

## 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	Haux Dr T

**Availability**

Available 2016/17.

**Contact Hours**

22 weekly lectures and seminars, each of an hour

**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.

**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)

**Preliminary Reading**

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

Castles, F, Leibfried, S, Lewis, J, Orbinger, and Pierson, C (2010) (ed) The Oxford Handbook of the Welfare State, OUP

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

Esping-Andersen, G (1990) The Three Worlds of Welfare Capitalism, Cambridge, Polity Press

**Publications Synopsis**

This module examines the ways in which different democratic countries have responded to some of the key issues which all advanced welfare states face in the transition to post-industrial societies. Whereas the welfare state has expanded over the first four post-war decades in most countries, now it is on the defensive. The module will examine the different kinds of welfare systems in OECD democracies and major issues of reforms in key social policy areas. It will also introduce into the key concepts and theories which are of central importance in current reform debates.

**Restrictions**

Stage 3 students only

**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.

<b>SA519 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
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Twigg Prof J
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Twigg Prof J

**Availability**

Not available 2016/17, Not available 2017/18

**Contact Hours**

11 hours of lectures and 11 hours seminars

**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

have had an opportunity to evaluate and criticise research evidence

**Method of Assessment**

100% coursework (2 x 2500-3000 word essays)

**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

**Restrictions**

Not available for Stage 1 students to take

**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.

SA525 Education, Training and Social Policy						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Vickerstaff Prof S
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Vickerstaff Prof S
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	Vickerstaff Prof S

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

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

**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

**Method of Assessment**

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

**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

**Restrictions**

Not available for Stage 1 students to take

**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.

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	Kirton Dr D

**Availability**

Available 2015/16 (autumn term) and 2016/17 (spring term)

**Contact Hours**

11 weekly lectures and seminars, each of an hour

**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

**Method of Assessment**

50% coursework (1 essay 3500 words) and 50% 2-hour written examination (summer term)

**Preliminary Reading**

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

Parton N (2014) The Politics of Child Protection: Contemporary developments and future directions. Palgrave

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

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

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

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

**Publications 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, in areas such as child abuse and protection, planning for children in the care system, 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.

**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.

SA551		Key Welfare Issues				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Bradley Dr K

**Contact Hours**

Lectures and seminars: Thursdays 12-2pm

Office Hours: Mondays 2-4pm

**Department Checked**

LT 28.09.2015

**Learning Outcomes**

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

- Critically assess the ways in which welfare has been defined through time and how notions of the welfare state are constructed and represented
- Differentiate between social policy, welfare, welfare state and welfare regimes
- Describe and evaluate the debates surrounding contemporary welfare states
- Critically assess the various models and ideologies of welfare provision
- Compare welfare provision in Britain and other welfare systems
- Understand the impact of the European Union on Britain and the other member countries.
- Assess how gender, ethnicity and social class affect welfare provision.
- Identify and gather appropriate library and web-based resources, make judgements about their merits and use the available evidence to construct an argument to be presented orally or in writing

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

- Communication, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally.
- Application of theory and research evidence to understanding of key issues in welfare
- Key skills for working with others by working co-operatively on seminars
- Problem solving. Students will be able to identify and define problems and explore possible solutions.

## Method of Assessment

50% coursework (2 essays of 2,500 words and 1 seminar presentation)  
50% three hour unseen exam

## Preliminary Reading

There is no core text but a number of recommended books (\*essential reading) and journal articles covering the different contents of the course. Students are strongly encouraged to read journal articles and use this source for seminar presentations and for essays. Please do not rely on general sociological or social policy texts as they will not cover the issues in sufficient detail. Below are some indicative general readings:

- \* Alcock, P., May, M. and K. Rowlingson eds. (2008). *The Student's Companion to Social Policy*. 3rd edition. Oxford: Blackwell.
- Alcock, P. and May, M. (2014). *Social Policy in Britain*. Basingstoke: Palgrave.
- \* Baldock, J., Manning, N. and S. Vickerstaff eds. (2011). *Social Policy*. 4th Edition. Oxford: Oxford University Press.
- Blakemore, K. & Warick-Booth, L. (2013). *Social Policy: An Introduction*. 4th Edition. Maidenhead: Open University Press.
- Bonoli, G., George, V. and P. Taylor-Gooby (2000). *European Welfare Futures*. Cambridge: Polity Press.
- Clasen, J. (1999). *Comparative Social Policy: Concepts, Theories and Methods*. Malden: Blackwell.
- Clarke, J. (2004). *Changing Welfare, Changing States*. London: Sage.
- Cochrane, A., Clarke, J. and S. Gewirtz (2002). *Comparing Welfare States*. 2nd Edition. London: Sage.
- Crompton, R. (2006). *Employment and the Family: Reconfiguration of Work and Family Life*. Cambridge: Cambridge University Press.
- Crouch, C. (1999). *Social Change in Western Europe*. Oxford: Oxford University Press.
- Dwyer, P. (2004). *Understanding Social Citizenship*. Bristol: The Policy Press.
- Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press.
- Esping-Andersen, G. (1999). *Social Foundations of Post-Industrial Economies*. Oxford: Oxford University Press.
- Esping-Andersen, G., Gallie, D., Hemerijk, A. and J. Myles eds. (2002). *Why we need a New Welfare State?* Oxford: Oxford University Press.
- Ferguson, I., Lavalette, M. and G. Mooney (2002). *Rethinking Welfare*. London: Sage.
- Fink, J., Lewis, G. and J. Clarke (2001). *Rethinking European Welfare*. London: Sage.
- Folbre, N., Shaw, L.B. and A. Stark eds. (2007). *Warm Hands in Cold Age: Gender and Ageing*. London: Routledge.
- Fitzpatrick, T. (2005). *New Theories of Welfare*. Basingstoke: Palgrave.
- Ginsburg, N. (1992). *Divisions of Welfare*. London: Sage.
- Goodin, R. and D. Mitchell eds. (2000). *The Foundations of the Welfare State*. Northampton: Edgar and Elgar.
- Gornick, J.C. and M.K. Meyers (2003). *Families that Work: Policies for Reconciling Parenthood and Employment*. New York: Russell Sage.
- Hantrais, L. (2007). *Social Policy in the European Union*. Basingstoke: Palgrave.
- Hill, M. (2006). *Social Policy in the Modern World*. Malden: Blackwell.
- Jordan, B. (2006). *Social Policy for the Twenty-First Century*. Cambridge: Polity Press.
- Kendall, J. (2003). *The Voluntary Sector: Comparative Perspectives in the UK*. London: Routledge.
- Kroger, T. and J. Sipilä eds. (2005). *Overstretched: European Families up against the Demands of Work and Care*. Malden: Blackwell.
- Lavalette, M. and A. Pratt (2006). *Social Policy*. London: Sage.
- Lister, R. (2010) *Understanding concepts and theories in social policy*. Bristol: Policy Press
- Modood, T. (2007). *Multiculturalism*. Cambridge: Polity Press.
- Pestieau, P. (2006). *The Welfare State in the European Union*. Oxford: Oxford University Press.
- Pierson, C. and F. Castles eds. (2006). *The Welfare State Reader*. Cambridge: Polity Press.
- Pierson, C. (2006). *Beyond the Welfare State?* Cambridge: Polity Press.
- Powell, M. and M. Hewitt (2002). *Welfare State and Welfare Change*. Open University Press.
- \*Powell, M. ed. (2007). *Understanding the Mixed Economy of Welfare*. Bristol: Policy Press.
- Sainsbury, D. ed. (1999). *Gender and Welfare State Regimes*. Oxford: Oxford University Press.
- Taylor-Gooby, P. (2013). *The double crisis of the welfare state and what we can do about it*. Palgrave Macmillan.
- Taylor-Gooby, P. ed

## Pre-requisites

None – SA550 Principles and Practice of Social Policy is recommended

## Synopsis

This module will focus upon key issues in welfare. The course will differentiate between the concept of welfare as such and as a form of collective provision. It will adopt a comparative and historical perspective, taking a wide range of analytical approaches with particular emphasis being given to empirical analyses. The module will give special attention to emerging issues in welfare and the challenges that contemporary welfare states face today, exploring possibilities for change.

<b>SO505 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

**Availability**

Every Year

**Contact Hours**

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

**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.

**Method of Assessment**

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

**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. (2014) *Criminology: A Sociological Introduction* (3rd ed.). London: Routledge  
Lilly, J. et al (2011) *Criminological Theory: Context and Consequences*. (5th 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*.

**Pre-requisites**

SO305 Introduction to Criminology or SO333 Crime Culture & Control

**Publications Synopsis**

This module provides you 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 you with an opportunity to engage with the most up-to-date debates.

**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.

<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
1	Canterbury	Autumn and Spring	H	30 (15)	80% Exam, 20% Coursework	Nettleingham Dr D
1	Canterbury	Autumn and Spring	H	30 (15)	90% Exam, 10% Coursework	Nettleingham Dr D

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

1 hour lecture per week 1 hour seminar per week

**Learning Outcomes**

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

use various theoretical approaches to popular culture, media and mediated communications and engage in a range of critical debates surrounding media and popular culture production and consumption

examine how social critique and media culture interact and cross-inform each other, and understand a number of social and cultural issues concerning the integration of media technologies into everyday life  
critically approach and analyse key debates surrounding the ideas, practices and institutions of cultural heritage and memory, and develop a critical understanding of processes of mediation and remediation in the narrative construction of personal and collective identities

**Method of Assessment**

50% coursework (2 x 3,000 word essays - one in the Autumn Term (20%), one in the Spring Term (20%), class participation (10%)); 50% examination (Summer Term)

**Preliminary Reading**

Storey, J (2012) Cultural Theory and Popular Culture, Routledge  
 Long, P, Wall, T (2012) Media Studies: Texts, Production and Context. Pearson  
 Hall, S. (1997) Representations: Cultural Representations and Signifying Practices. Sage  
 Gill, R. (2006) Gender and the Media. Polity  
 Jenkins, H (ed) (2006) Convergence Culture: where old and new media collide. New York University Press  
 Hodgkinson, P (2001) Media, Culture and Society. Sage  
 Hjarvard, S (2013) The Mediatization of Culture and Society. Routledge  
 Samuel, R. (1994) Theatres of Memory, Volume 1: Past and Present in Contemporary Culture. Verso  
 Boym, S. (2001) The Future of Nostalgia. Basic Books  
 Wright, P. (1985) On Living in an Old Country: the National Past in Contemporary Britain. Oxford University Press

**Synopsis**

This is a core module for Cultural Studies programmes, but is also open to and suitable for students on other programmes in the Social Sciences and Humanities. It may also be taken as a 'wild' option. In each term, the module examines theories and analyses central to the development of the study of culture within two distinct trajectories.

