (or its equivalent for students with A-level mathematics) is compulsory for all Single and Joint Honours degree programmes in economics.

The module considers the following topics: linear equations, quadratic equations, multivariable functions; matrix algebra; differentiation; techniques of optimisation; constrained optimisation; and non-linear functions. These topics cover the important uses of mathematics in economics (and business) and are developed within a clear, contextual framework derived from first principles. Each topic is applied to a range of economic phenomena and problems and linked explicitly to the core Stage 1 economics module - EC304 Principles of Economics. Notably, the analytical and quantitative skills developed in the module are transferable across many different occupations.

In addition to the core Stage 1 mathematics curriculum, the module offers targeted support to students in order to identify gaps in their basic understanding mathematics and raise their proficiency to the level required in Stage 2.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

<b>EC309 Statistics for Economics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Barde Dr S
2	Canterbury	Spring	C	15 (7.5)	80% Exam, 20% Coursework	Barde Dr S

### Availability

This module is compulsory for all students studying single and joint honours degrees in Economics.

This module is not available to students across other degree programmes in the University.

### Contact Hours

Total contact hours: 32 hours

Private study hours: 118

Total study hours: 150

### Learning Outcomes

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

- \* organise, describe and summarise data.
- \* understand the principles of probability.
- \* understand the principles underlying sampling theory.
- \* apply hypothesis testing and interval estimation to sample data.
- \* use regression analysis to consider relationships between two variables.

### Method of Assessment

100% Coursework as follows:

Term-time Problem Sets (30%)

Moodle Quiz (70%)

### Preliminary Reading

Barrow, M. (2017) *Statistics for Economics, Accounting and Business Studies*, (7th ed), Longman

Wonnacott, T.H. and R.J (1990), *Introductory Statistics for Business and Economics* (4th ed.), Wiley - Students can use any edition

### Synopsis \*

This module introduces students to the basic concepts of probability and statistics, with applications to a variety of topics illustrated with real data. The techniques that are discussed can be used in their own right to solve simple problems, but also serve as an important foundation for later, more advanced, modules. Importantly, the module serves as a prerequisite for Stage 2 econometric modules EC580 and EC581.

The module commences with an overview of descriptive statistics. It then considers the key ideas in probability theory before moving on to statistical inference - the science of drawing conclusions from data. The main topics covered in the module include:

- Graphical and numerical analyses of data
- The principles of probability
- Probability Density Functions
- Sampling and its use in inference
- Regression and correlation

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

EC311		The European Economy in the 20th Century				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	C	15 (7.5)	100% Coursework	
3	Canterbury	Autumn	C	15 (7.5)	100% Coursework	Klein Dr A (EC)

### Contact Hours

Total contact hours: 36  
Private study hours: 114  
Total study hours: 150

### Department Checked

HS 25.11.16

### 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

Moodle Quiz, (20%)  
Group Project, (4,000 words) (80%)

### Preliminary Reading

• Persson, K.G. & Sharp, P. (2015) An Economic History of Europe. Cambridge University Press.

Other suggested readings:

- Stephen N. Broadberry, Kevin H. O'Rourke: The Cambridge Economic History of Modern Europe, Volume 2: 1870 to the Present, Cambridge University Press 2010 (henceforth BO).
- Nicholas Crafts, Gianni Toniolo: Economic growth in Europe since 1945, Cambridge University Press 1996 (henceforth CT)
- Barry Eichengreen: Golden Fetters. The Gold Standard and the Great Depression, 1919-1939, Oxford University Press, 1992 (henceforth E (1992)).
- Barry Eichengreen (ed.): Europe's post-war recovery, Cambridge University Press, 1995 (henceforth E (1995)).
- Barry Eichengreen: The European Economy since 1945, Princeton University Press, 2007 (henceforth E (2007)).
- Charles H. Feinstein, Peter Temin, Gianni Toniolo: The European Economy between the Wars, Oxford University Press 1997 (henceforth FTT).

