

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 40 School of Social Policy, Sociology and Social Research

<b>SA503 A Future for the Welfare State? Social Change, Challenge and Crisis</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Sundberg Dr T

#### Contact Hours

22 weekly lectures and seminars, each of an hour

#### Restrictions

Stage 3 students only

#### Availability

Available 2014/15 and 2015/16

#### Method of Assessment

50% coursework (2 essays of 1,500-2,000 words plus a seminar presentation) and 50% 3-hour written examination (Summer term)

#### Synopsis

Welfare states face many challenges in the contemporary world. This course takes a comparative approach by systematically analysing key fields to show how a variety of countries have identified and tackled problems of social policy. It starts with a consideration of theoretical frameworks but most of the course is directed at consideration of welfare issues in different countries and to specific topics: globalisation, migration, population ageing, disability, the cuts and so on. In this way, the student is provided with a systematic overview of some of the main areas in which international and national social policy agendas co evolve. It is intended for students of social policy, social work, and social sciences.

#### Learning Outcomes

Virtually all industrialised and post-industrialised countries in Europe, North and South America, the former Soviet nations and East Asia have developed welfare states. Now the welfare state is everywhere under attack. This course will enable you to understand why welfare states have developed and what makes a difference to them. It will also introduce the key concepts and theories. It will equip you to think critically about one of the most important institutions in advancing social justice between social classes, women and men and ethnic groups in the advanced world.

#### Preliminary Reading

Yeates, N. & Holden, C. (2009) (ed.) *The Global Social Policy Reader*, the Policy Press.

Esping-Andersen, G. (1999) *Social Foundations of Post-industrial Economies*. Oxford: Oxford University Press.

Farnsworth, K. and Irving, Z. (2011) *Social Policy in Challenging Times*, Polity Press.

Gough, I., Wood, G., Barrientos, Bevan & Davis (2004) *Insecurity and Welfare Regimes in Asia, Africa and Latin America. Social Policy in Development contexts* Cambridge University Press

Taylor-Gooby P (2009) *Reforming Social Citizenship*, Oxford University Press

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SA519</b>		<b>The Social Politics of Food</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Twigg Prof J

### Contact Hours

11 hours of lectures and 11 hours seminars

### Restrictions

Not available for Stage 1 students to take

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% coursework (2 x 2,000 word essays)

### Synopsis

The module provides an introduction to social and political issues raised by food and its provision, exploring how sociologists, social anthropologists and policy analysts have addressed this area. The module examines the role of food within the household and beyond, exploring the ways in which food and food practices make manifest social categorisations such as gender, age, ethnicity and religion. Using the examples of vegetarianism and religion, it examines the way food is entwined with symbolic and moral categorisations. The module also addresses the political and policy issues raised by food, exploring government involvement in the area of ingestion, drawing parallels between food, alcohol and tobacco. In doing so it addresses the political issues raised by the large corporate interests of the food industry, and the role of the market in shaping provision. It addresses questions of public health, dietary adequacy and the future of the welfare state through sessions on schools meals and food banks.

### Learning Outcomes

At the end of this module you will:

have gained an understanding of the diverse meanings of food and food ways in modern Britain

be able to analyse food and eating in terms of its symbolic meanings

have gained an understanding of the main debates concerning food and public policy

be able to discuss policy issues in relation to the production and retailing of food and the role of globalisation in debates concerning food

### Preliminary Reading

Ashley B et al (2004) Food and Cultural Studies

Bell D and Valentine G (1997) Consuming Geographies

Germov J & Williams L (2010) A Sociology of Food and Nutrition

Lang, T et al (2009) Food Policy

Lupton D (1996) Food, the Body and the Self

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SA525 Education, Training and Social Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Vickerstaff Prof S

### Contact Hours

11 weekly lectures and seminars each of an hour's length

### Restrictions

Not available for Stage 1 students to take

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% coursework (two essays of 2,500-3,000 words)

### Synopsis

This module aims to present students with an overview of the main aspects of the UK educational, vocational education and training systems (compulsory-schooling, post-compulsory education and training and work based learning); the key divisions in educational and training experience associated with gender ethnicity, age and social class and the main current policy issues: expansion, finance, transitions from school to work, the institutional architecture of vocational education and training and the management of schools and colleges.

### Learning Outcomes

On completion of this module you should:

understand the history and development of education and training policy in the UK;

have an overview of the main aspects of the UK educational, vocational education and training systems;

understand the key divisions in educational and training experience associated with gender, ethnicity, age and social class;

be able to debate the main current policy issues: expansion, finance, transitions from school to work and the institutional architecture of vocational education and training;

be able to discuss and evaluate critically policy options for the achievement of various goals of state involvement in education and training;

be able to apply social science theory and research evidence to understandings of education and training issues and policy responses

### Preliminary Reading

Arthur, J. and Davies, I (2010) *The Education Studies Textbook*, Routledge

Ball S (ed) (2004) *The Routledge Falmer Reader in Sociology of Education*. Routledge Falmer

Chitty, C (2009) *Education Policy in Britain 2nd ed*, Palgrave Macmillan

Tomlinson S (2nd edn. 2005) *Education in a Post-Welfare Society*. Open University Press

Tomlinson S (2008) *Race and Education*. Open University Press

Wolf A (2002) *Does Education Matter?* Penguin

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SA527 Environmental Social Science Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	

### Contact Hours

Meetings with supervisor approximately once every 3 weeks

### Pre-requisites

SO602 Social Research Methods

### Restrictions

Stage 3 Students ONLY

### Availability

Available 2014/15

### Method of Assessment

100% Dissertation (12,000 - 15,000 words)

### Synopsis

The dissertation enables students in their final year to undertake a substantial piece of research on an environmental topic on the basis of primary or secondary data. This allows students to pursue their particular interests, and will give experience in the preparation of a major piece of work from the initial stage of literature review and selection of hypothesis / definition of problem through the choice and implementation of a research design and technique(s) of data collection, to the analysis and interpretation of the results. Alternatively, the dissertation may take the form of an extended literature review. Students must contact the module convenor not later than the end of the second week of Stage 3 to discuss their dissertation proposals.

### Learning Outcomes

On completion of this module you will have developed:

Research skills, including the ability to identify a research question and to collect and manipulate data / information to answer that question.

Bibliographic and, in some cases, computing skills.

The ability to work independently and to manage your own learning, displaying skills of self-organisation and time-management.

Skills of critical thinking, analysis and synthesis, including the ability to evaluate statements in relation to evidence, line of reasoning, and implicit values.

The ability to distinguish between technical, normative, moral and political questions.

Skills in written presentation.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SA531 The Care and Protection of Children and Families						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 weekly lectures and seminars, each of an hour

### Restrictions

Not available for Stage 1 students to take

### Availability

Not available 2014/15, available 2015/16

### Method of Assessment

50% coursework (1 essay) and 50% 2-hour written examination (summer term)

### Synopsis

This module provides a broad introduction to social care services for children and families in the UK, covering the major debates, perspectives and challenges associated with child care policy and practice. This includes the high-profile and complex issues associated with child abuse and protection, and the less well-known but equally important services to support families and prevent abuse and neglect. Also covered will be the workings of the care system, its perceived links with social exclusion and key areas of provision such as residential care, foster care and adoption. Although there are no formal pre-requisites for this module, SO538 Childhood Society and Children's Rights deals with related issues and provides very useful background information for this module.

### Learning Outcomes

On completion of this module, students will:

Have acquired an understanding of the key policy and practice issues associated with family support, child protection, substitute (family) care

Be familiar with competing perspectives relating to child care – their differing interpretations of, and emphases upon; the rights of children's and families, and the role of the state – and their influence on policy and practice

Have an understanding of the legal framework within which social care services are delivered

Have developed skills in presentation and debate, both verbal and written, and in utilization of research and statistical data

Demonstrate a critical appreciation of 'evidence-based practice' in relation to work with children and families

### Preliminary Reading

Kirton D (2009) Child Social Work Policy and Practice. Sage

Stein M (2009) Quality Matters in Children's Services: messages from research, Jessica Kingsley

Davies M (ed)(2012) Social Work with Children and Families, Palgrave

Frost N and Parton N (2009) Understanding Children's Social Care. Sage

Sayer T (2008) Critical Practice in Working with Children. Palgrave

Parton N (2006) Safeguarding Childhood: Early Intervention and Surveillance in a Late Modern Society. Palgrave

Thomas N (2005) Social Work with Young People in Care. Palgrave

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO505</b>		<b>Sociology of Crime and Deviance</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Carney Dr P

### Contact Hours

42 hours: 22 hours of lectures and 20 hours of seminars (no seminars in weeks 1 and 24 or reading weeks)

### Pre-requisites

SO305 Introduction to Criminology or SO333 Crime Culture & Control

### Availability

Every Year

### Method of Assessment

50% coursework (25% class test: 25% one 2,500 word essay excluding bibliography) and 50% 3-hour examination (summer term)

### Synopsis

The aim of this module is to provide students with a critical understanding of the nature and extent of crime and deviance in contemporary society, and the main ways in which they can be explained and controlled. Focusing upon contemporary sociological theories of crime against a background of the classical ideas within the field, this unit will provide undergraduates with an opportunity to engage with the most up-to-date debates.

### Learning Outcomes

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

- critically discuss the ways in which particular forms of crime and deviance are hidden, whilst others are highly visible;
- describe and assess a range of theoretical perspectives relating to crime and deviance and their control;
- understand the social, economic and cultural dimensions of crime;
- understand some of the links between sociological theorizing of crime and deviance and the socio-historical context in which these theories emerged;
- synthesize items of knowledge from different schools and disciplines of enquiry;
- analyse popular discourses, texts or programmes on the matter of crime and deviance.

### Preliminary Reading

There is no text that covers the course as a whole. The following books are recommended for this course in order of difficulty from introductory to advanced.

Carrabine, E. et al. (2009) *Criminology: A Sociological Introduction* (2nd ed.). London: Routledge

Lilly, J. et al (2007) *Criminological Theory: Context and Consequences*. (4th ed.) Thousand Oaks, Ca.: Sage

Tierney, J., (2006) *Criminology: Theory and Context*. (2nd ed.). Edinburgh: Pearson.