In the Autumn term, the module introduces and applies ideas in critical, cultural and communications theory to debates and issues surrounding media and popular culture, focusing 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. It investigates the relationship between the development of contemporary society and societal values and the changing technological basis of mediated culture.

In the Spring term, the module combines theoretical and methodological approaches to examine how our understandings of the past, present and future are mediated and remediated in social, cultural and political contexts. Over the course of the term, it will debate and critically explore the relationship between lived experience, memory and the imagination, the politics of cultural 'heritage' and how social myths are developed and used in the construction of cultural identity. It will question how we think about what constitutes cultural 'history', how we envisage the future and our role in both.

SO509 Health, Illness and Medicine						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	
1	Canterbury	Autumn and Spring	H	30 (15)	90% Exam, 10% Coursework	

**Availability**

Available 2016/17

**Contact Hours**

22 weekly lectures and seminars, one hour each

**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

**Method of Assessment**

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

**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)

**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.

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

**Availability**

Available in 2016/17

**Contact Hours**

11 lectures and 10-11 one-hour seminars

**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

**Method of Assessment**

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

**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

**Publications 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. Central concerns are the development of environmental protest, environmental movements and Green parties, 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.

**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.

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

**Availability**

Available 2014/15 and 2015/16

**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'.

**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

**Method of Assessment**

100% coursework (one 4000 word essay)

**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

**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.

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

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

1 hour lectures and 1 hour seminar per week

**Learning Outcomes**

To 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 in class and in assessments.  
 On successful completion of this module, students will be able to:  
 show a gendered understanding of patterns of offending, victimisation and engagement in the criminal justice system.

To recognise and evaluate the main empirical and theoretical studies of gender, crime and criminal justice, as well as key policy documents and legislation; and,  
 critically assess traditional criminological theory, feminist critiques / perspectives and recent debates about the importance of acknowledging gender roles in our understanding of criminal behaviour, victimisation and criminal justice processes, 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, K. and Jamieson, J. (Ed) (2008) Gender and Crime: A Reader. Buckingham: Open University Press.  
 Gelsthorpe, L. and Morris, A. (Ed) (1990) Feminist Perspectives in Criminology. Buckingham: Open University Press.  
 Silvestri, M. and Crowther-Dowey, C. (2008) Gender and Crime. London: Sage.  
 Walklate, S. (2004) Gender, Crime and Criminal Justice. (2nd edition) Cullompton: Willan.

**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

**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, offending and victimisation; and,
3. Examine the role of gender in criminal justice.

Topics covered in the module include: feminist methods and theory in criminology, prostitution, masculinities and crime, women in the criminal justice system, criminal justice responses to gendered violence, sexual offending and gender in the prison system.

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

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

11 weekly lectures and seminars, each of 1 hour

**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.

**Method of Assessment**

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

**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

**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.

**Publications Synopsis**

Prerequisites: one of: SO300 Sociology; SO305 Introduction to Criminology; SA300 Social Problems and Social Policy I; SA301 Social Problems and Social Policy II. This module examines the ways in which violence is receiving increasing attention within social science research, and provides training in the major theoretical and research themes involved in the analysis of violence. It examines data on the prevalence, nature and effects of violent crime, and will consider issues of violence, aggression and masculinity. There is particular reference to examples, such as racist crime, homophobic crime and domestic violence. The module approaches 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.

**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.

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

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

12 one-hour lectures and 11 one-hour seminars

**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

**Method of Assessment**

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

**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)

**Pre-requisites**

SO305, SO333 and SO505

**Restrictions**

Stage 3 Students ONLY

**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.

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

**Availability**

Available 2015/16, 2016/17 and 2017/18

**Contact Hours**

one-hour lecture and one-hour seminar per week

**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.

**Method of Assessment**

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

**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

**Pre-requisites**

SO305 Introduction to Criminology or SO333 Crime Culture and Control

**Publications Synopsis**

Prerequisite: SO305 Introduction to Criminology. 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.

**Restrictions**

Stage 2

**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.

SO537 Race and Racism						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
3	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

**Availability**

available 2016/17

**Contact Hours**

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

**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 racisms 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.

**Method of Assessment**

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

**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)

**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 various 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.

<b>SO538 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	
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	

#### Availability

Not available 2015/16, available 2016/17

#### Contact Hours

11 lectures and 11 seminars, each of 1 hour

#### 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

#### Method of Assessment

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

#### Preliminary Reading

Wyness, M (2014) *Childhood*, Policy Press

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

Kehily M (ed) (2013) *Understanding Childhood: a cross-disciplinary approach*, Policy Press

#### 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*.

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

**Availability**

Available 2016/17

**Contact Hours**

11 weekly lectures and seminars, each of one hour

**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, energy and pollution  
general policy principles and practices such as ecological modernisation, sustainable development, and the role of citizen action in making and changing environmental policies

**Method of Assessment**

50% coursework (one essay and a presentation) and 50% 2-hour written examination (summer term)

**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)  
Beder S (2006) *Environmental Principles and Politics*  
Roberts J (2011) *Environmental Policy*  
Garner R (2011) *Environmental Policy*, 3rd Edition

**Publications 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, energy security, and pollution control. It discusses the role of government and other interest groups in formulating and implementing environmental policy, the various forms of policy mechanism that are employed, and the constraints upon their effective implementation.

**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, energy security, and pollution control. It discusses the role of government and other interest groups in formulating and implementing environmental policy, the various forms of policy mechanism that are employed, and the constraints upon their effective implementation.

<b>SO551 BSC Social Sciences Dissertation (UKM)</b>						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	H	30 (15)	100% Project	

**Contact Hours**

The lectures/ discussions/ workshops take place on a Wednesday at 11am-12noon in M1-22. You are expected to attend one of these sessions each week except where they are directed at a selected group using specific methods, e.g. SPSS training.

**Learning Outcomes**

- Identify and investigate a chosen problem or topic in depth using primary and secondary source materials
- Make use of an appropriate range of research techniques previously studied in the Research Methods modules
- Demonstrate the relationship of the study to existing theories and debates
- Demonstrate a firm grasp and critical awareness of methodological principles
- Produce a 10,000 word dissertation, presenting findings in a structured form, properly referenced and with a full bibliography, making use of ICT

**Method of Assessment**

The module will be assessed through evaluation of the written Dissertation, to be submitted at the end of the Spring term in the student's final year. Each student will have a Dissertation supervisor who will offer individual tutorial support and guidance, in addition to group sessions organised by the module convenor.

**Preliminary Reading**

Abbott, M. (ed.) (2008) *History Skills: A Student's Handbook*, London: Routledge.  
Bryman, A. (2008) *Social research methods*, Oxford: Oxford University Press.

Denzin, N.K. and Y.S. Lincoln (eds.) (2000) Handbook of Qualitative Research, London, Sage.  
 Girden, E. (2001) Evaluating research articles from start to finish, London: Sage.  
 May, T. (2001) Social Research: issues, methods and process (3rd edition), Buckingham: Open University Press  
 Mills, C. Wright (1999) The Sociological Imagination, New York: Oxford University Press.  
 Perks, R. and A. Thompson (eds.) (2006) The Oral History Reader, London: Routledge.  
 Punch, K. (2005) Introduction to social research: Quantitative and qualitative approaches, London: Sage.  
 Silverman, D. (2005) Doing qualitative research: a practical handbook, London: Sage.  
 Stevenson, A. (2007) Studying Psychology, Basingstoke: Palgrave Macmillan.

**Synopsis**

The aim of the Dissertation is to enable students to undertake independent research. In the course of their projects, students will deepen their critical understanding of research design and the application of specific techniques, and will further develop theoretical and practical understandings of the approaches of the relevant discipline. Objectives include:  
 ? To identify and investigate a chosen problem or topic in depth using primary and secondary source materials.  
 ? To make use of an appropriate range of research techniques previously studied in the Research Methods modules.  
 ? To demonstrate the relationship of the study to existing theories and debates in the literature.  
 ? To demonstrate a firm grasp and critical awareness of methodological principles.  
 ? To produce a 10,000 word Dissertation which demonstrates the ability to present findings in a structured form, properly referenced and with a full bibliography, and which makes use of ICT.

<b>SO556</b>		<b>Social Ethics</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn and Spring	H	30 (15)	100% Coursework	Sanghera Dr B

**Department Checked**

LT 28.09.2015

**Learning Outcomes**

At the end of this module successful students will:

- i) gain a basic understanding of key concepts and theories in moral philosophy particularly where they are relevant to contemporary social issues and practices
- ii) be familiar with competing ethical perspectives
- iii) be able to critically evaluate the relevance of ethical theory to understanding modern public life

**Method of Assessment**

Assessment for this module is based 100% on coursework:

Essay 1: Analytical Essay	30%
Seminar Presentation and Paper	20%
Essay 2: Argumentative Essay	30%
Debate Participation and Debate Commentary	20%

**Preliminary Reading**

Rachels, James and Rachels, Stuart (2010/2012), The Elements of Moral Philosophy, 6th/7th Edition, McGraw-Hill, Boston (core text)

Waller, Bruce (2008), Consider Ethics, 2nd Edition, New Work, Pearson (core text)

**Pre-requisites**

Students to have satisfactorily completed Stage 1 of the degree programme.

**Synopsis**

This module aims to provide a broad introduction to social ethics. It will give students moral frameworks with which to address contemporary issues affecting social and professional issues. The module explores how everyday encounters have ethical dimensions, which are often neglected in sociological accounts. A range of topics will be examined, including euthanasia, abortion, lying, capital punishment, prostitution, cannibalism, fair wage, family responsibilities, professionalism and philanthropy. We will draw upon several ethical perspectives, such as utilitarianism, deontology, virtue ethics and theories of justice, to understand these topics.

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

**Availability**

Available 2016/17

**Contact Hours**

11 weekly lectures and seminars of one hour each

**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

**Method of Assessment**

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

**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

**Synopsis**

The coalition government has argued that following the 2008 financial crisis and the subsequent double-drip 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.

<b>SO580 Practice Learning Placement 2</b>						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	60 (30)	100% Coursework with Pass/Fail Elements	Camp Mr M
1	Medway	Spring	H	60 (30)	100% Coursework with Pass/Fail Elements & Compulsory Numeric Elements	Camp Mr M

**Learning Outcomes**

Students will show practice competence in:

- Preparing for, and working with service users to assess their needs and circumstances.
- Planning, carrying out, reviewing and evaluating social work practice with service users and other professionals.
- Supporting individuals to represent their needs, views and circumstances.
- Managing risk to service users, themselves and colleagues.
- Managing and being accountable, with supervision and support, for their own social work practice within their agency learning settings.
- Demonstrating professional competence in social work practice.
- Using underpinning theory to inform their practice.