### Restrictions

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

### Synopsis \*

The module provides an introduction to the economic development of European economies in the long-run. It examines major economic shocks and challenges faced by European economies over the past few centuries using various economic concepts which help to gain deeper understanding of Europe's long-run economic development. The module focuses on the interplay between the development of institutions and the generation and diffusion of knowledge-based technologies, and sheds light on the issues of industrialization, economic growth, inequality, or globalization among others.

- The Making of Europe
- Europe from Obscurity to Economic Recovery
- Population, Economic Growth and Resource Constraints
- The Nature and Extent of Economic Growth in the Pre-Industrial Epoch
- Institutions and Growth
- Knowledge, Technology Transfer and Convergence
- Money, Credit and Banking
- Trade, Tariffs and Growth
- International Monetary Regimes
- The Era of Political Economy - from the Minimal State to the Welfare State in the Twentieth Century
- Globalization and its Challenge to Europe



## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

This module is an elective for all students on Single and Joint Honours degree programmes in Economics. This module is not available to students across other degree programmes in the University.

### Contact Hours

Total contact hours: 22 hours

Private study hours: 128

Total study hours: 150

### Learning Outcomes

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

- \* demonstrate knowledge and understanding of the basic principles of game theory.
- \* describe how game theory and experiments can be applied to real world phenomena.
- \* introduce the concepts relevant to a game and/or experiment.
- \* predict and model decision-making processes using game theory methods and tools.
- \* evaluate economic behaviour and phenomena using a game theoretical approach.

### Method of Assessment

100% Coursework as follows:

Moodle Quiz (20%)

Experiment Log Book (2000 words) (30%)

Experiment report (2000 words) (50%)

### Preliminary Reading

- T. Bergstrom and J. Miller (2000), Experiments with Economic Principles: Microeconomics, McGraw-Hill.
- E. Cartwright (2011), Behavioural Economics, Routledge
- Dixit, A. and S. Skeath (2006), Games of Strategy (2nd ed.), Norton
- J. Harrington (2009), Games, Strategy and Decision Making, Palgrave.
- C. Holt (2006), Markets, Games and Strategic Behavior, Addison Wesley
- P. Straffin (1995), Game Theory and Strategy, Mathematical Society of America

### Restrictions

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

### Synopsis \*

The module introduces students to the exciting fields of game theory, experimental economics and behavioural economics, and equips them with all the essential tools to analyse strategic interaction, in economics, politics and other social sciences. The module provides an understanding of the basic principles of game theory as well as experience in the practical issues of experimental economics. The emphasis throughout the module is on discussing practical applications and providing hands-on experience of experimental economics and game theory.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

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

### Availability

This module is compulsory for all students on any of the following programmes: BSc Management, BSc Marketing, BSc International Business, BA Mathematics and Accounting and Finance and associated programmes.

This module is an elective for all Stage 1 students except for those on Single or Joint Honours degree programmes in Economics.

### Contact Hours

Total contact hours: 21 hours

Private study hours: 129

Total study hours: 150

### Learning Outcomes

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

\* understand the basic principles of microeconomics.

\* understand the main ways in which microeconomics can be used to analyse business decisions, behaviour, problems and issues the basic principles of game theory.

\* understand the economic analysis of important current business issues in the UK, the European Union and the world economy.

\* utilise simple microeconomics models to explain economic behaviour and phenomena.

### Method of Assessment

40% Coursework as follows:

Moodle Quiz (40%)

Examination, 2 hours (60%)

### 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.

Not available to students on Single and Joint Honours degree programmes in Economics

### 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 workshop 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 are taken from the real world to 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.

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.

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

### Availability

This module is compulsory for all students studying single honours degrees in Economics and is optional for those students on joint Economics degree programmes.

This module is not available to students across other degree programmes in the University.