McLaughlin, E., J. Muncie and G. Hughes (2003) *Criminological Perspectives: Essential Readings* (2nd ed.). London: Sage.

Henry S. and Einstadter W (eds.) *The Criminology Theory Reader*. New York: NYU

Downes, D and Rock, P (2007) *Understanding Deviance: A Guide to the Sociology of Rule Breaking* (5th ed.). Oxford: Oxford University Press

M. Maguire, R. Morgan, and R. Reiner (2007) *The Oxford Handbook of Criminology* (4th ed.). Oxford: Oxford OUP

Morrison, W. J., (1995) *Theoretical Criminology: From Modernity to Postmodernism*.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO506 Popular Culture, Media and Society</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Nettleingham Dr D

### Contact Hours

1 hour lecture per week 1 hour seminar per week

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

50% coursework (2 essays one in the Autumn and one in the Spring terms) and 50% examination (Summer term)

### Synopsis

This is a core module for Cultural Studies programmes, but is also open to and suitable for students on other programmes in the Humanities and in Social Studies. It may also be taken as a 'wild' option. The module introduces and applies ideas in critical, cultural and communications theory to debates and issues surrounding media and popular culture, focussing on such themes as cultural elitism, power and control, the formation of identities, the politics of representation and the cultural circuit of production and consumption and associated social phenomena. It investigates the relationship between the development of contemporary society and societal values and the changing technological basis of mediated culture. Specific media forms, contexts and topics dealt with vary from year to year but typically include, popular TV and film, the press, the internet, pop music, celebrity, drugs, hedonism and excess, consumer culture conspiracy theories, popular knowledges, censorship and the mediation of cultural memory. Key reading is supplied in the form of a 'Course Reader'

### Learning Outcomes

On completion of this module, students will gain knowledge of:  
various theoretical approaches to popular culture, media and mediated communications  
a range of critical debates surrounding media and popular culture production and consumption  
how social critique and media culture interact and cross-inform each other  
how to use cultural theory to discuss popular and media culture phenomena ranging from entertainment to hard news  
a number of social and cultural issues concerning the integration of media technologies into everyday life

### Preliminary Reading

Storey, J (2012) Cultural Theory and Popular Culture, Routledge  
Long, P, Wall, T (2012) Media Studies: Texts, Production and Context. Pearson  
Jenkins, H (ed) (2006) Convergence Culture: where old and new media collide. New York University Press  
Hodkinson, P (2001) Media, Culture and Society. Sage  
Hjarvard, S (2013) The Mediatization of Culture and Society. Routledge

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO509 Health, Illness and Medicine</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Lee Dr E

### Contact Hours

22 weekly lectures and seminars, one hour each

### Availability

Available 2014/15 not available 2015/16

### Method of Assessment

50% coursework (three 2,000 word essays) and 50% 3-hour exam

### Synopsis

'Health', 'illness' and 'medicine' are by no means static concepts. Their meaning has changed over time, and there is competition and conflict over what they mean. For example, in recent decades, health has come to mean much more the absence of disease. This is the age of healthy eating, sexual health, holistic health, healthy lifestyles and healthy living. We live in a time when medicine can mean homeopathy or acupuncture, as well as heart surgery and vaccinations. 'Health' is also something we seem to worry about, and panic over; recent years have witnessed high profile scares about eating beef, using the contraceptive pill and mobile phones, and giving babies the MMR vaccine. 'Health, Illness and Medicine' discusses key ideas and concepts developed by social scientists that can help us understand these, and other, aspects of our society.

### Learning Outcomes

Students who successfully complete this module will have:

Learned to describe and analyse the ways in which concepts of health, illness and medicine are constructed and contested

Gained knowledge of key sociology theories concerning health, illness and medicine

Developed an understating of the principal debates in sociology concerning health and illness

Gained familiarity with current debates about the development of medicine and the medical profession

Engaged with contemporary debates concerning health and illness, in particular 'health panics'

Increased their capacity in regard to application of social science theory and research evidence to understandings of health, illness and medicine

### Preliminary Reading

Wainwright, D (ed) (2008) A Sociology of Health (core text)

Nettleton, S (2013) The Sociology of Health and Illness (3rd ed.)

Gabe, J and Monaghan, L (2013) Key Concepts in Medical Sociology (2nd ed.)

Lupton, D (2000) The Imperative of Health: Public Health and the Regulated Body

Gabe, J and Calnan, M (eds)(2009) The New Sociology of the Health Service

Barry, A and Yuill, C (2011) Understanding the Sociology of Health (2nd ed)

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO525		Environmental Politics				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Rootes Prof C
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 lectures and 10-11 one-hour seminars

### Availability

Available in 2014/15

### Method of Assessment

50% coursework (one 2,000 word essay: one seminar presentation) and 50% 2-hour written examination (summer term)

### Synopsis

Environmental issues have become central matters of public concern and political contention. In this module we shall consider explanations for the rise and social distribution of environmental concern as well as the forms of organisation that have been adopted to address environmental questions, including the emergence of global environmental issues and the responses to them. The development of environmental protest, environmental movements and Green parties are central concerns, but we shall also consider the 'greening' of established political parties and political agenda. Is it realistic to expect the development of a global environmental movement adequate to the task of tackling global environmental problems. The approach is broadly comparative and examples will be taken from Europe (east and west), North America, Australasia and south-east Asia.

### Learning Outcomes

Students who successfully complete this module will have an enhanced understanding of:

- the varieties of political thinking about the environment;
- the emergence and development of Green parties and the greening of the agenda of other parties;
- the development of environmental protest and environmental movements;
- the changing character of environmental movement organisations;
- the political responses to global environmental issues

### Preliminary Reading

- Carter N (2nd edn. 2007) *The Politics of the Environment*. Cambridge UP
- Connelly J & Smith G (2012) *Politics and the Environment: From Theory to Practice* (3rd edition). Routledge
- Doyle T (2004) *Environmental Movements in Majority and Minority Worlds*. Rutgers UP
- Doyle T & McEachern D (3rd edn. 2007) *Environment and Politics*. Routledge
- Richardson D & Rootes C (eds) (1995) *The Green Challenge: the Development of Green Parties in Europe*. Routledge
- Rootes C (ed) (1999) *Environmental Movements: Local, National and Global*. Cass

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO532		Mental Health				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Forrester-Jones Dr R

### Contact Hours

2 hour workshop (includes lectures, discussion groups and invited speakers) plus 1 hour voluntary 'drop-in clinic' (provides an opportunity for students to ask questions about the module and assessment) per student per week'.

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% coursework (one 4000 word essay)

### Synopsis

This module introduces students to the sociological approach to understanding mental health. It begins by outlining historical definitions of mental health and how policy and practice have changed over time from incarceration in large institutions to present-day community care. Sociological perspectives of mental illness (for example, the sociology of suicide, labelling and social causations of mental ill-health) are considered alongside psychiatric and psychological approaches to treating people with mental illnesses. The module then looks at social inequalities in relation to opportunities to recover, including gender and race, as well as where sufferers are within the life-course (including young people and older people with dementia). Mental health and the criminal justice system as well as religion/spirituality and faith are also explored. Please note, as this is not a clinical module material covered will not include in-depth investigations of specific diagnoses of mental illnesses.

### Learning Outcomes

Familiarity with sociological aspects of mental health and mental health policy.

Critical evaluation of psychiatric and non-psychiatric perspectives on mental health.

Assessment of social inequalities in mental health

Skill in evaluating contrasting legal, community, and user approaches to mental health and illness.

Appreciation of the economics and politics of mental health

### Preliminary Reading

Pilgrim D (2009) 2nd Ed Key Concepts in Mental Health, London, Sage

Rogers A & Pilgrim D (2010) A Sociology of Mental Health and Illness. Open University Press

Reynolds J et al (2009) Mental Health Still Matters. Macmillan

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO533</b>		<b>Gender, Crime and Criminal Justice</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Duggan Dr M

### Contact Hours

1 hour lectures and 1 hour seminar per week

### Pre-requisites

Either SO305 Introduction to Criminology or SO333 Crime, Culture and Control and either SO505 Sociology of Crime and Deviance or SO536 Crime and Justice in Modern Britain.

Single Hons Cultural Studies students must have done either SO305 or SO333 but may take either SO505 or SO536 as co-requisites.

### Restrictions

Stage 3 Students Only

### Availability

Available 2014/15 and 2015/16.

### Synopsis

The aims of this module are:

1. to understand the historical development of feminist criminology and its contemporary relevance
2. To explore the relationship between gender and offending and
3. Examine the role of gender in criminal justice.

Topics covered in the module include: prostitution, masculinities and crime, women and drug dealing, women in the criminal justice system, criminal justice responses to gendered violence, women in gangs and feminist methods and theory in criminology.

### Learning Outcomes

recognise and evaluate the main empirical and theoretical studies of gender, crime and criminal justice, as well as key policy documents and legislation, and

identify and gather appropriate library and web-based resources, make judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing

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

show an understanding of patterns of offending, victimisation and employment in the criminal justice system by gender.

critically assess traditional criminological theory, feminist critiques and perspectives and recent debates about the importance of masculinity to our understanding of criminal behaviour and criminal justice through engaging directly with theoretical materials,

describe and evaluate the debates surrounding the differential treatment of women and men in the criminal justice system as victims, offenders and professionals,

### Preliminary Reading

Evans and Jamieson (ed) (2008) *Gender and Crime: A reader* Open University Press.

Gelsthorpe, L and Morris, A (ed) (1990) *Feminist Perspectives in Criminology*, Open

Silvestri, M and Crowther-Dowey, C (2008) *Gender and Crime* Sage.

Walklate (2004) *Gender, Crime and Criminal Justice*, (2nd edition) Willan.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO534</b>		<b>Violence and Society</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 weekly lectures and seminars, each of 1 hour

### Pre-requisites

One of SO336 Sociology of Everyday Life and SO337 Fundamentals of Sociology; SO305 Introduction to Criminology; SO333 Crime Culture and Control; SA300 Social Problems and Social Policy I; SA301 Social Problems and Social Policy II.