In completing this module, students will gain experience and learning in practice settings required for a professional qualification in social work and outlined in the national occupational standards for social work. This module will also provide students with the opportunity to demonstrate underpinning knowledge appropriate to the specific area of practice in which they are involved. By undertaking the Practice Learning Placements at levels I and H, students will meet the requirements to experience practice in at least two settings; of statutory social work tasks involving legal interventions; and providing services to at least two user groups.

**Method of Assessment**

Students will be required to write a 5,000-6,000 word Practice Case Study based on work they have undertaken with an individual, a family or a group. The study should show the process of assessment, planning, intervention and review. It should demonstrate understanding of risk factors, reflective and accountable practice, value based practice and the use of underpinning theory to inform practice. The study will be due after 70 days practice.

At the end of 100 days practice students will be required to write an 6,000-word Reflective Study showing their professional

competence in social work practice. Based on evidence of participation in the placement and work undertaken they will show how they researched, analysed, evaluated and used current knowledge of best social work practice; worked within agreed standards of social work practice and promoted their own professional development; managed complex ethical issues, dilemmas and conflicts; and contributed to the promotion of best social work practice.

Practice assessors will be required to write an assessment report summarising a range of sources of evidence to show the level of competence achieved by students in the national occupational standards for social work six key roles. Practice assessors will include a recommendation as to whether the student has or has not met the required standard for this practice learning placement.

The Practice Case Study will count for 40% and the Reflective Study for 60% of the final assessment. To pass the module students will be required to achieve a pass level in these pieces of work and be assessed by the practice assessor as having met the required standard of practice.

### Preliminary Reading

- Adams R (2003) *Social Work and Empowerment* Basingstoke: Palgrave Macmillan  
 Adams R, Dominelli L and Payne M (Eds) (2002) *Social Work: Themes, Issues and Critical Debates* 2nd ed London: Palgrave Macmillan  
 Adams R, Dominelli L and Payne M (Eds) (2002) *Critical Practice in Social Work* 2nd ed London: Palgrave  
 Banks S (2001) *Ethics and Values in Social Work* London: BASW/Palgrave  
 Dominelli L (2003) *Anti-Oppressive Social Work Practice* Basingstoke: Palgrave Macmillan  
 Egan G (2002) *The Skilled Helper: A problem management and opportunity development approach to helping* 7th ed Brooks/Cole  
 Fook J (2002) *Social Work: Critical Theory and Practice* Wiltshire: Cromwell Press  
 Gardner I (1996) *Psychotherapeutic Intervention: New Skills for Social Workers* London: Jessica Kingsley  
 Milner J and O'Byrne P (2002) *Assessment in Social Work* 2nd ed London: Palgrave Macmillan  
 Parker J and Bradley G (2003) *Social Work Practice: Assessment, Planning, Intervention and Review* Exeter: Learning Matters Ltd  
 Parton N (Ed) (1996) *Social Theory, Social Change and Social Work* London: Routledge  
 Parton N and O'Byrne (2000) *Constructive Social Work* London: Palgrave Macmillan  
 Seden J (1999) *Counselling Skills in Social Work Practice* Buckingham: OU Press  
 Shardlow S (2003) *Social Work Values and Knowledge* Basingstoke: Palgrave Macmillan  
 Stepney P and Ford D *Social Work Models, Methods and Theories* Lyme Regis: Russell House Publishing  
 Watson F, Burrows H, Player C (2001) *Integrating Theory and Practice in Social Work* London: Jessica Kingsley Publishers  
**Journals:**  
 British Journal of Social Work  
 Child and Family Social Work  
 Journal of Social Work Practice  
 Social Work Education

### Synopsis

The practice curriculum will include:

- Communication skills and information sharing
- Assessment, planning, intervention and review
- Advocacy
- Partnership working and information sharing across professional disciplines and agencies
- Working to legal requirements
- Value based practice
- Working to a knowledge base including:
  - The legal, social, economic and ecological context of social work practice.
  - The context of social work practice and underpinning social theories for the area of work in which the student is engaged.
  - Values and ethics.
- Social work theories, models and methods for working with service users.

<b>SO594 Terrorism and Modern Society</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Exam	Hayward Prof K
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Hayward Prof K

### Availability

Available 2015/16 and 2016/17

### Contact Hours

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

### 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')

**Method of Assessment**

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

**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

**Publications 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

**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.

**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

SO595 Reproductive Health Policy in Britain						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Exam	Lee Dr E
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Lee Dr E

**Availability**

Not available 2016/17, Available 2017/18,

**Contact Hours**

11 lectures and 11 seminars, each of an hour

**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.

**Method of Assessment**

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

**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*

**Publications 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 you to consider the ways in which policy could develop.

**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.

<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)	100% Exam	Mitton Dr L
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Mitton Dr L

**Availability**

Every Year

**Contact Hours**

22 weekly lectures and seminars, one hour each

**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

**Method of Assessment**

50% coursework (three assignments) ( Essay 1 10%, Essay 2 15%, Essay 3 25%) and 50% 3-hour written examination (summer term)

**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.

**Publications Synopsis**

This module provides you 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.

**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.

SO602		Social Research Methods				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	I	30 (15)	100% Coursework	Sundberg Dr T
1	Canterbury	Autumn and Spring	I	30 (15)	80% Coursework, 20% Exam	Sundberg Dr T

#### Availability

Every Year

#### Contact Hours

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

#### 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.

#### Method of Assessment

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

#### 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

#### Publications Synopsis

In this module you 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, problems and forms, and an overview of some popular methods for doing so. In the Spring Semester, you spend most of your time applying what you have learned in a group research project and an individual research design project.

#### 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.

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

**Availability**

Available 2017/18

**Contact Hours**

11 weekly lectures and seminars, one hour each

**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

**Method of Assessment**

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

**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

**Publications 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

**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.

<b>SO605 Crime, Media and Culture</b>						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Exam	Ilan Dr J
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Ilan Dr J

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

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

**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.

**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

**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

**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.

**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.

SO618 Women, Crime and Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Logan Dr A

**Preliminary Reading**

At the end of this module successful students will:

- Have an enhanced understanding of issues relating to women and their role in the criminal justice system of the UK in historical and contemporary perspective. This relates to outcomes 12.A.2, 12.A.5, 12.A.8 and 12.A.12 of the Criminal Justice Studies programme and 12.1, 12.2 and 12.5 of the Social Sciences programme.
- Understand and critically assess the theories of traditional criminology in relation to women and feminist theoretical perspectives in criminology. This relates to outcomes 12.A.1, 12.A.2 and 12.A.10 of the Criminal Justice Studies programme and 12.1, 12.2, 12.5 and 12.16 of the Social Sciences programme.
- Be able to evaluate different disciplinary approaches to the subject of women, crime and criminal justice, to utilise ideas from different social sciences and to understand the value of interdisciplinary approaches. This relates to outcome 12.A.9 of the Criminal Justice Studies programme and outcome 12.7 of the Social Sciences programme.
- Have knowledge and critical understanding of feminist research methods in criminology. This relates to outcomes 12.A.1, 12.A.7 and 12.C.6 of the Criminal Justice Studies programme and outcome 12.3 of the Social Sciences programme.
- Demonstrate improving written and verbal skills of presentation and debate (Criminal Justice Studies programme outcome 12.D.1, communication skills; Social Sciences 12.20, effective communication)
- Have enhanced problem-solving and research skills, including the ability to collect and manipulate data to answer a question and to evaluate evidence (Criminal Justice Studies programme outcomes 12.B.1, 12.B.2 and 12.B.3, also 12.D.6 [problem-solving]; Social Sciences programme outcomes 12.8, 12.9 and 12.10).
- Have an enhanced ability to identify and gather appropriate library and web-based resources, make judgements about them and use them to construct an argument (Criminal Justice Studies programme outcome 12.B.6 and 12.D.5 [improving own learning]; Social Sciences programme 12.8, 12.9 and 12.12).
- Have greater sensitivity to the values and interests of others and to the dimensions of difference (Criminal Justice Studies programme outcome 12.B.4; Social Sciences programme outcome 12.11).

**Pre-requisites**

Ballinger, A. (2000) *Dead woman walking: executed women in England and Wales, 1900-1955* (Ashgate)

Bartley, P. (2000) *Prostitution, Prevention and Reform in England 1860-1914* (Routledge)

Beattie, J.M. (1975) 'The criminality of women in eighteenth-century England', *Journal of Social History*, 8: 80-116.

Browne, A. (1987) *When Battered Women Kill* (Free Press)

Burgess-Proctor, A. (2006) 'Intersections of race, class, gender, and crime: future directions for feminist criminology', *Feminist Criminology* 1: 27-47

Carlen, P. (1983) *Women's imprisonment: a study in social control* (Routledge)

Carlen, P. and A. Worrall (1987), *Gender, crime and justice* (OU Press)

Carlen, P (ed) (2002) *Women and Punishment: the Struggle for Justice* (Willan)