### Contact Hours

Total contact hours: 28 hours

Private study hours: 122

Total study hours: 150

### Learning Outcomes

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

- \* search, identify and access secondary data sources.
- \* utilise spreadsheets, in particular, Microsoft Excel.
- \* utilise specialist data analysis and reporting tools e.g. Macrobond
- \* undertake graphical and numerical data analyses.
- \* apply data analysis techniques in the context of economic theory and policy.

### Method of Assessment

100% Coursework as follows:

Data Report 1 (2000 words) (25%)

Data Report 2 (2000 words) (25%)

Group Project (2500 words) (50%)

### Preliminary Reading

Davis, G. and B. Pecar (2013), Business Statistics using Excel, 2nd Edition, OUP.

Etheridge, D. (2010), Excel Data Analysis: Your Visual Blueprint for Creating and Analyzing Data, Charts and Pivot Tables (3rd ed), John Wiley.

Barrow, M. (2013), Statistics for Economics, 6th Edition, Prentice Hall.

Whigham, D. (2007), Business Data Analysis using Excel, OUP.

### Restrictions

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

### Synopsis \*

The module introduces students to fundamental key skills used by economists in the application of economics to real world issues. It develops students' use of information technology and their ability to access electronic and other secondary sources of data. In particular, the module promotes students' computing and quantitative skills within a structured environment.

The module covers the following topics:

- Data collection and sampling, accessing and downloading electronic data
- Descriptive statistics, graphical and numerical techniques for summarising data
- Index numbers, Paasche and Laspeyres indices, chained and non-chained indices
- National income accounts, growth accounting, logarithm and exponent functions
- Investment decisions, discounting, NPV, internal rates of return

EC315		Professional Economics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	C	15 (7.5)	100% Coursework	Crentsil Dr C

### Availability

This module is optional for all students studying single and joint honours degree programmes in Economics. This module is not available to students across other degree programmes in the University.

### Contact Hours

Total contact hours: 23 hours

Private study hours: 127

Total study hours: 150

### Learning Outcomes

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

- \* understand and abstract the essential features of an economic issue, problem and system.
- \* synthesize and critically compare different economic analyses of an economic issue.
- \* apply analytical skills to a range of economic concepts, problems and issues.
- \* interpret data in the context of economic theory and policy.
- \* analyse reports and papers to support their understanding of economics.

### Method of Assessment

100% Coursework as follows:

- Group Outline 1 (approx. 500 words) 20%
- Group Outline 2 (approx. 500 words) (20%)
- Group Presentation (10 Minutes) (20%)
- Take-Away Precis (400 words) 20%
- Online Test (Precis) (20%)

### 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 introduces students to the application of economic analysis and the role of professional economists within the real-world economy. It exposes students to the main fields of activity that require the involvement of economists, to the institutions involved in these fields, their responsibilities, and the types of economic problem that are addressed. It also provides them with opportunities to contextualise their learning of conceptual economic ideas and issues, and to apply their knowledge and understanding to practical everyday issues.

Module content is organised thematically around a series of both microeconomic and macroeconomic topics. These topics are diverse and updated in line with contemporary issues and developments in the field. Each topic is examined in the context of how professional economists put into practice economics across a range of different institutional settings such as the Government Economic Service, Regulatory Authorities, private sector consultancy and academia.

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**03 School of English**

<b>EN302</b>		<b>Early Drama</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Whole Year	C	30 (15)	60% Coursework, 40% Project	
1	Canterbury	Whole Year	C	30 (15)	75% Coursework, 25% Project	
1	Canterbury	Whole Year	C	30 (15)	100% Exam	

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### 26 School of Physical Sciences

PS301		Introduction to Forensic Science				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	C	15 (7.5)	100% Coursework	Green Mr R(PS)
1	Canterbury	Spring	C	15 (7.5)	75% Exam, 25% Coursework	Green Mr R(PS)

#### Availability

This is available as a wild module.

#### Contact Hours

28 hours of lectures.

#### Learning Outcomes

Knowledge and understanding of core and foundation scientific physical, biological, and chemical concepts, terminology, theory, units, conventions, and laboratory methods in relation to forensic science.