### Availability

Not available 2014/15

### Method of Assessment

50% coursework (one essay of circa 3,500 + seminar participation) and 50% 2-hour examination (summer term)

### Synopsis

This module will examine the ways in which violence is receiving increasing attention within the social sciences, and will introduce the major theoretical and research themes involved in the analysis of violence. It will examine data on the prevalence, nature and effects of violent crime, and will consider issues of violence, aggression and masculinity. This will be done with particular reference to examples, such as racist crime, homophobic crime and domestic violence. The module will approach violence from interpersonal and societal perspectives and will include consideration of collective violence and genocide. It will further examine solutions to violence and conflict resolution, the effects of intervention strategies and non-judicial responses to violence.

### Learning Outcomes

Students will be able to judge and evaluate evidence using theoretical and empirically based arguments and data.

Students will appreciate the complexity and diversity of violent behaviour

Students will be able to work independently on essays and discussion papers for presentation.

Students will be able to make reasoned arguments based on texts and evidence.

Students will achieve competence in using major theoretical perspectives on violence and comment on their strengths and weaknesses.

### Preliminary Reading

Ray, L. J. (2011) *Violence and Society*, London: Sage

Lee RM & Stanko B (eds) (2003) *Researching Violence*. London: Routledge

March I with Melville G, Morgan K, Norris G & Walkington Z (eds) (2006) *Theories of Crime* London. Routledge

Stanko EA (ed) (2003) *The Meanings of Violence*. London

Steger MB & Lind NS (eds) (1999) *Violence and its Alternatives – an Interdisciplinary Reader*. London: Macmillan

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO535</b>		<b>Youth and Crime</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Redmon Dr D

### Contact Hours

12 one-hour lectures and 11 one-hour seminars

### Pre-requisites

SO305, SO333 and SO505

### Restrictions

Stage 3 Students ONLY

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

50% essay (3000 words), and 50% 2-hour examination (summer term)

### Synopsis

This module provides students with a sociological and criminological understanding of contemporary issues relating to young people, crime and deviance. More specifically, the module provides a critical understanding of young people's involvement in crime and deviance and the various responses to youth crime, especially how young people are dealt with by the youth justice system. We begin by examining current trends in youth offending and explore media responses and then go on to look at 'the youth problem' from an historical context. We will then go on to focus in depth on several substantive topics, including gangs and violent crime; drugs, alcohol and nightlife; young people, urban space and antisocial behaviour; and the youth justice system in England and Wales. Throughout the module, attention is given to the importance of understanding the connections of youth crime with race, class and gender and at the same time, engages with key theoretical ideas and debates that inform our understandings of youth crime. This unit provides an opportunity to engage with the most up-to-date debates in an area of great interest in contemporary society.

### Learning Outcomes

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

Demonstrate knowledge and understanding of policy debates and key sociological and theoretical approaches to the study of youth and crime

Evaluate the relevance of 'youth' to study of crime and deviance

Demonstrate analytical and critical skills relating to media, populist and political responses to youth crime

Evaluate critically selected key areas relating to youth and crime and the youth justice system in England and Wales

Demonstrate developed research, critical thinking, debating, presentation and writing skills, including the ability to research independently and to take responsibility for their own learning

### Preliminary Reading

Muncie J (2009) (third edition) Youth Crime London. Sage

Goldson B (eds) (2007) Youth in Crisis?: 'Gangs', Territoriality and Violence. Routledge

France A (2007) Understanding Youth in Late Modernity. Open University Press

Goldson & Muncie (eds) (2006) Youth Crime and Justice London. Sage

Smith R (2006) Youth Justice: Ideas. Policy and Practice. Cullompton. Willan

Muncie J, Hughes and McLaughlin (eds.) (2002) Youth Justice: Critical Readings. London. Sage

Maguire, Morgan and Reiner (eds) (2007) The Oxford Handbook of Criminology. Oxford: Oxford UP (Chapter by Tim Newburn, on youth, crime and criminal justice)

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO536 Criminal Justice in Modern Britain: Development, Issues and Politics</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	50% Coursework, 50% Exam	Chatwin Dr C

### Contact Hours

one-hour lecture and one-hour seminar per week

### Pre-requisites

SO305 Introduction to Criminology or SO333 Crime Culture and Control

### Restrictions

Stage 2

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

50% coursework (Two essays maximum 3,000 words each) and 50% written examination (summer term)

### Synopsis

This module examines key policy issues and controversies relating to the criminal justice system. The general nature and development of the modern criminal justice system of police, courts, prisons and alternatives will be explored, together with the relation between the criminal justice system and other agencies such as welfare, the private sector and informal structures of control. Topical problems such as police organisation and efficiency, the impact of the (party) politicisation of crime and criminal justice issues, prison overcrowding, the problems facing different categories of victims in offences such as child abuse, rape etc. International justice issues will be considered such as the American prison experiment and the death penalty.

### Learning Outcomes

The aim of this module is to provide students with a critical knowledge and understanding of the nature of the criminal justice system. Students completing the module will be able to:

show a knowledge of the structure and history of the main institutions of the CJS.

to identify and interpret information on patterns of crime and punishment.

to follow and critically assess debates and controversies surrounding the cjs and how these relate to broader social policy strategies.

to critically assess CJS policies in terms of their impact upon issues concerning race, gender and class.

show a development in their communication skills through essay writing and oral seminar contributions.

### Preliminary Reading

Cavadino M & Dignan J (3rd edn. 2002) *The Penal System: An Introduction*. London: Sage

Davis M et al (3rd edn. 2005) *Criminal Justice*. Harlow: Pearson Longman

Muncie J et al (2001) *Youth Justice: Critical Readings*. London: Sage

Newburn T (2nd edn. 2003) *Crime and Criminal Justice Policy*. London: Longman

Newburn T, ed (2003) *Handbook of Policing*. Cullompton: Willan

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO537</b>		<b>Race and Racism</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Song Prof M

### Contact Hours

22 hours: 1 hr lecture and 1 hr seminar per week.

### Availability

Available in 2014/15 and 2015/16

### Method of Assessment

35% coursework (one 3000 word essay), 15% seminar participation and 50% 2-hour examination (summer term)

### Synopsis

What is meant by 'racism'? Charges of racism are seemingly everywhere – in the workplace, in the streets, in everyday interactions. But what exactly is racism? Is it beliefs about racial inferiority or superiority? Is it found in actions and consequences whether people intended to be racist or not? We will first review different theories of racism, and critically assess how changing conceptualisations of racism arise in specific, socio-political contexts. We will also consider whether a colour-blind future is desirable and/or possible.

### Learning Outcomes

On successful completion of this module, students will be able to:  
clarify and debate the meanings surrounding the term 'racism'. 'Racism' has come to be used so broadly, so that it is in danger of becoming an inflated term. Students taking this module should be able to demonstrate their understanding of the historical evolution of this term, and the contemporary debates surrounding this term.

rethink and refine the traditional emphasis upon racism, as something which predominantly affects 'Black' people. Much recent work in this area has addressed the need to explore the potentially disparate experiences of racism by various ethnic minority groups.

explore the comparative experiences of ethnic minorities, for example the ways in which they experience and respond to forms of racial discrimination and abuse in Western advanced capitalist societies.

assess the effectiveness of state policies to combat racism, for instance through 'positive discrimination' and EO policies.

### Preliminary Reading

Eds. Martin Bulmer & John Solomos, *Racism* (1999)

George Fredrickson, *Racism: a Short history* (2002)

Andrew Pilkington, *Racial Disadvantage and Ethnic Diversity* (2003)

John Solomos & Les Back, *Racism and Society* (1996)

Mairtin Mac an Ghaill, *Contemporary Racisms and Ethnicities* (1999)

Ali Rattansi, *Racism: an Introduction* (2008)

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO538</b>		<b>Childhood, Society and Children's Rights</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Kirton Dr D

### Contact Hours

11 lectures and 11 seminars, each of 1 hour

### Availability

Available 2014/15. Not available 2015/16.

### Method of Assessment

100% coursework (seminar presentation, quiz and essay, 3,000 words)

### Synopsis

This module provides a broad-based introduction to the concept of childhood, its historical evolution (including contemporary influences arising from new technologies and electronic media) and its 'social construction'. Within this context, different perspectives on children's rights are examined, contrasting those which emphasise children's vulnerability and need for forms of protection and others which argue for children's participation, empowerment or even liberation. The module will also examine contemporary social problems e.g. child labour, sexual exploitation in terms of understandings of childhood and children's rights. Although there are no formal co-requisites for this module, its subject matter fits well with that covered in SA531 The Care and Protection of Children, offered in alternate years.

### Learning Outcomes

On successful completion of this module, students will:

have acquired an understanding of the ways in which childhood is 'socially constructed'

be familiar with competing perspectives on children's rights and with the national and international frameworks for their implementation and monitoring

be able to apply the above knowledge to particular social problems facing children

demonstrate an ability to analyse the ways in which policy interventions in children's lives are shaped by and shape concepts of childhood and children's rights

have developed skills in presentation and debate, both verbal and written, and in utilisation of research and statistical data

### Preliminary Reading

Wyness, M (2012) *Childhood and Society: An Introduction to the Sociology of Childhood* 2nd Edition, Palgrave

Kehily M (ed) (2nd edn. 2008) *An Introduction to Childhood Studies*. Open UP

Qvortrup J (2011) *The Palgrave Handbook of Childhood Studies*, Palgrave

James A & James A (2008) *Key Concepts in Childhood Studies*. Sage

Prout A (2005) *The Future of Childhood*. Routledge

Woodhead M & Montgomery H (2003) *Understanding Childhood*. Wiley

<b>SO539</b>		<b>Environmental Policy and Practice</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Rootes Prof C

### Contact Hours

11 weekly lectures and seminars, each of one hour

### Availability

Available 2014/15 and 2015/16 (subject to change)

### Method of Assessment

50% coursework (two essays) and 50% 2-hour written examination (summer term)

### Synopsis

This module aims to give you an understanding of the ways in which governments have attempted to address environmental issues such as climate change, conservation, and pollution control. It discusses the role of government and other interest groups in formulating environmental policy, outlining and applying key principles used to do so.