- Chesney-Lind, M. and Pasko, L.J. (2003) *The female offender: girls, women, and crime*
- Comack, E. (1999) 'Producing Feminist Knowledge: Lessons from Women in Trouble', *Theoretical Criminology* 3 (3): 287-306
- Cox, P. (2003) *Gender, justice and welfare: bad girls in Britain 1900-1950*
- D'Cruze, S. (ed.) (2000) *Everyday violence in Britain, 1850-1950: gender and class*
- Daley, K. and Chesney-Lind, M. (1988) *Feminism and Criminology*, *Justice Quarterly*, 5 (4)
- Dobash, R. Dobash, R. D. and Gutteridge, S. (1986) *The imprisonment of women*
- Durston, G. (2007) *Victims and viragos* (Arima)
- Feely, M. M., and D. H. Little (1991) 'The vanishing female: the decline of women in the criminal process, 1687-1912', *Law and Society Review* 25; 719-57.
- Forsythe, B. (1983) 'Women prisoners and women penal officials 1840-1921', *British Journal of Criminology* 33; 525-540
- Genders, E., and Player, E. (1986) 'Women's imprisonment: The effects of youth custody', *British Journal of Criminology*, 26; 357-371.
- Gelsthorpe, L. and Morris, A. ed. (1990) *Feminist Perspectives in Criminology* (Open University Press)
- Gelsthorpe, L. and Morris, A. (2002) 'Women's imprisonment in England and Wales: A penal paradox' *Criminal Justice* 2: 277-301
- Godfrey, B., Farrall, S. and Karstedt, S. (2005) 'Explaining gendered sentencing patterns for violent men in the late Victorian and Edwardian period', *British Journal of Criminology*, 45: 696-720
- Heidensohn, F. (1996) *Women & crime*
- Heidensohn, F. (ed.) (2006) *Gender and justice: new concepts and approaches*
- Hunt, A. (2006), 'Calculations and concealments: infanticide in mid-nineteenth-century Britain', *Victorian Literature and Culture* 34: 71-94.
- Jackson, M. (2002) (ed.) *Infanticide*
- King, P. J. R. (1996) 'Female offenders, work and life-cycle change in late-eighteenth-century London', *Continuity and Change* 11: 61-90.
- Klein, D. 'The etiology of female crime' in McLaughlin, Muncie and Hughes (eds.) (2003) *Criminological Perspectives*
- Laite, J. A. (2008) 'The Association for Moral and Social Hygiene: abolitionism and prostitution law in Britain (1915-1959)', *Women's History Review*, 17:207- 223
- Lee, C. (2012) 'Prostitution and Victorian Society Revisited: the Contagious Diseases Acts in Kent', *Women's History Review*, 21 (2): 301-316.
- Logan, A. (2007) 'In search of equal citizenship: the campaign for women magistrates in England and Wales 1910 -1939', *Women's History Review*, 16: 501-518
- Logan, A., (2009) 'Feminist Criminology in Britain c.1920-1960: Education, Agency and Activism outside the Academy' in Spence, Aiston and Meikle (eds.) *Women, Education, and Agency, 1600-2000* (Routledge)
- Logan, A. (2008), *Feminism and criminal justice: A historical perspective* (Palgrave)
- Minkes, J. & Vanstone, M. (2006) 'Gender, race and the death penalty: lessons from three 1950s murder trials' *Howard Journal*, 45, 4: 408-420
- Naffine, N. (1997), *Feminism and criminology*
- O'Neill, Campbell, Hubbard, Pitcher & Scouler (2008) 'Living with the other: street sex work, contingent communities & degrees of tolerance', *Crime, Media & Culture* 4: 73
- Phoenix, J. (2000) 'Prostitute identities: men, money and violence', *British Journal of Criminology* 40:37-55
- Rafter, N. H. (1983), 'Prisons for women, 1790-1980' *Crime and Justice* 5: 129-181
- Sanders, O'Neill and Pitcher (2009) *Prostitution: sex work, policy and politics* (Sage)
- Scouler, J. and O'Neill M. (2007), 'Regulating prostitution: social inclusion, responsabilization and the politics of prostitution reform', *British Journal of Criminology*, 47: 764 - 778
- Seal, Lizzie, (2010) *Women, Murder and Femininity* (Palgrave)
- Self, H. J. (2003) *Prostitution, women and misuse of the law : the fallen daughters of Eve*
- Smart, C. (1977), *Women, crime and criminology: A feminist critique*
- Snider, L. (2003) 'Constituting the Punishable Woman: Atavistic Man Incarcerates Postmodern Britain' *British Journal of Criminology*, 43, 354-378
- Tomes, N. (1978), 'A "Torrent of Abuse": crimes of violence between working-class men and women in London 1840-1875',

Journal of Social History, 11: 328

Turner, J. (2011) 'Punishing Women, 1880-1905', Howard Journal 50 (5): 505-515.

Walby, S. & Myhill, A. (2001) 'New survey methodologies in researching violence against women' British Journal of Criminology, 41:502

Walklate, S., (2004), Gender, crime and criminal justice (Willan)

Walkowitz, J.R. (1980), Prostitution and Victorian society: women, Class and the State (Cambridge UP)

Weiner, M. (2004) Men of blood: Violence, manliness and criminal justice in Victorian England

Whitlock, T. (2005) Crime, gender and consumer culture in nineteenth-century England

Wilczynski, A.,(1997) 'Mad or bad? child-killers, gender and the courts', British Journal of Criminology 37: 419-436

Wykes, M and Welsh, K (2009) Violence, Gender and Justice (Sage)

Zedner, L. (1991), Women, crime, and custody in Victorian England

**Progression**

LT 01.10.2015

**Publications Synopsis**

Students should have satisfactorily completed Stage I

**Restrictions**

This module provides an introduction to the study of women's relationships with the criminal justice system. The subject is analysed in both its historical and contemporary contexts and there will be a strong emphasis upon theoretical understanding of gender, on feminist theory and research methodology and on inter-disciplinary approaches. Amongst the topics under consideration are feminist criminology, women offenders (including property, violent and young offenders), prostitution, women in penal institutions, women as prosecutors and victims, and women in criminal justice employment.

**Synopsis**

- One 3,000 word essay: please see page 18 for essay questions.
  - One 2 hour examination, with six questions, two to be attempted.
- The essay and the exam are each worth 50% of the total marks.

<b>SO619 Prisons, Probation and Offender Rehabilitation</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

**Contact Hours**

Lectures: Mondays 10.00-11.00 Seminars: Mondays: 11.00-12.00 & 12.00-13.00

**Department Checked**

24/09/2015

**Learning Outcomes**

Learning outcomes:

On successful completion of this module, students will:

- Have acquired an enhanced understanding of the historical and contemporary role and work of key criminal justice agencies and of the National Offender Management Service, and of the challenges posed by increasing contestability, privatisation, and partnership-working.
- Have acquired an enhanced understanding of, and be able to assess critically, the contested concept of offender rehabilitation, and the theories of, and quantitative and qualitative empirical research about, rehabilitation and desistance from crime, and the related policy and practice implications.
- Have acquired an enhanced appreciation of the professional challenges faced by, and the professional skills required by, those working in offender management.
- Be able to evaluate different disciplinary approaches to the subject of offender rehabilitation, to utilise ideas from social sciences, and to understand the value of interdisciplinary approaches to issues in criminal justice.

Students will also have developed and evidenced:

- Improving written and verbal skills of comprehension, analysis, interpretation, presentation, and debate.
- Improving problem-solving, critical thinking, and research skills, including the ability to use quantitative and qualitative data to evaluate evidence.
- Enhanced skills in identifying and gathering appropriate library and web-based resources, and the analysis and use of this material to construct a coherent and logical argument.
- Greater sensitivity to the values and interests of others and to the dimensions of difference, and an enhanced ability to work collaboratively with other students.

**Method of Assessment**

Students are assessed by a combination of coursework and examination. Each element is worth 50 per cent of the final mark. Students submit one essay, of approximately 3000 words, at the end of the autumn term, and take an unseen two hour examination paper in the summer term, comprising six questions, of which students answer two.

Coursework deadline (Turnitin and hard copy):  
 Essay: Monday 1st December by 16.00.

**Preliminary Reading**

Dip into:

Jewkes, Y. and Bennett, J. (eds.) (2007) Dictionary of Prisons and Punishment. Cullompton: Willan Publishing.

Canton, R. and Hancock, D. (eds.) (2007) Dictionary of Probation and Offender Management. Cullompton: Willan Publishing.

Core texts, recommended for purchase:

Cavadino, M. and Dignan, J. (2007) The Penal System: An Introduction, 4th edition. London: Sage.

Robinson, G. and Crow, I. (2009) Offender Rehabilitation: Theory, Research and Practice. London: Sage.

**Pre-requisites**

Students must have satisfactorily completed Stage 1 of their degree programme, but there are no prerequisite modules and no prior knowledge of the Criminal Justice System is assumed.

**Synopsis**

This module critically examines the role, use, and rehabilitative work of correctional services for adults; Her Majesty's Prison Service and the newly formed National Probation Service and Community Rehabilitation Companies, all part of National Offender Management Service. We review the recent history and contemporary concerns of prisons and probation, and the various models they have employed in attempting to help offenders to change. We then draw upon relevant theory, research, and practice to consider how these services may, or may not, contribute to the rehabilitation and resettlement of serious offenders. By the end of the module, successful students will have gained a detailed and sophisticated understanding of the central importance of prisons and probation to the criminal justice system and of the potential for, but also pitfalls so often associated with, offender rehabilitation.

SO628 Drugs - Production and Use in their Cultural Context						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

**Department Checked**

24/09/2015

**Learning Outcomes**

At the end of this module successful students will have:

- 1) An understanding of the role of drugs in different cultural settings around the world and how de-sacralisation of plant based drugs and their commodification has altered production and use.
- 2) Knowledge of the relationship between drug use, altered states and ritual, and the distinction between the sacred and the profane and how this is borne out in different religions and cultures
- 3) An appreciation of how the assessment of risk and danger of substances is determined by cultural values and the social framing of consumption
- 4) An understanding of the impact of trade and globalisation on cultures of consumption
- 5) The ability to critically evaluate the social, cultural and biological effects of drugs and the complex relationship of policy on patterns of use
- 6) A knowledge and understanding of the prevailing models and theories of drug production and drug consumption

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

1. Enhancement of students' research and analytical skills, especially the ability to link theory and practice. This relates to programme outcomes 12.9 and 12.12 of the Social Science programme and 12.B.9 and 12.B.12 of the Criminal Justice Studies programme and to key skills 1, 4 and 5.
2. Development of students' problem-solving skills and critical awareness. This relates to programme outcomes 12.9 and 12.12 of the Social Science programme and 12.B.1 and 12.B.3 of the Criminal Justice Studies programme and to key skill 6.
3. It is intended that the module will contribute to the achievement of key educational aims with regard to skill formation, especially aims 11.5 and 11.6 of the Social Science programme and aims 11.1, 11.4, 11.6, 11.7 and 11.8 of the Criminal Justice Studies programme.

**Method of Assessment**

The assessment process will contain two components, a 2,000 word essay (50%) and a two hour examination (50%)

Essay Deadline: Thursday 07 of April 2016 by 16:00

**Preliminary Reading**

Alexander, B. (2008) *The Globalization of Addiction* Oxford: Oxford University Press  
 Courtwright, D. (2001) *Forces of Habit* Boston: Harvard University Press  
 Klein, A. (2008). *Drugs and the World*. London: Reaktion,

**Pre-requisites**

SO306 Introduction to Sociology, SA311 Social Problems and Social Policy or SP310 Introduction to Psychology as a prerequisite. No co-requisite is required

**Synopsis**

Drugs form an integral part of human culture, with a wide range of medical, religious and recreational applications. They are often so central to social life that they are not identified as drugs and they are differentiated from drugs used by 'other' cultures. In contrast to policy discussion which is dominated by links with crime and social dysfunction, the cultural approach focuses on the socially constructive role of drugs, and how patterns have changed due to commodification and globalisation. Concepts like addiction and the link with crime will be subject of critical analysis.

At the outset, the module will explore the role of drug use in religion, ritual, and social settings, and look for contrasts between models of integrated and functional, as well as alienated and dysfunctional drug use. Topics include methods of classification of substances, the association with economic expansion, political domination, social stratification and the emergence of a culture of consumption. The module course then discusses how the above issues are aligned with prevailing social and ethical values.

Studies of drug use in different subcultures in the UK and other western societies will be contrasted with work on drug use in different cultural contexts. The module will look at the way drug use is integrated into cultural practice, yet open to discussion and different evaluation.