<li>Areas of chemistry (including analytical chemistry, fires and explosions,) as applied to forensic analysis.

<li>Areas of bioscience including cells, biochemistry, human DNA.

Numeracy (including data analysis and statistics), forensic investigation and interpretation (including image analysis, forensic archaeology, ballistics, interrogation, and the extraction, analysis, interpretation of physical evidence) and apply them to forensic examination and analysis.

<li>Incident investigation, evidence recovery, preservation, and presentation as an expert witness within the judicial environment.

<li>Ability to demonstrate knowledge and understanding of essential facts, concepts, principles and theories relating to forensic science and to apply such knowledge and understanding to the solution of qualitative and quantitative problems.

<li>Ability to recognise and analyse novel problems involving forensic science and plan strategies for their solution by the evaluation, interpretation and synthesis of scientific information and data by a variety of computational methods.

<li>Safe handling of firearms, ammunition, and propellants. <li>Analysis of forensic evidence related to firearms, firearm discharge, and ballistic theory.

<li>Evidence recovery, preservation, analysis, and presentation to professional standards.

<li>Communication skills, covering both written and oral communication. Self-management and organisational skills with the capacity to support life-long learning.

<li>Problem-solving skills, relating to qualitative and quantitative information, extending to situations where evaluations have to be made on the basis of limited information.

<li>Numeracy and computational skills, including such aspects as error analysis, order-of-magnitude estimations, correct use of units and modes of data presentation.

<li>Information-retrieval skills, in relation to primary and secondary information sources, including information retrieval through on-line computer searches.

#### Method of Assessment

Examination (Length 2 hours) 75%; Coursework 25% including on-line assignments.

#### Preliminary Reading

Crime Scene to Court, the Essentials of Forensic Science, 3rd edition, ed. P. White. Royal Society of Chemistry, 2010. ISBN:1847558828.

<li>Forensic Science, 3rd edition, A.R.W. Jackson & J. M. Jackson. Pearson, 2011. ISBN: 9780273738404.

<li>Criminalistics, 10th edition, R. Saferstein. Prentice Hall, 2010. ISBN: 0132545799.

#### Pre-requisites

As well as preparing forensic science students for specialist forensic modules in Stages 2 and 3, the module is designed to be accessible to Social Sciences and Humanities students with an intelligent interest in science. For these students, no physical/natural science qualifications at A-level are necessary, but a C-grade or above in GCSE double science or equivalent is desirable.

## 2020-21 Social Sciences Undergraduate Stage 1 Module Handbook

### Synopsis \*

Forensic Science; Evidence and the Scene of the Crime

What is forensic science? Historical and legal background of forensic science – exchange principles and linkage theory.

Forensic science in the U.K – inductive and deductive reasoning. Identification, characterisation, recovery and weighting of trace evidence types. Crime scene searching methodologies; the integrity and continuity of evidence. Introduction to laboratory testing dealing with glass, tool-mark, shoe-mark and tyre impressions. The management of scientific support at crime scenes. Procedures at crime scenes illustrated by reference to crimes of burglary, murder and sexual offences.

Fingerprint history, classification, recovery and chemical enhancement of fingerprints. Blood pattern analysis supporting the advances in DNA techniques. Firearms classification, internal & external ballistics, trajectory, mass and velocity. Firearms injuries at crime scenes. Introduction to DNA analysis and the functioning of the National DNA Database. Sexual offence investigation and body fluid identification. Clinical indicators of death and murder scene investigation.

Drug Abuse, Alcohol and Forensic Toxicology

Drugs of abuse and their identification. Drugs, alcohol poisons and their metabolism. Toxicology and the role of the forensic toxicologist. Qualitative and quantitative laboratory analysis.

Document Examination:

Signature and handwriting identification. Paper, inks and printed documents. Damage characterisation.

Fires and Explosions:

Arson. Fire and combustion. Types of explosives and the nature of explosions. The crime scene investigation: sampling and laboratory analysis.