### Learning Outcomes

You will gain an understanding of the problems and dilemmas involved in the formation and implementation of public policies on environmental issues

the strengths and weaknesses of policies on climate change, waste, transport, agriculture and pollution

general policy principles and practices such as ecological modernisation, sustainable development and Local Agenda 21, and

the role of citizen action in making and changing environmental policies

### Preliminary Reading

Carter N (2007) *The Politics of the Environment* (2nd edition)

Connolly J & Smith G (2012) *Politics and the Environment: From Theory to Practice* (3rd edition)

Gray S (ed) (1995) *UK Environmental Policy in the 1990s*

Lowe P & Ward S (eds) (1988) *British Environmental Policy and Europe: Politics and Policy in Transition*

Vogel D (1986) *National Styles of Regulation: Environmental Policy in Great Britain and the United States*

Wallace D (1995) *Environmental Policies and Industrial Innovation: Strategies in Europe, USA and Japan*

Yeager PC (1991) *The Limits of Law: The Public Regulation of Private Pollution*

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO575</b>		<b>Poverty, Inequality and Social Security</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Mitton Dr L

### Contact Hours

11 weekly lectures and seminars of one hour each

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% coursework (one 2,500 word essay [50%] and a short answer assessment [50%])

### Synopsis

The coalition government has argued that following the 2008 financial crisis and the subsequent double-dip recession adoption, the UK has no option but to pursue austerity policies. This has included a huge squeeze on spending on cash transfers often referred to as 'welfare'.

This module focuses on poverty and inequality and how such social security policies impact upon them. Students will analyse the nature, extent and causes of poverty and inequality, with reference to the UK. The module will make students aware of current issues in welfare reform as it relates to groups vulnerable to poverty including: people who are unemployed; people who are sick or disabled; older people; children; lone parents; people from Black or minority ethnic groups. The module also shows how social security policies encompass different principles of need, rights and entitlement for users of welfare services.

It is designed to be of interest to Sociology and Health and Social Care students as well as Social Policy students.

### Learning Outcomes

On completion of this module students should:

Understand competing perspectives on poverty, inequality and welfare rights and how these are reflected in social security policies;

Have some knowledge of the historical development of social security

Have a knowledge of social security policy concerns in several substantive areas

Understand the potential and limitations of social security in maintaining income security

Be able to apply this knowledge to analyse and evaluate critically the potential for and constraints on future reform of social security

### Preliminary Reading

Alcock, P. (2006). *Understanding Poverty*. 3rd edition. Palgrave

Ridge, T and Wright, S eds (2008) *Understanding Inequality, Poverty and Wealth: Policies and Prospects*. Policy Press

Spicker, P (2011) *How Social Security Works*. Policy Press

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO594</b>		<b>Terrorism and Modern Society</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Hayward Prof K

### Contact Hours

21 hours in total: 11 hours of lectures and 10 hours of seminars (no seminars in Week One or Reading Week)

### Restrictions

Available to Stage 3 Students ONLY.

This module can not be taken if you are taking/have already taken PO629 Terrorism and Political Violence.

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

50% coursework (one up-to 3,000 word essay) and 50% 2-hour examination (summer term)

### Synopsis

Following the events of September 11 2001 public concerns surrounding the related threats associated with terrorism have inevitably deepened. This course provides a general introduction to terrorism and poses a series of questions that rarely feature in mainstream criminological and sociological discourse. Central elements of the course include an examination of the historical roots of terrorism; an analysis of threat posed by the various terrorist factions associated with the 'global Salafi jihad'; the contextualization of terrorism within the context of late modernity; and an analysis of terrorism at the macro, meso, and micro levels

### Learning Outcomes

Understand the key concepts associated with the sociology of fear and terror;

Recognize and interpret a range of theoretical accounts of terrorism and political crime;

Recognize how terrorism functions in variety of different social contexts;

Understand the social, political and cultural (including in many cases the religious) dimensions of some of the main terrorist movements (both contemporary and historical);

Be able to situate terrorist and extremist action within the context of contemporary social theoretical debates about modernity

Understand the changing nature of terrorist action (including introductions to the concepts of 'cyber-terrorism' and 'hyper-terrorism')

### Preliminary Reading

Burke, J (2007) *Al-Qaeda*, London: Penguin

Carr M (2006) *Unknown Soldiers: How Terrorism Transformed the Modern World*. London: Profile

Sageman, M (2004) *Understanding Terrorist Networks*, Philadelphia: Pennsylvania University Press

Jenkins P (2003) *Images of Terror*. New York: Walter de Gruyter

Martin G (2003) *Understanding Terrorism: Challenges, Perspectives and Issues*. London: Sage

White J (2002) *Terrorism: An Introduction*. Belmont, CA: Wadsworth

Whittaker DJ (ed) (2nd edn. 2003) *The Terrorism Reader*. London: Routledge

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO595		Reproductive Health Policy in Britain				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 lectures and 11 seminars, each of an hour

### Availability

Not available 2014/15 available 2015/16

### Method of Assessment

50% coursework (two 2,000 words essays) and 50% 2-hour examination (summer term)

### Synopsis

Contraception, abortion, and teenage pregnancy are the subjects of public controversy in Britain. This module takes these aspects of 'reproductive health' as its main examples. We will consider why contraception, abortion and teenage pregnancy became the subject of policy-making, and look at how policy about them has changed over time. Attention will be drawn to areas of debate that are currently particularly controversial, to encourage students to consider the ways in which policy could develop.

### Learning Outcomes

On completion of this module students should:

Have acquired an understanding of competing explanations about how health policies emerge and are made

Be able to identify the main policy developments in Britain relating to contraception, abortion, teenage sex and pregnancy, and assisted conception.

Be aware of the origins of these policy developments, drawing on relevant social scientific literature and empirical evidence

Be able to identify areas of current concern and debate their validity for the future development of reproductive health policy.

### Preliminary Reading

There is no single text book for the module. Students are expected to read two or three journal articles/book chapters for each seminar, which are compiled as a reading pack available from the office in SSPSSR. The following, while they do not cover the breadth of the course, are also highly recommended reads:

Luker K (2006) *When Sex Goes to School, Warring Views on Sex - and Sex Education - since the 1960s*

McLaren A (1990) *A History of Contraception, From Antiquity to the Present Day*

Sheldon S (1997) *Beyond Control: Medical Power & Abortion Law*

Lee E (2003) *Abortion, Motherhood and Mental Health, The Medicalisation of Reproduction in the US and Britain*

Arai L (2009) *Teenage Pregnancy, the Making & Unmaking of a Problem*

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO601</b>	<b>Welfare in Modern Britain</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Mitton Dr L

### Contact Hours

22 weekly lectures and seminars, one hour each

### Availability

Every Year

### Method of Assessment

50% coursework (three 2,000 word essays) and 50% 3-hour written examination (summer term)

### Synopsis

This module provides students with basic accounts of the scope and scale of the British welfare system, and the theoretical basis for its existence and growth. The recent history and current organisation of the main areas of social welfare provision such as social security, education, health, social care and housing are explored. These services which comprise 'the welfare state' are situated in the broader context of welfare provided from non-state sources: the family, the market, community and voluntary sector and debates regarding how welfare should be provided and funded. The module examines how policies are formulated and the processes through which they are implemented and revised. It also considers the impact that social policies have on social inequality and difference based on class, ethnicity, gender, disability or age. Welfare in Modern Britain is a core module for those taking Social Policy and related degrees, but is also relevant to those with an interest in contemporary social problems and the policies aimed at addressing them.

### Learning Outcomes

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

Be able to demonstrate intermediate level comprehension of the relative roles of the core sources of welfare in Britain, in particular the contributions of the family, community, market, voluntary sector and state:

Have intermediate level knowledge of the main welfare services in Britain;

Possess intermediate level knowledge of the main sources of funding for welfare services;

Have intermediate level critical awareness of the nature of the policy processes through which welfare services evolve;

Have intermediate level comprehension of key debates relating to diversity and difference with respect to gender, ethnicity, age and disability and how this may affect both needs and welfare outcomes;

Be able to apply this knowledge to analyse and evaluate critically the organization, cost and impact of welfare services

### Preliminary Reading

Alcock, P. (2008). *Social Policy in Britain*. Palgrave. 3rd edition, useful general text.

J. Baldock, L. Mitton, N. Manning and S. Vickerstaff (2011) *Social Policy*. OUP, 4th edition, useful general text

Hudson, J., Kuhner, S. and Lowe, S. (2008) *The Short Guide to Social Policy*, Policy Press, especially good to get started.

Powell, M. (ed) (2007) *Understanding the Mixed Economy of Welfare*, Policy Press.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO602</b>		<b>Social Research Methods</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	80% Coursework, 20% Exam	Sundberg Dr T

### Contact Hours

11 weekly lectures and seminars (Autumn Term); 11 lectures and 11 weekly seminars (Spring Term), each of 50 minutes.

### Availability

Every Year

### Method of Assessment

Literature review of 2000 words (25%), Group presentation (25%), Individual Research Proposal (25%), Exam (20%), Seminar Attendance (5%)

### Synopsis

In this module you will begin to understand the process and debates surrounding how researchers learn more about the social world. What techniques and approaches do social researchers draw upon to organise, structure and interpret research evidence? How do we judge the quality of research? What are the strengths and weaknesses of the range of frameworks and methodologies? The first part of the module introduces you to the conceptual issues and debates around the 'best' way to explore social questions, forms and issues, and an overview of some popular methods for doing so. In the Spring Term, you will spend most of your time applying what you have learned in a group research project and an individual research design project.

### Learning Outcomes

Identify a range of different research strategies and methods, and their respective advantages and disadvantages, as well as their philosophical underpinnings.

Seek out and use statistical and other data derived from social surveys and other research publications.

Read and interpret tables of statistical data.

Judge and evaluate the validity of research evidence.

Develop research questions and conduct preliminary empirical research.

### Preliminary Reading

Gilbert, N. (ed.) (2008) *Researching Social Life*. London: Sage.