<b>SO645 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

**Availability**

Available 2016/17

**Contact Hours**

22 contact hours

**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

**Method of Assessment**

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

**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.

**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.

<b>SO646 Psychology Research Methods and Data Analysis</b>						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	Briggs Dr J

**Learning Outcomes**

- Show improvement in the clear communication of research procedures and outcomes including reporting of quantitative information
- Show progress in ability to use library resources such as e-journals and other online sources for literature review, identification of research questions, and use of specialist techniques
- Show improvement in the ability to collect, analyse and correctly interpret numerical data including the use of appropriate software packages for data analysis
- Demonstrate an ability to work with others on group tasks

**Method of Assessment**

This module is assessed by coursework only. Coursework will consist of short answer written exercises and a practical research report.

**Preliminary Reading**

Jackson, S. L. (2009). *Research Methods and Statistics : A Critical Thinking Approach*. (3rd Ed.) Belmont, Calif. : Wadsworth.

Dunbar, G. (2005). *Evaluating Research Methods in Psychology: A case study approach*. Malden, Mass.; Oxford : BPS Blackwell.

Holt, N. & Walker, I. (2009). *Research with People: Theory, plans and practicals*. Basingstoke : Palgrave Macmillan.

McBurney, D. H. & White, T. L. (2007). *Research methods (7th Ed.)*. Australia; Belmont, CA: Thomson/Wadsworth.

**Pre-requisites**

Completion of SP310 Introduction to Psychology and SA310 Social Research Methods is assumed.

**Synopsis**

Aims and description:

This module is intended to introduce students to the major methodological approaches in psychology, and their theoretical and philosophical bases. The aims are to strengthen skills in designing and conducting practical work, to acquaint students with a range of descriptive and analytical statistical techniques, to provide further experience with reporting research, and to prepare students for the dissertation module in the final year. As well as developing students' own research skills, the module should enhance the ability to understand and critically evaluate examples of psychological research in other psychology modules. The content will include additional training with SPSS for data processing and analysis.

Content:

- Approaches to research, philosophical issues, qualitative & quantitative data.
- Reliability and validity
- Content analysis.
- Descriptive statistics.
- Probability and significance testing.
- Different analytical tests.
- Correlation and causation.
- Reporting research.
- Critical evaluation of research claims.

<b>SO647 Research Methods in Sociology</b>						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	100% Coursework	
1	Medway	Spring	I	15 (7.5)	100% Coursework	Sanghera Dr B

**Learning Outcomes**

The intended learning outcomes are:

- To understand the merits of key research approaches for investigating the social world.
- To become aware of the importance of research ethics in designing and implementing a project.
- To critically assess how to best apply research strategies and methods to answer chosen research questions.
- To design and undertake a small study, resolving practical problems
- To learn to present the findings in a research report following social science conventions of presentation.

By the end of this module, students should also have developed skills in:

- Understanding the logics of social research.
- Identifying the respective advantages and disadvantages of a range of different research strategies and methods.
- Being able to apply specific research techniques.

Judging and evaluating the validity of research evidence.

**Method of Assessment**

This will be 100% coursework:

One 1500 word assignment on research design 30%  
One 3500 word individual research report 70%

**Preliminary Reading**

May, Tim (2011 4th edition) *Social Research, Issues, Methods and Process*, Buckingham: Open University Press.

Gilbert, N. (2008 3rd edition) *Researching Social Life* London: Sage.

Seale, Clive (ed.) (2011 3rd edition) *Researching Society and Culture* London and New York: Routledge.

**Pre-requisites**

Students to have satisfactorily completed Stage 1 of the degree programme.

**Synopsis**

This module is designed to develop awareness and critical understanding of methodological issues and practices within sociology. It will give students both a theoretical and practical understanding of sociological approaches and techniques, with a particular emphasis on qualitative approaches. Students will be equipped to tackle research design, undertake research using specific techniques, and analyse and present their findings. They will be able to make judgements about appropriate matches between research questions, design and techniques, and claims about the knowledge produced in their own and other research. The course includes practical work for students to learn first-hand about the research process. The module builds on Stage 1 Methods of Social Research Methods and further develops students' methodological and analytical skills as a preparation for their Dissertations in the final year of the degree programme.

<b>SO648 Historical Research Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	I	15 (7.5)	100% Coursework	
2	Medway	Spring	I	15 (7.5)	100% Coursework	

**Learning Outcomes**

At the end of this module successful students will:

- ? Demonstrate a knowledge and understanding of historical research methods, with particular reference to social history.
- ? Demonstrate a knowledge and understanding of the theoretical issues that underpin and challenge these methods.
- ? Demonstrate a knowledge and understanding of the development of history, especially social history, as an academic discipline and a mode of research.
- ? Have the necessary tools to undertake an individual research project (dissertation) in the final year of the degree course and an understanding of the advantages and disadvantages of the methods chosen and of their theoretical context.

**Method of Assessment**

Article review, 1000 words (20%)

Document/object evaluation, 1000 words (30%)

Mini project, 3000 words (50%)

**Preliminary Reading**

Set Text/recommended purchase: Lambert, P. and P. Schofield, (eds.) *Making History: an introduction to the history and practices of a discipline* (2004)

**Indicative Reading List**

- Davies, S. *Empiricism and History* (2003)  
 Evans, R.J. *In Defence of History* (2nd edn. 2000)  
 Hobsbawm, E. *On History* (1997)  
 Jenkins, K. *A Postmodernist History Reader* (1998)  
 Lee Downs, L. *Writing Gender History* (2004)  
 Lewis & Lloyd-Jones, *Using Computers in History* (1996)  
 MacRaild & Taylor, *Social Theory & Social History* (2004)  
 Marwick, A., *The New Nature of History* (2001)  
 Perry, M., *Marxism and History* (2002)  
 Samuel, R. *People, History & Socialist Theory* (1993)  
 Thompson, A. *The Oral History Reader* (1998)  
 Thompson, P. *The Voice of the Past* (2000)  
 Thompson, W. *Postmodernism & History* (2004)  
 Tosh, J. *The Pursuit of History* (3rd ed. (2002)

**Pre-requisites**

SA310 Methods of Social Research; SO326 Introduction to Contemporary Britain recommended

**Synopsis**

This module introduces students to the theory and practice of historical research, building upon learning in methods and contemporary British history at Stage One and preparing students for historical/documentary-based dissertations in Stage Three. The module begins by exploring the major theoretical approaches in historical research – Marxism, Annales, post-structuralism, life history and feminism – before looking more closely at how historians do research. This module takes full advantage of the Medway campus’s location within a proposed World Heritage Site in order to train students in the use of archives and the physical environment for historical research. Students will visit local archives and museums – Chatham Historic Dockyard, the Royal Engineers’ Museum and Library, the Kent Police Museum and Archives as well as the Medway Archives – as part of their training in how to handle documents and objects in historical research. The final mini project for this module will unite theoretical and applied knowledge, and provide a potential foundation for dissertations at Stage 3.

SO650 Youth, Crime and Criminal Justice						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Shaw Dr S

**Learning Outcomes**

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

- Recognise the origins and development of the concepts of ‘youth’ and ‘youth justice’
- Understand the way in which the youth justice system operates and be aware of the role of the many agencies that work within it.
- Comprehend the various ‘causes’ of juvenile delinquency and be able to critically analyse the competing theories which explain it
- Appreciate the way in which ideas about ‘youth’ and ‘crime’ as social problems are mediated by historical events and the media
- Recognise the manner in which broader social policy is impinged upon by issues associated with youth and crime

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

- The coherence of organisation of information in written work (key skill 1)
- Research through use of library resources and information technology (key skills 3 and 5)
- Working collaboratively with other students in seminar discussions (key skill 4)
- Understanding different schools of thought and the synthesis of them (key skill 6)

**Method of Assessment**

Students are assessed by a combination of coursework and examination. Students submit one essay, of 2,000 to 2,500 words, which is worth 40 per cent of the final mark. Additionally students perform a group seminar presentation, worth 10 per cent of the overall mark. The remaining 50 per cent is determined by a two hour unseen examination paper, taken in the summer term. This comprises six questions, of which students must answer two.

**Preliminary Reading**

Bateman, T. (2013) *Incarcerating Children: Understanding Youth Imprisonment* Oxford: Taylor & Francis

Case, S. and Haines, K. (2009) *Understanding Youth Offending: Risk factor research, policy and practice* Cullompton: Willan

Goldson, B. and Muncie, J. (eds.) (2006) *Youth Crime and Justice*, London: Sage

Muncie, J. (2009) *Youth and Crime* (3rd edition) London: Sage

Pitts, J. (2008) *Reluctant Gangsters: The changing face of youth crime* Cullompton: Willan

Smith, R. (2010) *Doing Justice to Young People: Youth Crime and Social Justice* Cullompton: Willan

**Synopsis**

This module will examine the contemporary debates emerging in the field of youth justice and encourage students to consider the various stances taken. Youth crime is a field that frequently attracts much public, political and media attention, and the aim of this module is to encourage students to critically assess the true prevalence and severity of crime committed by young people. The module starts by locating the fascination with youth and crime in its historical context, before moving on to examine the developing and competing claims and theories which sought to explain why young people commit crime. It then concludes by providing a critique of societal responses to young people who violate the law and how the state seeks to prevent children from violating the law in the first place.

SO651		Issues in Criminal Justice				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Shaw Dr S

**Department Checked**

LT 01/10/2015

**Learning Outcomes**

At the end of this module successful students will:

- Understand the way in which the criminal justice system operates and identify the complex problems which it faces
- Recognise the origins and development of a formal system of crime control
- Describe and define key concepts in criminal justice
- Be aware of the political implications of reforms to the criminal justice system
- Be aware of the contemporary criminological debates and recognise competing perspectives on the contemporary functions of the criminal justice system
- Show an appreciation of the major debates about the effectiveness of the criminal justice system
- Identify and evaluate alternative philosophies of criminal justice and models of crime control

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

- The coherent organisation of information in written work (key skill 1)
- Research through use of library resources and information technology (key skills 3 and 5)
- Working collaboratively with other students in seminar discussions (key skill 4)
- Understanding different schools of thought and the synthesis of them (key skill 6)

**Method of Assessment**

The module is assessed on the basis of 50% examination and 50% coursework.

The final examination will be for 3 hours and will be taken in the Summer term. There will be a choice of 9 essay topics and you will be required to answer 3. The exam will test grasp of the issues covered and analytical skills. You will be able to write on the topic you chose for your essays, but as the exam question will be different, you will not be able to simply replicate that essay. You should also take into account the feedback you will have received on it. Past exam papers are available on both Moodle and the SSPSSR website.