Bryman A (2nd edn. 2004) *Social Research Methods*. Oxford: Oxford University Press

Walliman N (2007) *Your Research Project*. London: Sage

<b>SO603</b>		<b>Health and Health Policy</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

### Contact Hours

11 weekly lectures and seminars, one hour each

### Availability

Not available 2014/15, available 2015/16

### Method of Assessment

50% coursework (two essays) and 50% written examination (summer term)

### Synopsis

This module will introduce students to the analysis of health policy focusing on recent policy changes in the UK and identifying the major influences which have shaped these policies. There have been considerable changes in health service policy and health policy in the UK over the last decade involving changes to existing policies and the development of new policy themes. The latter have included a growing recognition of the need to address inequalities through public health policies but the relative neglect of environmental health policies, a focus on the views and/or the voice of the user and the public, the emergence of evidence-based policy and practice, the marketisation and privatisation of health care, the introduction of managerialism and the attempts to regulate the medical profession. This module provides an analysis of these recent policy developments and explores to what extent they reflect significant shifts in policy. What shapes these policies is examined through an exploration of the influence of professional medicine and other occupational groups including CAM, the pharmaceutical industry, the State, patients groups and the wider global environment. It links analysis of the theory of policy making with an analysis of empirical examples.

### Learning Outcomes

On successful completion of this module students will:

Have an understanding of the process by which health policy is shaped and implemented in the UK

Have been introduced to the main models of policy making and formation and will see their relevance to the policy process

Be aware of the main policy issues current in the health services in the UK

Had the opportunity to examine case studies of policy making and implementation

### Preliminary Reading

Gabe J and Calnan M (2009 eds) *The New Sociology of the Health Service*, Routledge

Alaszewski, A and Brown, P (2012) *Making Health Policy: A Critical Introduction*, Polity

Exworthy, M et al (eds) (2012) *Shaping Health Policy*, Policy Press

Baggott R (2007) *Understanding Health Policy*, Palgrave MacMillan

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO605</b>		<b>Crime , Media and Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Ilan Dr J

### Contact Hours

20 hours - 11 of lectures, 9 hours of seminars and 1 hour optional tutorial per week

### Pre-requisites

One of SO305 Introduction to Criminology, SO333 Crime Culture and Control; SO334 Modern Culture; SO335 Contemporary Culture, SO336 Sociology of Everyday Life or SO337 Fundamentals of Sociology

### Restrictions

Stage 2 and 3 students.

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

50% coursework (EITHER one essay up to 3,000 words, excluding bibliography OR a multi-media project with 1,000 words commentary) and 50% 2 hour examination

### Synopsis

The module provides students with an understanding of the contested cultural meanings underpinning crime. Too often criminology is satisfied taking definitions of criminality at face value, when really it means very different things to different people and in different contexts. The module examines how media representations propagate particular perceptions of crime, criminality and justice. It goes on to consider the manner in which those who 'offend' experience and interpret their own behaviour, which may be focused on the attainment of excitement or indeed on attaining their own conception of justice. The module explores these contradictions in a world where crime, control and the media saturate everyday life. In doing so it considers a diverse range of concepts; youth culture, hedonism, hate crime, risk taking, moral panics, the image, emotionality and consumerism. We examine the nature of a late-modern society where criminality inspires great fear and resentment, whilst at the same time it provides imagery which is harnessed to produce entertainment and sell a range of consumer goods. Students will become familiar with cutting edge research and theory in the fields of Cultural Criminology, Visual Criminology, and Media and Crime, placing issues such as music, photography, street gangs, extreme sports, newspapers and nights on the town in new and exciting contexts.

### Learning Outcomes

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

Evaluate the relationships between crime, justice, the media representations and cultural dynamics.

Display an understanding of the links between crime, justice the media and cultural contexts.

Offer analysis of the degree to which cultural contexts and media representations shape crime control.

Make links between important debates and theoretical developments in media and crime and cultural criminology.

Discuss issues of crime, media and culture within a late-modern global context.

### Preliminary Reading

Ferrell J, Hayward K, Young J (2008) Cultural Criminology, London. Sage

Jewkes Y (2010) Media and Crime, second edition. London. Sage

Presdee M (2000) Cultural Criminology and Carnival of Crime, London. Routledge

Greer C (ed) (2009) Crime and the Media: A Reader. London. Routledge

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO645</b>		<b>The Third Sector: Charities and Social Enterprises in Modern Societies</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Hogg Dr E

### Contact Hours

22 contact hours

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

50% coursework (one 3,000 word essay) and 50% 2-hour examination (summer term)

### Synopsis

The module provides an overview of the contribution of the third sector to social, economic and political life. It includes analysis of definitions and categorisations, exploration of the theories which underpin the study of the third sector, an examination of theories and the current state of volunteering and charitable giving, examination of the historical and current public policy agenda in relation to the third sector in the UK, the EU and more generally and, an overview of current issues in the third sector and how social scientists go about studying them.

### Learning Outcomes

(1): Understanding of the nature of, and rationale for, the third sector from key social science disciplinary perspectives.

(2): Ability to describe and anatomise the third sector's contribution to social economic and political life by utilising – and understanding the limits of – relevant economic and social data.

(3): Understanding of how and why the third sector is an important actor in the policy process

### Preliminary Reading

Anheier, H. (2005) *Nonprofit Organisations: Theory, Management, Policy*. Routledge.

Bridge, S., Murtagh, B. and O'Neill, K. (2008) *Understanding the Social Economy and the Third Sector*. Palgrave

Deakin, N. (2001) *In Search of Civil Society*. Palgrave

Rochester, C., Ellis Paine, A. and Howlett, S. (2010) *Volunteering and Society in the 21st Century*. Palgrave.

Payton, R., and Moody, M. (2008) *Understanding Philanthropy: It's Meaning and Mission*. Indiana University Press

Kendall, J. (2003) *The Voluntary Sector: Comparative Perspectives in the UK*. Routledge.

Evers, A. and Laville, J-L. (2003) *The Third Sector in Europe*. Edward Elgar.

Steinberg, R. and Powell, W. (2nd edn, 2006) *The Nonprofit Sector: A Research Handbook*. Yale University Press.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO657</b>		<b>Digital Culture</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Miller Dr V

### Contact Hours

One hour lecture and one hour of seminar per week

### Pre-requisites

One of SO334 Modern Culture; SO335 Contemporary Culture; SO336 Sociology of Everyday Life or SO337 Fundamentals of Sociology

### Restrictions

You cannot take this module if you are already taking/have already taken SO599

### Availability

Available 2014/2015 and 2015/16

### Method of Assessment

50% coursework (one 3,000 - 3,500 word essay) and 50% 2 hour examination (summer term)

### Synopsis

This module will approach the so-called "information age" from a cultural perspective, and concentrate on how the Internet in particular has challenged some of our more traditional notions of identity, relationships, community, space and culture. Lectures will show how some of the basic components of culture such as notions of identity, space, the body, community and subculture have been complicated by the rise of virtuality and cyberspace. We will also consider how cyberspace has become its own cultural context.

### Learning Outcomes

Describe and assess a range of theoretical accounts of the significance of the Internet and virtual environments in contemporary society.

Understand the social, economic and cultural dimensions of digital culture.

Critically assess the ways in which digital culture has resulted in new forms of social cohesion and identity construction.

Demonstrate knowledge of contemporary ideas about:

The development of capitalism and the knowledge economy.

Theories of the body, identity and representation, which are challenged by the use of the Internet.

Examples of digital cultures and subcultures and how they epitomise the above.

Provide first hand accounts and experiences of digital culture through online exercises and the use of WebCT.

### Preliminary Reading

Bell D (2001) Introduction to Cyberculture. London: Routledge.

Miller V (2011) Understanding Digital Culture. London: Sage

Bell D and Kennedy B (eds) (2000) The Cybercultures Reader. London: Routledge

Castells M (1996-1998) The Information Age Vols 1-3. Blackwell

Flew T (2002) New Media: An Introduction. Oxford University Press

Shields R (ed) Cultures of Internet, London: Sage.

Turkle S (1996) Life on the Screen: Identity in the Age of the Internet. London: Nicolson

Wandrip-Fruin N & Montford N (eds) (2003) The New Media Reader. MIT press

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO659 Risk and Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Burgess Dr A

### Contact Hours

2-3 hours lecture and discussion periods per week and 1 hour drop in session

### Availability

Available Autumn 2014/15 and 2015/16

### Method of Assessment

Essay or book review (up to 1500 words) for 30% of the assessment, an essay (up to 2500 words) for 50% of the assessment, 5% for attendance and 15% for group presentation.

### Synopsis

The course is concerned with the relatively new ideas of living in a 'risk society' which theoretically capture the heightened sensitivity within Western societies to the numerous 'risks' which shape our lives. The course will explore basic concepts of risk, hazard and probability and how risk is managed and communicated. Topics will include risk and globalization, and risk and the media. Developments will be examined through key examples such as 'mad cow' disease and genetically modified 'frankenfoods'. The course will suggest that heightened perception of risk is here to stay, and is leading to a reorganisation of society in important areas.

### Learning Outcomes

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

Understand the key concepts associated with the sociology of risk

Recognise and interpret the key theoretical accounts of risk perception

Understand how risk has been socially, politically and culturally constructed

Be able to locate risk perceptions within the context of an understanding of modernity and its social consequences

Understand the impact of risk perception upon aspects of everyday life

Understand institutional responses - from risk analysis and management, to broad policy approaches

### Preliminary Reading

Jakob Arndt, *Risk* (Oxford: Polity, 2009)

Christopher Booker and Richard North, *Scared to Death* (London Continuum, 2009)

Nick Pidgeon et al., *The Social Amplification of Risk* (Cambridge UP, 2003)

Richard Thaler and Cass Sunstein, *Nudge* (London: Penguin 2008)

Adam Burgess, *Cellular Phones, Public Fears and a Culture of Precaution* (New York: Cambridge University Press, 2004).

Mary Douglas and Aaron Wildavsky, *Risk and Culture: An Essay on the Selection of Technical and Environmental Dangers* (University of California Press, 1982)

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO668</b>		<b>The Sociology of Work</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Contact Hours

One lecture per week, plus one seminar per week in Spring Term.

### Availability

Not available 2014/15, available 2015/16

### Method of Assessment

100% coursework (one 5,000 word essay)

### Synopsis

Work and economic life is one of the central themes of sociology. Work allows us to think about class, gender, race and issues of identity. Work defines how people live their lives and is a major constituting factor in identity formation. In recent years work has changed enormously with the rise of globalisation, of deindustrialisation and the ending of old certainties which used to underpin working lives. This module examines how sociology and sociologists have looked at the issue of work in the past as well as in contemporary societies. It charts the theoretical background to the assumptions sociologists make about work as well as the methods they use to investigate work and employment. The module will focus on issues industrialisation, deindustrialisation, notions of career and identity and places and spaces of work. A major part of this module is the discussion of innovative ways of looking at work including through visual methods and approaches, and in addition it will draw on material from the arts and humanities.

### Learning Outcomes

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

- Be aware and be able to critically analyse the key debates within the sociology of work
- Understand the key contribution sociology has made to the academic understanding of work
- Gain an appreciation of how sociological theory has helped to shape questions around work
- Be confident in using a range of approaches in order to understand and critique work
- Enhancing an understanding of how the sociology of work relates to a more general sociology
- Strengthen awareness of how issues of economic life underpin other aspects of the sociological imagination

### Preliminary Reading

- Strangleman T & Warren T (2008) *Work and Society: Sociological Approaches, Themes & Methods*. London: Routledge
- Terkel S (1972) *Working: People Talk About What They Do All Day and How They Feel About What They Do*. New York: Pantheon Books
- Theriault R (1995) *How to Tell When You're Tired: A Brief Examination of Work*. New York: Norton

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO670 Kent Student Certificate for Volunteering, Platinum Award						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	15 (7.5)	100% Coursework	Hogg Dr E

### Restrictions

There are up to a maximum of 50 places per year available on this module. Please contact Steph Hughes for advice about this module. Volunteering project coordinator: s.l.j.hughes@kent.ac.uk extn. 4232

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

Assessment is through successful completion of 100 hours of volunteering, undertaken in 3 placements covering volunteering on campus, in the community and project leadership. Students create a portfolio to illustrate their learning and critical reflection during these placements, and give a presentation describing and reflecting on their volunteering experiences. In addition students submit a 1500 - 2000 word essay. A mentor will be provided for the duration of the module.

Portfolio 40% Reflective participation in lectures, seminars and online discussion 10%, 1500 - 2000 word essay 25%, Presentation 25%.

### Synopsis

This is a 15 credit course which will enhance your CV, particularly if you are hoping to work in the public or voluntary sector. You will be supported to undertake three placements in a variety of volunteering roles, both on and off campus; attend four lectures on the voluntary sector and complete a reflective learning log to help you think about your experiences and the transferable skills you are gaining.

The following 2 units are compulsory:

Active community volunteering  
Project Leadership

Plus 1 unit selected from the following:

Active university volunteering  
Training facilitator  
Mentoring  
Committee role

All students taking this module are expected to attend four sessions that provide the academic framework for understanding volunteering, as well as practitioner knowledge that will be helpful as you progress through your placements, and invaluable preparation for your essay. These sessions last one hour each and are spaced evenly throughout the academic year.

### Learning Outcomes

ability to self-appraise and reflect on practice

Students will be able to demonstrate:

awareness and understanding of the issues and barriers surrounding volunteering; self awareness of their skills and abilities and how to apply said skills to the wider working community

an awareness of the benefits and value of volunteering to the local and wider community; an awareness of their own impact upon a volunteering placement

communication and presentation skills

team work and interactive group skills

leadership and motivation

problem solving

ability to adapt to changing situations

ability to plan and manage learning

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO676 Cultures of Embodiment</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Shilling Prof C

### Contact Hours

22 weekly lectures, 22 weekly seminars, one hour each

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

40% coursework (two 3,000-3,500 words each) 10% seminar contributions and 50% 3-hour examination (summer term)

### Synopsis

Images of 'trim, taut and terrific' bodies surround us in contemporary consumer culture. They look down on us from billboards, are increasingly central to advertisers' attempts to sell us clothes, cosmetics, cars, and other products, and pervade reality television programmes based on diet, exercise and 'extreme' makeovers. These trends have occurred at the same time that science, technology, genetic engineering and medicine have achieved unprecedented levels of control over the body: there are now few parts of the body which cannot be remoulded, supplemented or transplanted in one way or another. In this course we explore how culture represents and shapes bodies, and also examine how embodied subjects are themselves able to act on and influence the culture in which they live. We will seek to understand the relationship between the body and self-identity, embodiment and inequalities, and will explore various theories of the body. In doing this we range far and wide by looking at such issues as cyberbodies, religion, food, film, transgenderism, sport, music, work and sleep. Embodiment is the enduring theme of this course, though, and we will explore its many dimensions via a range of disciplinary and interdisciplinary perspectives, and by asking and addressing a range of questions such as 'How and why has the body become increasingly commodified?', 'Why has the body become increasingly central to so many people's sense of self-identity?', 'If we live in a culture that has been able to intervene in the sizes, shapes and contents of the body like never before, have people have become less sure about what is 'natural' about the body, and about how we should care for and treat our bodily selves?'

### Learning Outcomes

Develop an understanding of how culture shapes human bodies and embodied relationships

Comprehend how the body constitutes a basis for the creation, reproduction and transformation of culture

Be able to explore the relationship between the body and self-identity in the contemporary era

Identify and analyse some of the major theories which have explored the relationship between embodiment and society

Understand how the culturally patterned body is implicated in the construction, maintenance and reproduction of social inequalities

Have acquired knowledge about the emerging study of 'body pedagogics'

Be able to articulate aspects of the relationship between the culturally patterned body and different modes of experience

### Preliminary Reading

Fraser M & Greco M (eds) (2005) *The Body. A Reader*. London: Routledge

Shilling C (3rd edn. 2012) *The Body and Social Theory*. London: Sage

Shilling C (2005) *The Body in Culture, Technology and Society*. London: Sage

Shilling C (2008) *Changing Bodies*. London: Sage

Thomas H & Ahmed J (eds) (2004) *Cultural Bodies*. Oxford: Blackwell

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO678 Caring for Vulnerable Adults: Understanding Social Care</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Twigg Prof J

### Contact Hours

22 weekly lectures and seminars of 1 hour

### Availability

Available 2014/15, not available 2015/16

### Method of Assessment

50% coursework (two 2500 word essays) and 50% examination (summer term)

### Synopsis

Social care is of central significance in the support of a range of vulnerable adults. As such it is one of the key services of the welfare state, though one that often loses out to higher profile concern with medical care. In this module we trace the development of social care from its origins in nineteenth century philanthropy, through its consolidation as a key service within the post war welfare state, to its current state of flux as it becomes increasingly fragmented and subject to new models of provision. The module looks at the care experiences of people with physical disabilities whether acquired in childhood or as result of accident or illness later in life; with learning difficulties; and mental health problems; as well as frail older people, exploring user perspectives and questions of empowerment. It also addresses those who provide care and support in the form of family carers and paid workers, whether social workers or care assistants, addressing policy debates concerning the role of the state and family in provision. It analyses the key social and policy debates in this field: for example: can we afford the cost of the rising numbers of older people? What role does ageism play in recent scandals about the quality of care provision? How can we support family carers? How do we integrate people with learning disability into wider society? In doing so it raises issues of funding, affordability and the mixed economy of care, as well as addressing fundamental questions about how disability, age and care are experienced and understood.

### Learning Outcomes

On successful completion of this module students will have developed skills in:

Presentation and debate, (make short presentations to fellow students and staff, communicate ideas and arguments both in written and spoken form)

Utilisation of research and statistical data, including web-based materials. Seek out and use statistical data relevant to social issues. Use IT to conduct on-line searches, communicate by e-mail and access data sources.

Synthesising knowledge across a range of disciplinary fields within the social sciences. Understanding of inter-disciplinary approaches in social policy and the ability to use ideas from other social sciences.

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

### Preliminary Reading

- Glasby J (2007) *Understanding Health and Social Care*, Policy Press
- Means R et al (2003) *Community Care: policy and practice* 3rd edition, Palgrave
- Parrott L (2002) *Social Work and Social Care*, 2nd edition Routledge
- Glasby J and Littlechild R (2004) *The Health and Social Care Divide*, Policy Press
- Adams R *Social Work and Empowerment* 3rd edition, Palgrave
- Adams R (ed) (2007) *Foundations of Health and Social Care*, Palgrave.
- Bytheway B (2002) *Understanding Care, Welfare and Community*, Routledge
- Twigg J (2006) *The Body in Health and Social Care*. Palgrave
- Phillipson, C (2013) *Ageing*, Polity

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO679</b>		<b>Research Dissertation</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	75% Project, 25% Coursework	Lee Dr E

### Contact Hours

Two sessions (two hours each, one in Autumn term and one in Spring term) with module convenor and subject librarian. Meetings with supervisor every 4 weeks to cover topics such as project design/ identifying a research questions; literature search; critical analysis; dissertation design; and writing styles.

### Pre-requisites

SO602 Social Research Methods

### Availability

Available 2014/15 and 2015/16 STAGE 3 STUDENTS ONLY - No applications for this module will be accepted after 3 May.

### Method of Assessment

2,500 word interim coursework submission (25%) 12,500 word dissertation (75%)

### Synopsis

This module aims to enable students to design and conduct their own piece of research. This can be primary research where students collect and analyse their own data, or it can be library based, where students research existing literature or re-analyse data collected by others. The research can be about a particular policy or policy area, social problem, social development, or matter of sociological interest. The dissertation will usually be set out as a series of chapters. In order to assist students with designing and writing a dissertation a supervisor – a member of staff in SSPSSR - will have an initial meeting with students (during the summer term of Year 2 where possible) and then during the Autumn and Spring terms students will have at least six formal dissertation sessions with their supervisor. These may be held individually or with other students. In addition there will be two lectures by the module convenor which will also support students' progress.