Each coursework essay is worth 20% of the assessment and should be between 2,000 and 2,500 words in length. Over-length essays will not be marked beyond a 2,500 word limit. The reason for this is that it is an important discipline to be able to write concisely and to the point;

**Preliminary Reading**

Chakrabarti, N. (ed.) (2010) *Hate Crime: Concepts, policy, future directions* Cullompton: Willan Publishing  
 Collins, R. (2009) *Violence: A Micro-Sociological Theory* Princeton: Princeton University Press  
 Winlow, S. and Hall, S. (2006) *Violent Night: Urban leisure and contemporary culture* Oxford: Berg  
 Young, J. (2012) *The Criminological Imagination* Cambridge: Polity Press

**Pre-requisites**

Introduction to Criminology and Criminal Justice (SO329)

**Synopsis**

This module aims to outline the key concerns and issues affecting the operation of the criminal justice system in contemporary Britain. The module begins by providing an overview of some of the key theoretical assumptions that underpin the operation of the criminal justice system, before moving on to address some of the more substantive issues to do with crime, governance and social control. Students undertaking this module will be provided with accounts of how the formal criminal justice system serves in dealing with those who violate the criminal and breach the boundaries of what is considered 'normal' or socially approved of behaviour.

SO654		Drugs, Crime and the Criminal Justice System				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	

**Department Checked**

07.10.2015

**Learning Outcomes**

At the end of this module successful students will:

- 1) understand the main theories of the relationship between drugs and crime
- 2) have a working knowledge of the UK drug laws
- 3) understand strategies for tackling drugs in the criminal justice system especially with regard to treatment
- 4) be aware of international comparisons in the area of drug control and treatment
- 5) understand the processes of marginalisation, recovery and reintegration of drug users and drug using

**Method of Assessment**

The assessment process will contain three components, a 3,000 word essay (30%), a two hour examination (50%) and

assessment of seminar participation (20%).

**Preliminary Reading**

Stevens, Alex, 2011. *Drugs, Crime and Public Health: The Political Economy of Drug Policy*. London: Routledge

**Synopsis**

This course examines the relationship between drugs and crime, crime in drug markets and the emergence of the criminal justice system as a locale for the delivery of drug treatment. It examines the evidence for the link between drug use and crime, looks at definitions of drug and addiction, and tracks changes in policy. It examines the changing role of prison and the identification of drugs as a key factor in offending and the development of drug treatment interventions as a key tool for reducing crime.

<b>SO657 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

**Availability**

Available 2015/16 and 2016/17.

**Contact Hours**

One hour lecture and one hour of seminar per week

**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.

**Method of Assessment**

50% coursework (one 3,000 word essay 30% and 20% seminar participation) and 50% 2 hour examination (summer term)

**Preliminary Reading**

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

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

Fuchs, C. (2014) *Social Media: A Critical Introduction*. London: Sage

Castells M (2000-2003) *The Information Age Vols 1-3*. Blackwell

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

Athique, A. (2013) *Digital Media and Society: An Introduction*. Cambridge; Polity.

Barney, Darin. (2004) *The Network Society*. Cambridge: Polity.

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

**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

**Synopsis**

This module will examine the impact of digital technology on our social and cultural lives. It will concentrate on how the Internet in particular has challenged some of our more traditional notions of identity and self, the body, relationships, community, privacy, politics, friendship, war and crime, economics, among others. Lectures will show how some of the basic components of culture such as notions of identity, space, the body, community, and even the very notion of what it is to be human, have been complicated by the rise of virtuality and cyberspace. We will also examine these issues through case study phenomena unique to digital culture, currently including gaming, music, cybersex and social networking.

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

**Availability**

Available Spring 2015/16

**Contact Hours**

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

**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

**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.

**Preliminary Reading**

Jakob Arnouldi, *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)

**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.

SO668		The Sociology of Work				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Strangleman Prof T

**Availability**

Available 2016/17

**Contact Hours**

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

**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

**Method of Assessment**

100% coursework (one 5,000 word essay)

**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

**Publications Synopsis**

Work and economic life is one of the central themes of sociology. Work allows us to think about 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 de-industrialisation 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.

**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.

<b>SO669 Women and Work: Britain 1850 - 1975</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	Logan Dr A

**Department Checked**

07.10.2015

**Learning Outcomes**

At the end of this module successful students will:

- Demonstrate an awareness of the main historical perspectives concerning women's role in the labour force, the salience of social class, and the gendered nature of work.
- Have an understanding of the historical continuities and discontinuities in women's work over the period C. 1850-1975.
- Understanding the relevance of such factors as industrialisation, professionalisation, changing technology and business organisation, trade unionism, mass education and total warfare to women's work.
- Have some knowledge of women's role in specific employment sectors in Britain over the period (for example, manufacturing industry, clerical work and medical services) and in domestic work, paid & unpaid.

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

- the coherence of organisation of information in written work (key skill 1 Communication)
- the development of research skills through use of library resources and information technology (key skills 3 Information Technology and 5 (Learning and Performance)
- the ability to analyse and understand numerical data e.g. from the census (key skill 2 Application of Numbers)
- working collaboratively with other students in seminar discussions (key skill 4 Working with Others)
- Understanding different schools of thought and the ability to synthesise them (key skill 6 Problem Solving).

**Method of Assessment**

Students are assessed by two course work assignments together worth 50% of the final mark and one written examination lasting two hours, also worth 50% of the marks. One assignment will take the form of a short seminar presentation worth 20% and the other will be an essay of approximately 2000 words worth 30%. See end of this guide for questions.

**Pre-requisites**

N/A

**Synopsis**

This module confronts many of the myths and mistaken assumptions concerning gender roles during the nineteenth and early twentieth centuries with regard to women's participation in paid and unpaid work. Drawing on the extensive literature of feminist historians on women's work in Britain and on sociological insights, the module explores the themes of gender, paid employment and the family and investigates both historical change and continuity.

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

**Availability**

Available 2016/17

**Learning Outcomes**

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  
 ability to self-appraise and reflect on practice  
 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

**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%.

**Preliminary Reading**

Nina Eliasoph (2013) *The Politics of Volunteering*: Cambridge: Polity Press  
 Colin Rochester, Steve Howlett, Angela Ellis Paine (2010) *Volunteering and Society in the 21st Century*. Palgrave Macmillan

**Pre-requisites**

Previous volunteering experience is necessary

**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. Head of Volunteer Development and Support: s.l.j.hughes@kent.ac.uk extn. 61230

**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.

SO672		Social Work Practice in a Multi Agency			Context	
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	Boahen Mr G
1	Medway	Autumn	H	15 (7.5)	100% Coursework with Compulsory Numeric Elements	Boahen Mr G
1	Medway	Autumn	H	15 (7.5)	100% Coursework with Pass/Fail Elements	Boahen Mr G
1	Medway	Autumn	H	15 (7.5)	50% Coursework, 50% Project	Boahen Mr G

### Learning Outcomes

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

11.1 Demonstrate a critical understanding of the relationship between agency policies, legal requirements and professional boundaries in shaping the nature of services in a multi agency practice context

11.2 Demonstrate knowledge of and reflect on the respective responsibilities of social welfare agencies and social care professionals, taking into account national practice and research

11.3 Identify the values, factors and processes that may hinder or facilitate collaboration and interagency activity

11.4 Critically understand and evaluate established models of team working and related systems

11.5 Apply, reflect on and evaluate theoretical models for collaboration at individual, inter professional and multi agency levels

11.6 Analyse the significance of effective partnership working for service users in achieving appropriate care and support and identify areas where this may be problematic

11.7 Identify the specific social work role and responsibilities and be able to articulate them in a multi agency context

11.8 Apply and evaluate skills for establishing effective relationships, working co-operatively with others, managing conflict and liaising and negotiating across organisational and professional boundaries

### Method of Assessment

The module will be assessed by two equally weighted pieces of course work:

A group project requiring students to work in small teams to investigate, research and develop an area of multi disciplinary activity relevant to social care. The group will present their work verbally and in writing (weighted at 50%). This task will enable students to meet learning outcomes.

This presentation will be of 30 minutes duration and students will produce a written summary of the presentation of 1000 words (the two activities will be marked as one assessment).

A 2,500 word individual analysis of the learning that has emerged from the project, applying appropriate theoretical and legal/policy learning to multi disciplinary and team working (weighted at 50%). This task will enable students to meet learning outcomes.

### Preliminary Reading

Anning, A, Cottrell, D, Frost, N, Green, J & Robinson, M. (2010) *Developing Multi-Professional Teamwork for Integrated Children's Services*, Maidenhead: Open University Press  
 Bailey, D, (2012). *Interdisciplinary working in mental health*, Houndsmill: Palgrave Macmillan  
 Baker, K & Sutherland, A (2009). *Multi- Agency Public Protection Arrangements and Youth Justice*, Bristol: Policy Press  
 Crawford, K, (2011) *Interprofessional Collaboration in Social Work Practice*, London: Sage  
 Gasper, M, (2010). *Multi-agency Working in the Early Years*. London: Sage  
 Morris, K. (2008) *Social work and multi-agency working*, Bristol: Policy Press  
 Quinney A (2010) *Collaborative Social Work Practice Learning 2nd Ed*, Exeter: Learning Matters Ltd.  
 Stone, B & Rixon, A, (2008). *Towards Integrated Working*. In Foley, P & Rixon, A (Eds) *Changing Childrens Services – working and learning Together*, Milton Keynes: Open University Press  
 Taylor, I (2012) *Multi-professional Teams and the Learning Organization* in Gould N & Baldwin M (Eds) *Social Work, Critical Reflection and the Learning Organization*, Aldershot: Ashgate

### Pre-requisites

Unit level: Higher

### Synopsis

This module will engage students' understanding of the legal, social and political context for multi agency working with an emphasis on current national initiatives and the rationale for them. Students will critically analyse the professional and practical barriers to partnership working and how these might be minimised. Models for team work in social care and their relevance to multi disciplinary settings will be outlined. Exploration of systems theory and psychodynamic models as explanatory frameworks will also be a feature. Examples of multi disciplinary teams in practice – i.e. Sure Start, Youth Offending, Mental Health etc. will enable students to apply these theoretical frameworks effectively.

The module will include a focus on skills in multi-disciplinary working, including negotiating across professional boundaries and addressing issues of power and inequality. The module will explain the links between national initiatives to improved services and outcomes for users.

<b>SO673</b>		<b>Research for Social Work</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
2	Medway	Autumn	H	15 (7.5)	100% Coursework	Warner Dr J

### Learning Outcomes

On successful completing this module students will demonstrate:

- 12.1 Ability to organise information clearly and coherently in written form
- 12.2 Ability to analyse and interpret statistical and numerical data in the form of tables, charts and/or graphs
- 12.3 Ability to manage own learning and deploy time management skills
- 12.4 Ability to think critically and consider alternative perspectives in analysing and solving problems

### Method of Assessment

The assessment of this module comprises one coursework assignment (4,500 words) which involves the critical analysis and comparison of two pieces of research selected by students independently. Of these two pieces of research, one must be a study that utilises a qualitative research strategy and the other a quantitative one. Both studies should have as their main focus the same broad issue (e.g. substance misuse, domestic violence, child neglect).

In this assignment, students are required to explain the relevance and implications of the studies they have selected for social work practice. They must also consider the socio-political context within which research is produced, as it might apply to their selected studies. The assignment MUST include the interpretation of figures/numbers in a table or chart.

### Preliminary Reading

- Alston, M and Bowles, W (2003) *Research for Social Workers: An Introduction to Methods*, London: Routledge
- Bryman A (2004) 2nd Ed. *Social Research Methods*. Oxford: Oxford University Press
- Evans, T and Hardy, M (2010) *Evidence and Knowledge for Practice*, Cambridge: Polity Press
- Gomm R, Needham G & Bullman A (eds) (2006). *Evaluating Research in Health & Social Care*, London: Sage Publications
- Padgett, K (2008) 2nd Ed. *Qualitative Methods in Social Work Research*, London: Sage
- Shaw, I., Briar-Lawson, K., Orme, J and Ruckdeschel, R (2010) *The Sage Handbook of Social Work Research*, London: Sage
- Sheppard, M (2004) *Appraising and Using Social Research in the Human Services: An Introduction for Social Work and Health Professionals*, London: JKP

### Pre-requisites

Level 3  
15 credits

### Synopsis

The overall aim of the module is to equip students to become 'critical consumers' of research as practitioners by providing them with the knowledge and understanding necessary to evaluate research appropriately and apply findings appropriately in practice.

The module provides an introduction to a range of qualitative and quantitative research methods including different types of interview (narrative, biographical, in-depth, semi-structured, structured) ethnography, focus groups, surveys and questionnaires, experimental and quasi-experimental research, randomised controlled trials, documentary and textual analysis, systematic reviews and meta-analysis, and approaches that involves mixing methods.

The module also includes brief introductions to the techniques involved in analysing both qualitative and quantitative data. It also includes consideration of ethical issues relating to research.

Each week students are provided with research articles that are compulsory reading for discussion in seminars. Each reading provides an example of each method and its potential for addressing research questions relevant for social work practice.

<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

**Availability**

Available 2016/17

**Contact Hours**

22 weekly lectures, 22 weekly seminars, 50 mins each

**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

**Method of Assessment**

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

**Preliminary Reading**Fraser M & Greco M (eds) (2005) *The Body. A Reader*. London: RoutledgeShilling C (3rd edn. 2012) *The Body and Social Theory*. London: SageShilling C (2005) *The Body in Culture, Technology and Society*. London: SageShilling C (2008) *Changing Bodies*. London: SageThomas H & Ahmed J (eds) (2004) *Cultural Bodies*. Oxford: Blackwell**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?'

<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

**Availability**

Not available 2016/17, Available 2017/18

**Contact Hours**

22 weekly lectures and seminars of 1 hour

**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.

**Method of Assessment**

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

**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

**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.

SO679		Research Dissertation				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Project	Lee Dr E
1	Canterbury	Autumn and Spring	H	30 (15)	75% Project, 25% Coursework	Lee Dr E

**Availability**

2016/17 STAGE 3 STUDENTS ONLY - No applications for this module will be accepted after 3 May.

**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.

**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

**Method of Assessment**

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

**Preliminary Reading**

Aveyard, H. (2014) Doing a literature review in health and social care: a practical guide, 3rd edition, Open University Press  
 Aveyard, Sharp and Wooliams (2011) A beginner's guide to critical thinking and writing, Open University Press

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

Cottrell, S. (2003) The Study Skills Handbook, Basingstoke, Palgrave

Crème, P. & Lee, M. (2003) Writing at University, Maidenhead, Open University Press.  
 Denscombe, M. (2010) The Good Research Guide 4th edition, Open University Press  
 Denscombe, M. (2012) Research Proposals: A Practical Guide, Open University Press  
 Girden, E. (2001) Evaluating research articles from start to finish, London, Sage.  
 Hart, C. (1998) Doing a Literature Review, London, Sage.  
 May, T. (1997) Social Research, Issues, Methods and Process, Buckingham, Open University Press.

**Pre-requisites**

SO602 Social Research Methods

**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.

<b>SO681 Restorative Justice: Concepts, Issues, Debates</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

**Department Checked**

07.10.2015

**Learning Outcomes**

At the end of this module successful students will:

- Be able to describe and critically assess restorative justice as an approach to crime
- Be able to judge and evaluate evidence relating to theoretical and empirically based arguments and data about restorative justice
- Develop an understanding of the links between restorative justice and traditional justice systems
- Further develop their understandings of the social and cultural dimensions of criminal justice
- Build on and further develop an ability to make reasoned arguments based on research evidence and academic texts

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

- Progress in their ability to present arguments orally, through active participation in seminar groups. They will be able to ask and respond to questions in discussion
- Advancement of existing skills with regard to the organisation of information in a clear and coherent manner, through the interpretation of data, essay writing and group seminar discussions of prepared notes.
- An ability to synthesise knowledge from different schools and disciplines of enquiry
- Enhanced research and organisational skills by using library e-journals and other on-line resources

**Method of Assessment**

2,500 word essay (50%), and a three hour examination (50%).

**Preliminary Reading**

Clamp, K. (2013) Restorative Justice in Transition London: Routledge

McLaughlin, E. Fergusson, R. Hughes, G and Westmorland, L (2003) Restorative Justice: Critical Issues, Open University

Johnstone, G. (ed.) (2012) A Restorative Justice Reader Collumpton: Willan Publishing

Robinson, G. and Shapland, J. (2008) Reducing recidivism: a task for restorative justice? British Journal of Criminology, 48(3), pp. 337-358

Vanfraechem, I., Aertsen, I. and Willemsens, J. (2010) Restorative justice realities: empirical research in a European context. The Hague : Eleven International 2010

**Pre-requisites**

None

**Synopsis**

Unprecedented levels of incarceration and prevailing fear of crime and anti-social disorder have prompted a review of traditional systems of dealing with offenders. After years of prison expansion concerted efforts are being put in place in

many Western countries to reduce the number of people in custody. There is a range of alternative forms of managing offenders including restorative justice, community punishments and drug courts. The main aim of this module is to provide students with a critical understanding of these alternative models in a wider historical and cross cultural context. It will explore key values, issues and debates set in the context of theoretical arguments and criminal justice policy and practice.

<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	Nettleingham Dr D

**Contact Hours**

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

**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.

**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)

**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

**Pre-requisites**

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

**Restrictions**

Stage 3 Cultural Studies Students ONLY

**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.

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

**Availability**

Not available 2015/16, available 2016/17

**Contact Hours**

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

**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:

**Method of Assessment**

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

**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.

**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?

SO686 Social Justice Practice						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	I	30 (15)	100% Coursework	Logan Dr A

**Department Checked**

14/10/2015

**Learning Outcomes**

At the end of the module the student should:

- Have an understanding of the 'third sector', its historic development and its contemporary role in social policy in Britain as a whole, and in the Medway area in particular.
- Have a critical understanding of political and sociological theoretical perspectives upon 'civil society' and the 'third' sector.
- Have an understanding of the concept of 'social justice' and the role of the 'third' / voluntary sector society.

On successful completion of the module the student will be able to:

- Demonstrate highly developed skills in written and verbal communication, utilising research, empirical data and information technology (key skills 1, 2 and 3).
- Associate theory with practice (key skills 1, 4 & 5)
- Demonstrate development in problem-solving skills (key skill 6).

Work co-operatively with other students in discussions to acknowledge and resolve conflicting perspectives and interpretations (key skills 4 and 6).

**Method of Assessment**

The module is assessed on the basis of 100% coursework.

2 essays worth 25% of total mark each; one presentation worth 20%; a reflective diary worth 30%

**Preliminary Reading**

Anheier, H. K., *Nonprofit Organizations* (Routledge, 2005)  
 Kendall, J. *The Voluntary Sector: Comparative Perspectives in the UK* (Routledge, 2003)

**Pre-requisites**

None

**Restrictions**

\*You will need to attend an interview early in the summer term; enrolment is not automatic as numbers are limited to 15 for SSPSR students. Some prior (preferably recent) experience of volunteering is strongly recommended.

**Synopsis**

This module provides an opportunity for students to gain practical experience of the voluntary and community sector and combine it with academic study of the sector and of related theoretical concepts such as social capital, social justice and altruism..

<b>SO687 The Politics of Criminal Justice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Shaw Dr S

**Department Checked**

14/10/2015

**Learning Outcomes**

Learning outcomes:

At the end of this module successful students will:

- Develop an understanding of the relationship between politics, pressure groups and the criminal justice system
- Be able to describe and critically assess theoretical and policy approaches to criminal justice
- Be able to judge and evaluate debates surrounding the nature and extent of victimisation and links between victimisation and key social divisions.
- Further develop their understanding of the social and cultural dimensions of crime and criminal justice.
- Build on and further develop an ability to make reasoned arguments based on research evidence and academic texts.

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

- Progression in their ability to present arguments orally through active participation in seminar groups. They will be able to ask and respond to questions in discussions (relevant to key skills 1, 4, 5 and 6).
- Advancement of existing skills with regard to the organisation of information in a clear and coherent manner, through the interpretation of data, essay writing and group seminar discussions of prepared notes (relevant to key skills 1, 2 and 5).
- An ability to synthesise knowledge from different schools and disciplines of enquiry (relevant to key skill 6)
- Progression in their development of research skills through advanced library investigation, critical debate and essay writing (relevant to key skill 6).
- Enhanced research and organisational skills by using library e-journal and other on-line resources (relevant to key skill 3)
- This module will endeavour (when appropriate) to link the specific outcomes (as above) to the (generic) 'programmes outcomes' as outlined in the course guide of the BA (Hons) Criminal Justice & Criminology programme.

**Method of Assessment**

Students are assessed by a combination of coursework and examination. Students submit two essays, of 2,000 to 2,500 words, which together are worth 40 per cent of the final mark. Additionally students perform a group seminar presentation, worth 10 per cent of the overall mark. The remaining 50 per cent is determined by a three hour unseen examination paper, taken in the summer term. This comprises nine questions, of which students must answer three.