### Learning Outcomes

Ability to identify a social research question

Skill in identifying appropriate means of investigating selected research question

Ability to test research question in terms of findings

Skill in understanding and putting into practice links between theory and research

Skill in understanding and putting into practice links between theory and research

Skill in systematically writing up the selection and investigation of, findings, and implications of a specified research question

Bibliographic and computer search skills

Skill in critical thinking, analysis and synthesis, including ability to evaluate statements in relation to evidence, line of reasoning and implicit values

Ability to distinguish between technical, normative, moral and political questions

Ability critically to assess scholarly theory and data and their implications

### Preliminary Reading

Bell, J. (2005) *Doing your Research project*, Buckingham, Open University Press.

Denscombe, M. (2007) *The Good Research Guide*, Buckingham, Open University Press

Hart, C. (1998) *Doing a Literature Review*, London, Sage.

May, T. (1997) *Social Research, Issues, Methods and Process*, Buckingham, Open University Press

Seale, C. (2004) *Social Research Methods, A Reader*, London, Routledge

Smith, K., Todd, M. & Waldman, J. (2009) *Doing your undergraduate social Science dissertation*, London, Routledge.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO683 Cultural Studies Research Dissertation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	80% Project, 20% Coursework	

### Contact Hours

Initial meeting with convenor(s) in Summer term of Stage 2, plus minimum of two further meetings per term

### Pre-requisites

Successful completion of Stage 2 of the Cultural Studies programme (single or joint honours)

### Restrictions

Stage 3 Cultural Studies Students ONLY

### Method of Assessment

20% coursework (3,000 word literature review) and 80% project (10,000-12,000 word dissertation inclusive of reworked literature review chapter)

### Synopsis

The module aims to enable students to conceive and execute a major research project in the field of cultural studies. Students attend a Summer term group meeting with the module convenor to explore and discuss ideas for research and the submission of a draft title and plan, which is to be completed during the long vacation prior to the module beginning. In the Autumn term they will receive feedback on this plan and proposal from their supervisor and/or the module convenor. They will then be required to attend a series of meetings with their assigned supervisor throughout the Autumn term and at the end of that term submit a Literature Review for assessment. In the spring term, research and writing of the dissertation continue under the guidance of the supervisor and at the end of the term, the completed assignment is submitted.

### Learning Outcomes

Students will:

gain experience in conducting an independent cultural studies research project

understand and put into practice links between theory and research

identify and explore, in a sustained fashion, a significant topic in cultural studies

develop bibliographic and computer search skills

gain skills of critical thinking, analysis and synthesis, in relation to a range of significant texts and their cultural contexts

be able to distinguish between technical, normative, moral and political questions and draw conclusions about their interrelatedness in a specific cultural context.

develop skills in written presentation.

### Preliminary Reading

Bell (2005) Doing your Research Project

Coombes (2001) Research Using IT

Cottrell (2003) The Study Skills Handbook

Crème & Lee (2003) Writing at University

Denscombe (2007) The Good Research Guide

Hart (1998) Doing a Literature Review

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO684	Globalization and Development					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Garbin Dr D

### Contact Hours

12 one-hour lectures followed either by one-hour small group seminars or workshops as appropriate

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

50% coursework (one 2,500 word essay and one group presentation) and 50% 2-hour examination (summer term)

### Synopsis

This module aims to develop a critical understanding of one of the most important intellectual and political issues of our times, namely, 'globalization' and its relationship to development in third world societies. Examples of the central issues to be examined are: what is 'globalization' and what forms does it take? What are the most important global institutions today, and how do they affect poverty, inequality, the growth of middle classes, consumption, politics and identities in 'developing' societies in Asia, Africa and Latin America? What effects do global economic treaties under the WTO, IMF etc have upon rural poverty, migration, trade, and urban growth? Why are third world cities expanding at such a rapid rate, and what consequences does this have? Finally, how can we use the 'antiglobalization' movements to critically evaluate contending theories and practices of globalization?

### Learning Outcomes

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

gain a critical understanding of issues and processes that confront contemporary 'global society' and the relationships between the developed and developing world

demonstrate a good understanding of what is meant by 'globalization' and third world development and to be able to identify the multi-dimensional character of these phenomena

assess the extent and nature of global change, with reference to specific examples in the economic, political, and cultural spheres

have developed their communication skills by essay writing and oral seminar contributions;

have improved their academic performance through independent learning and library research:

### Preliminary Reading

Lechner, F J and Boli, J (2012) *The Globalization Reader*. London: Blackwell

Levitt, P and Khagram, S (2008) *The transnational studies reader: intersections and innovations*. London: Routledge.

McMichael, P (2008) *Development and social change: a global perspective*. London: Sage 5th.

Vertovec, S (2010) *Transnationalism*. London: Routledge.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO689</b>	<b>Drugs, Culture and Control</b>					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Chatwin Dr C

### Contact Hours

12 one-hour lectures followed either by one-hour small group seminars or workshop as appropriate

### Pre-requisites

None

### Restrictions

Stage 2 & 3 Students

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% coursework

### Synopsis

This module will be divided into three parts: the first will offer an analysis of current and potential methods of drug control; the second will explore cultural contexts of illicit drug use within modern society; the third will consider and evaluate practical issues facing drug policy makers of today. Each will be considered in a global context. Particular emphasis will be placed on theoretical arguments underpinning the major debates in this field and up-to-date research will be drawn upon throughout.

### Learning Outcomes

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

Evaluate differing styles of illicit drug control

Demonstrate understanding of links between illicit drugs and cultural contexts

Offer analysis of current policy issues

Make links between important debates and their theoretical underpinnings

Discuss illicit drugs issues within a global framework

They will also be able to:

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

Synthesise theoretical contributions of different schools and disciplines of enquiry

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

### Preliminary Reading

Blackman S (2004) *Chilling Out: the Cultural Politics of Substance Consumption, Youth and Drug Policy*. Maidenhead: Open University Press

Gelder K & Thornton S (Eds) (1997) *The Subcultures Reader*. London: Routledge

Manning P (2007) *Drugs and Popular Culture: Drugs, Media and Identity in Contemporary Society*. Cullompton: Willan

South N (1998) *Drugs: Cultures, Controls and Everyday Life*. London: Sage

Thornton S (1995) *Club Cultures: Music, Media and Subcultural Capital*. Cambridge: Polity Press

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO702 Sociology and Social Politics of the Family						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	60% Coursework, 40% Exam	Burgess Dr A

### Contact Hours

3 hours per week of mixed lectures and discussions plus 1 hour drop in session per week

### Restrictions

None

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

Students will submit one coursework essay of around 3000 words, the marks for which will comprise 40% of the final mark. 5% of the mark will be for attendance. There will be an in-class assessed presentation worth 15%. Students will also sit a two hour unseen examination which will contribute the remaining 40% of the final mark

### Synopsis

Often presented as the most natural form of human organisation, the family's changing nature over time indicates it is no such thing. Particularly since the Second World War, driven by the transformation of women's position within society, the very idea of a typical family has been called into question. The numbers of those choosing to live alone in contemporary society even calls into question the very notion of family at all. This module explores how the family has changed historically in its role and relationship to the individual and society. We trace the development of the modern, private family and how it has been shaped by socio-economic, cultural and political pressures. We will particularly focus upon the tension between this private 'haven in a heartless world' and a society anxious about the family's apparent instability.

### Synopsis of the curriculum

- The social history of 'the family' and its transformations.
- The sociology of the public/private split
- The evolution of policies relating to 'family life'
- The 'individualisation' thesis
- The economics and obligations of the family
- Recent social and demographic changes considered to underlie the problem of the contemporary family (changes in fertility patterns, in marriage and co-habitation, the rise of single person households)
- Debates about specific current policies about 'parenting'
- Critiques of state intervention in family life

### Learning Outcomes

Be able to describe and assess a range of theoretical accounts of the significance of the changing character of the contemporary family Understand the social, economic and cultural dimensions of the family.

Be familiar with debates about the nature of the relationship between modernity and 'the family', including through discussion of the idea of 'obligation'.

Have acquired an understanding of the changeability of 'the family'.

Be familiar with contemporary social research on the family and family policy.

Be able to identify the main policy developments in Britain in the area of family policy and be aware of the origins of these policy developments, drawing on relevant social scientific literature and empirical evidence.

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

Conducting research, by using library e-journal and other on-line resources Presentation of arguments in oral form, through developing skills in seminar discussion and debate Organisation of information in a clear and coherent manner, through essay writing, and discussion of completed essays in seminars and module convenor office hours

### Preliminary Reading

Finch, J. 1994. Family Obligations and Social Change. Polity Press

Allan, G. and Crow, G. 2001. Families, Households and Society. London: Palgrave.

Shorter, E. 1975. The Making of the Modern Family. Basic Books.

McRae, S. 1999. Changing Britain: Families and Households in the 1990s. Oxford University Press.

Allan, G. 1999. Sociology of the Family: A Reader. Oxford: Blackwell.

Gottlieb, B. 1993. The Family in the Western World. New York: Oxford University Press.

Gatrell, C. 2005. Hard Labour, the sociology of parenthood. Open University Press: Maidenhead.

Hantrais, L. and Letablier, M. 1996. Families and Family Policies in Europe. London: Longman.

Hays, S. 1996. The Cultural Contradictions of Motherhood, Yale University Press, New Haven and London.

Furedi, F. 2008. Paranoid Parenting. Continuum: London.

Lasch, C. 1977. Haven in a Heartless World: The Family Besieged. Basic Books: New York

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO709</b>		<b>Modern Chinese Societies</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Zhang Dr J (SSPSSR)

### Contact Hours

1 hour lecture and 1 hour seminar each week

### Pre-requisites

None

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% coursework (one 2000 word essay (40%), one 2500 word essay (50%) and a group seminar presentation (10%))

### Synopsis

This course will provide students with a well rounded assessment of modern China, with particular emphasis on events since the 1978 Open Door Policy initiated by Deng Xiaoping. The course first introduces students with key sociological concepts related to Chinese traditional society, then move onto major events that form state-society relations in the past three decades. Students are encouraged to connect China's rise to their own life and think comparatively. The bulk of the course will explore a range of contemporary issues, which includes:

- One country, two systems and four worlds: Diversity and social gaps in modern China
- The broken 'iron rice bowl': Social mobility and welfare system since 1980s
- The Me Generation: The rise and individualization of China's new middle class
- New social media and the 'Great Fire Wall'
- Zao: The making of consumption culture within the World's factory
- Bit player or the new powerhouse? China's struggle with scientific innovations
- The triumph of paintings: Social protests and the Chinese art scene
- From ping-pong diplomacy to Linsanity: Sports and modern Chinese identity
- The greening of China: The social cost of industrialization and grassroots environmental movements
- The 'sea turtles' (overseas-returns) and Chinese diaspora: An alternative imagination of Chineseness
- 'All under Heaven' (Tianxia) reinterpreted : China in a globalized world

### Learning Outcomes

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

Understand the key actors, social structures and evolving state-society relations in modern China.

Develop insight into the domestic and global context which shaped contemporary China's general social mindsets.

Comprehend key Chinese sociological concepts and be able to apply different sociological theories in analysing pop cultures, news items, research evidence and official data

Critically evaluate the assumptions of major sociological theories in relation to contemporary social processes

### Preliminary Reading

Fei, X (1992) From the Soil: The Foundations of Chinese Society. University of California Press

Stockman, N (2000) Understanding Chinese Society. Polity Press

Yan, Y (2009) The Individualization of Chinese Society. BERG

Zha, J (1996) China Pop: How Soap Operas, Tabloids and Bestsellers are Transforming a Culture. The New Press

Barr, M (2011) Who's Afraid of China? Zed Books

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO710</b>		<b>War, Atrocity and Genocide</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Cottee Dr S

### Contact Hours

21 hours - 11 hours of lectures, 10 hours of seminars (no seminars in week 1 or reading week)

### Pre-requisites

Third year students only.

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% coursework (one 3000 word essay (70%) and one 1500 word book review (30%))

### Synopsis

This is an interdisciplinary module on war, atrocity and genocide. Drawing on a range of sources from military history, social psychology, sociology, criminology, political ethics and political history, it is concerned to explore the following questions: What is war and why is it a matter of criminological and sociological interest? What are the defining experiences and emotions associated with war and genocide? How is killing in war framed or 'constructed' in the minds of those who kill? What is mass killing/genocide and how is it accomplished and facilitated in war? Why is rape used so widely as a weapon in conflict situations and what is its lasting impact? What is genocide and how should it best be understood? How are atrocities in war denied, excused or rationalized? The aim of the module is to provide a framework for thinking about (1) the phenomenology of killing in war; (2) the conditions which facilitate genocide and mass killing at the state and sub state level; and (3) the ways in which perpetrators of mass killing, their apologists and distant others contrive to deny, rationalize or legitimize mass killing/genocide

### Learning Outcomes

Appreciation of the foreground phenomenological dynamics of war and genocide

Systematic understanding of key aspects of the role of emotions in killing in war and genocidal events, including being able to utilise this knowledge in verbal and written discussion.

Understanding of the range of interpretive mechanisms for denying, minimising, excusing or justifying mass atrocities, including being able to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in this field.

Understanding and being able to critically evaluate key perspectives on organised mass atrocity/killing and the socio-cultural conditions which facilitate it.

### Preliminary Reading

Arendt, Hannah (1963) *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Viking Press).

Bauman, Zygmunt (1989) *Modernity and the Holocaust* (Ithaca, NY: Cornell University Press).

Baumeister, Roy F. (1997) *Evil: Inside Human Violence and Cruelty* (New York: Henry Holt).

Bourke, Joanna (1999) *An Intimate History of Killing: Face-to-Face Killing in Twentieth Century Warfare* (New York: Basic Books).

Bourke, Joanna (2008) *Rape: A History from 1860 to the Present* (London: Virago).

Browning, Christopher R. (1992) *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: HarperCollins).

Caputo, Philip (1977) *A Rumor of War* (London: Pimlico).

Cohen, Stanley (2001) *States of Denial: Knowing about Atrocities and Suffering* (Cambridge: Polity Press).

Collins, Randall (2008) *Violence: A Micro-Sociological Theory* (Princeton: Princeton University Press).

Ferguson, Niall (1998) *The Pity of War* (London: Penguin).

Geras, Norman (1998) *The Contract of Mutual Indifference: Political Philosophy after the Holocaust*. (London: Verso).

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO711</b>		<b>The Sociology of Imprisonment</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Matthews Prof R

### Contact Hours

22 hours - 11 hours of lectures and seminars each week.

### Restrictions

Cannot be taken with LW544

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% coursework (one essay 4000 words)

### Synopsis

This course will introduce students to the sociological analysis of prisons and penal policy. The module is organised around the general theme of a discussion of current debates in the criminology and sociology drawing on both theoretical and empirical research. More specific themes will include:

- The historical development of imprisonment
- The challenge maintaining order and control in prisons.
- An investigation of the growing 'crisis' of imprisonment
- An examination of the reasons for the growth of imprisonment in both the UK and America
- An examination of development of alternatives to custody
- The role and impact of private prisons
- The imprisonment of women and ethnic minority groups.
- A discussion on the future of imprisonment

### Learning Outcomes

Have an understanding of recent developments and contemporary debates on imprisonment and penal policy  
Be able to apply different sociological theories to the analysis of key issues in this field  
Be able to evaluate and criticise research evidence, engaging directly with research materials and official data

### Preliminary Reading

Bottoms, A. Rex, s. and Robinson, G. (2004) *Alternatives to Prison* (Willan)  
Carlen, P. and Worrall, A. (2004) *Analysing Women's Imprisonment* (Willan)  
Cullen, F. and Gilbert, K. (1982) *Reaffirming Rehabilitation* (Anderson Publishing)  
Currie, E. (1998) *Crime and Punishment in America* (Metropolitan Books)  
Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison* (Allen Lane)  
Goffman, E. (1961) *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. (Pelican)  
Matthews, R. (2009) *Doing Time: An Introduction to the Sociology of Imprisonment* (Palgrave/Macmillan)  
Matthews, R. (2001) *Imprisonment* (Ashgate)  
Parenti, C. (1999) *Lockdown America: Police and Prisons in the Age of Crisis*  
Rusche, G. and Kirchheimer, O. (2003) *Punishment and Social Structure* (Transaction Publishers)  
Tonry, M. (2004) *The Future of Imprisonment* (Oxford University Press)

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>S0712</b>		<b>Urban Sociology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Hubbard Prof P

### Contact Hours

22 hours (11 one hour lectures and seminars per week)

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

50% coursework (30% essay of 3000 words and 20% seminar participation) plus 50% exam

### Synopsis

The course discusses the main approaches which have developed in urban sociology through an exploration of some of the major themes. These themes include urbanisation under capitalism, planning, post-industrialism, globalisation, social differentiation, multiculturalism, protest and social movements, and comparative urbanism (Asian and African contexts). Approaches considered within these will include Marx, Weber, the Chicago School, the Manchester school, and post-modernism.

### Learning Outcomes

On completion of the module the students should gain an understanding of:

The main approaches in urban sociology

Writing on key themes and issues in this field

Comparative urbanism

### Preliminary Reading

Hubbard, P. (2006) *The City*. London: Routledge.

Lim, J. and Mele, C. (eds.) (2005) *The Urban Sociology Reader*. London: Routledge.

Maconis, J. and Parillo, V. (2009) *Cities and Urban Life: International Edition*. London: Pearson.

Legates, T. and Stout, F. (2011) *The City Reader*. London: Routledge.

## 2014-15 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO727</b>		<b>Contemporary Sociological Theory</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	I	15 (7.5)	100% Coursework	Wilkinson Dr I

### Contact Hours

22 contact hours of lectures and seminars. Lectures will consist of presentation of the key themes listed below. Seminars will consist of discussions of the material from the lecture and the recommended reading for each week.

### Pre-requisites

SO408

### Restrictions

This is a core stage 2 intermediate level module on the undergraduate Sociology programmes. Prior to commencing this module, students will have successfully completed the first year module SO408 on Classical Social Theory. SO727 a pre-requisite for progression through to stage 2 intermediate level theory modules and honours level social theory modules.

### Availability

Available 2014/15 and 2015/16

### Method of Assessment

100% course work (10% seminar performance and 90% two essays 3500 words).

### Synopsis

This module provides an introduction to the major issues and controversies that have shaped key developments in contemporary social theory. It surveys the development of social theory through the second half of the twentieth century and up to the present day. Following on from the SO408 module on 'classical' social theory, it questions the distinction between the 'classical' and the 'contemporary' so as to highlight the intellectual decisions, values and problems involved in the packaging of social theory under these terms. It also provides critical introductions to the following theorists and issues: Talcott Parsons and his legacy; Symbolic Interactionism up to Goffman and beyond; The Frankfurt School: Critical theory and the crisis of western marxism; Jurgen Habermas and the decline of the public sphere; Michel Foucault and his understanding of 'power'; Pierre Bourdieu and the reproduction of inequality; From Modernity to Post-modernity?; The feminizing of social theory; Globalization, networks and mobilities; New challenges for the twenty-first century.

### Learning Outcomes

This module is designed to provide students with:

- A basic knowledge of key sociological theories and concepts as featured in contemporary arenas of debate
- An understanding of the contexts and problems for which theories are developed
- An understanding of the phenomena that theorists seek to explain
- An understanding of the theorists that are recognised as of 'contemporary' relevance to sociology
- An understanding of how theoretical ideas are shaping the discipline of sociology

### Preliminary Reading

- Callinicos, A. (2007 2nd edition) *Social Theory: A Historical Introduction*, Polity
- 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
- Elliott, A. (2008) *Contemporary Social Theory: An Introduction*, Routledge
- Harrington, A. (2010) *Modern Social Theory*, Oxford: Oxford University Press
- Jones, P. Bradbury, L and Le Boutillier, S. (2011) *Introducing Social Theory*, Cambridge: Polity
- Ritzer, G and Stepnisky, J. (2011) *The Wiley-Blackwell Companion to the Major Social Theorists (Vol 2 on the 'Contemporary')* Wiley-Blackwell
- Seidman, S. (2012 5th edition) *Contested Knowledge: Social Theory Today*, Wiley-Blackwell