**Preliminary Reading**

Downes, D., Hobbes, D. and Newburn, T. (eds.) (2010) *The Eternal Recurrence of Crime and Control* Oxford: Clarendon

Hall, M. (2012) *Victims of Crime: Policy and Practice in Criminal Justice* London: Routledge

Newburn, T. and Rock, P. (eds.) (2006) *The Politics of Crime Control* Oxford: Clarendon

Millie, A. (2009) *Anti-Social Behaviour* Maidenhead: Open University Press

Rock, P. (2004) *Constructing Victims' Rights* London: Clarendon

Rodger, J. (2008) *Criminalising Social Policy* Cullompton: Willan

Silverman, J. (2012) *Crime, Police and the Media: The Shaping of Criminal Justice, 1989-2010* London: Routledge

Simon, J. (2007) *Governing Through Crime* Oxford: Oxford University Press

**Pre-requisites**

None

**Synopsis**

This module traces the way in which criminal justice and criminal justice policy have become increasingly politicised in

recent years. It utilises topics such as community safety, penology and 'dangerous offenders' to highlight the interaction between popular opinion, research, policy formation and the criminalisation of particular groups within society. The module will analyse the manner in which crime has become such an important issue on the political agenda, as well as the important role that practitioners and pressure groups have played in mediating political rhetoric and policy.

<b>SO689 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

**Availability**

Available 2015/16, 2016/17 and 2017/18

**Contact Hours**

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

**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

**Method of Assessment**

100% coursework

**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

**Pre-requisites**

None

**Publications Synopsis**

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

**Restrictions**

Stage 2 & 3 Students

**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.

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

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

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

**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

**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

**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

**Restrictions**

None

**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

<b>SO706 Crime and Punishment in England, 1750-1900</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	I	15 (7.5)	50% Coursework, 50% Exam	Logan Dr A
1	Medway	Spring	I	15 (7.5)	50% Coursework, 50% Exam	

**Department Checked**

14/10/2015

**Learning Outcomes**

At the end of the module the student should be able to:

- Demonstrate an awareness of continuity and change in patterns and perceptions of crime and the responses to it over the period 1750-1900
- Understand the relationship between theoretical perspectives on crime and the policies adopted by the state during the given period.
- Understand the reasons for the development of penal systems.
- Understand the role played by the voluntary sector and pressure groups in shaping official responses to crime.

On successful completion of the module the student will be able to:

- Demonstrate highly developed skills in written and verbal communication, utilising research, empirical data and information technology (key skills 1, 2 and 3).
- Successfully apply critical judgement to problems and debates through essay writing and seminar work (key skills 1 and 6).
- Independently obtain a range of suitable library and web-based resources for final year study and make judgements about the merits of the material obtained (key skills 3, 5 and 6).

Work co-operatively with other students in discussions to acknowledge and resolve conflicting perspectives and interpretations (key skills 4 and 6).

**Method of Assessment**

2 x 1500 word essays, worth 25% each of final mark; 3 hour exam (50%)

**Preliminary Reading**

Archer, J. (2000) Social Unrest and Popular Protest in England 1780-1940

Barrett & Harrison (eds) (1999) Crime and Punishment in England: A sourcebook

Emsley, Clive (2010) Crime and Society in England 1750-1900 (4th edition)

Godfrey and Lawrence (2005) Crime and Justice 1750-1900

Taylor, David (1998) Crime, Policing and Punishment in England

**Pre-requisites**

None

**Synopsis**

The module is intended to increase awareness of continuity and change in patterns and perceptions of crime and the responses to it by the legal system and other agencies over the period 1750-1900.

Students will study historical perspectives on the history of crime and punishment – Whig, Marxist, revisionist etc.

They will have a chance to undertake critical evaluation of the sources of crime history and learn about change and continuity in the criminal justice system over the period covered.

Policy case studies include juvenile delinquency, transportation, the campaign against capital punishment, the development of the prison, violent crime, and the treatment of victims.

<b>SO709 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)

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

1 hour lecture and 1 hour seminar each week

**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

**Method of Assessment**

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

**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

**Pre-requisites**

None

**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

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

**Availability**

Available 2016/17

**Contact Hours**

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

**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.

**Method of Assessment**

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

**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).

**Pre-requisites**

Third year students only.

**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

<b>SO711 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

**Availability**

Available 2016/17 Autumn

**Contact Hours**

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

**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

**Method of Assessment**

100% coursework (one essay 4000 words)

**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)

**Restrictions**

Cannot be taken with LW544

**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

SO712		Urban Sociology				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Miller Dr V

**Availability**

Available 2015/16 and 2016/17

**Contact Hours**

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

**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

**Method of Assessment**

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

**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.

**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.

SO713		Politics and Power				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	Sanghera Dr B

**Department Checked**

14/10/15

**Learning Outcomes**

At the end of the module, students will:

- have acquired detailed knowledge of the importance of a critical, social scientific approach to politics and political systems in Western and non-Western societies
- be able to effectively articulate knowledge of how power is distributed, and the social and political conflicts that lead to changes in the allocation of power
- be able to demonstrate advanced scholarship in terms of accounting for the varying ways in which individuals and groups shape and interact with political and social structures, drawing upon perspectives from sociology, politics and history
- be able to draw upon social science techniques and theories to describe and explain the structures and processes involved, including utilising key disciplinary concepts to define the uncertainty, ambiguity and limits of knowledge regarding central political debates

**Method of Assessment**

80% coursework based on one essay (3,000 words)

20% seminar participation

**Pre-requisites**

None

**Synopsis**

This module explores the nature and dynamics of power in modern societies. Power is examined from a range of theoretical perspectives and a variety of empirical studies, drawing upon sociology and political science. We will discuss how power is inescapably political and always multilayered, operating at the structural, corporal and symbolic levels, moving between the macro and the micro, and involving relationships of domination, as groups compete over resources and ideas. The module will also focus on different forms of resistance, political participation and contentious action, relating them to structures of power.

SO714		People, Politics and Participation: The Public Sphere in Modern Britain				
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	
1	Medway	Spring	H	15 (7.5)	100% Coursework	Bradley Dr K

<b>SO716 Social Work with Children and Families</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	Kelly Ms A
1	Medway	Spring	I	15 (7.5)	70% Coursework, 30% Exam	Kelly Ms A

### Learning Outcomes

By successfully completing this module students will:

- 11.1 Understand the impact of injustice, socio economic factors, social inequalities and oppressive social relations on the lives of children and families
- 11.2 Demonstrate a critical understanding of the range of roles and service settings in which children and families social workers are employed and how support is delivered across the continuum of social need, with a focus on outcomes, best practice and early intervention
- 11.3 Demonstrate an understanding of, and ability to apply the main legal and professional responsibilities of a social worker with children and families and the key systems and guidance in use
- 11.4 Have a conceptual understanding of child protection and safeguarding issues that enables learners to critically evaluate research and practice.
- 11.5 Develop a thorough understanding of effective communication, engagement and intervention with children/young people including partnership working with parents and carers
- 11.6 Be able to critically apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents
- 11.7 Develop expertise and theoretical knowledge (including child development and attachment theories) maintaining a clear focus on a child centred approach
- 11.8 Understand the established techniques of reflection and evaluation, including familiarity with a range of approaches for evaluating social work outcomes, and their significance for the development of practice and personal learning
- 11.9 Be able to critically understand and apply the relationship between agency policies, legal requirements and professional responsibilities, the issues associated with working across professional boundaries and the factors and processes that facilitate effective inter disciplinary collaboration and partnership

### Method of Assessment

The assessment for this module is 100% coursework based comprising the three following elements:

- i) A 2000 word social work 'assessment' of a comprehensive case scenario will be given to students. This assignment will require students to process information in line with current social work practice models and guidance. Students will be expected to draw on the key domains of social work assessment and to consider issues in relation to risk. The mark for this assignment will contribute 40% towards the overall mark for the module.
- ii) A 2000 word critical analysis of the above social work assessment demonstrating an understanding of the social work role in child protection and safeguarding. Referring to the completed 'initial (social work) assessment,' students will be required to make links with key practice, policy, theoretical, professional values and research issues, and reflect on a range of outcomes. The mark for this assignment will contribute 40% towards the overall mark for the module.
- iii) A 2 hour in-class seen law test will require students to apply key aspects of the law to a case scenario. The mark for this assignment will contribute 20% towards the overall mark for the module.

### Preliminary Reading

- Daniel, B., Wassel, S. and Gilligan, R. (2010) *Child Development for Child Care and Protection Workers*: Jessica Kingsley Publisher
- Holland, S (2011) *Child and Family Assessment in Social Work Practice*: Sage
- Howarth, J (2009) *The Child's World: The Comprehensive Guide to Assessing Children in Need* 2nd ed: Jessica Kingsley Publishers
- Howe, D (2005) *Child Abuse and Neglect: Attachment, Development and Intervention*: Macmillan Press
- Jowitt, M and O'Loughlin, S (2012) *3rd Ed Social Work with Children and Families*: Learning Matters
- Kirton, D (2000) 'Race' ethnicity and adoption: Open University Press
- Lefevre, M (2010) *Communicating with Children and Young People*: The Policy Press
- Munro, E (2008) *Effective child protection* 2nd Ed: Sage
- Munro, E (2011) *The Munro review of child protection: Final Report. A child centred system*: HMSO

- Robb, M and Thomson, R (2010) *Critical Practice with Children and Young People*: The Policy Press
- Williams, J (2008) *Child Law for Social Work*: Sage

### Synopsis

This module will outline the principles underpinning the assessment of children in need (including children with disabilities) and their families. The legal and policy framework within which social work in children's services operates will be addressed, including its core principles such as working in partnership with parents. The relationship between child protection and family support; outcomes, best practice and early intervention will be examined. Working with Children in Care as another core area of practice will be outlined, including fostering and adoption issues and aftercare. Key messages from research and theory in relation to interventions and outcomes, along with key messages from Inquiry reports, serious case reviews and government commissioned reports will form part of the curriculum. Here, multi-disciplinary

and multi-agency working will feature as a core theme.

The identification of child abuse and assessment of significant harm, including the assessment of risk, thresholds, child protection investigations, changing practice and policy trends and the different ways in which children might be subject to neglect and abuse will be examined. Here, procedural intervention in child protection and safeguarding work; developing critical analysis and professional judgement will be discussed in depth.

SO717 Issues for Families						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	Johns Ms J

### Learning Outcomes

In relation to overall programme learning outcomes, the aim of this module is to prepare students to work professionally with families in a range of settings.

The learning outcomes reflect the domains of the Professional Capabilities Framework and the Curriculum guides issued by The College of Social Work (2012).

On successful completion of this module, students will:

11.1 Understand the diverse, complex, and changing nature of family along with the impact of injustice, social inequalities and oppressive social relations on the lives of individuals

11.2 Demonstrate a critical understanding of the main legal and professional responsibilities of a social worker in different settings with families and a clear awareness of safeguarding issues across the spectrum

11.3 Understand and evaluate the impact of services on the lives of families and the importance of effective communication and partnership working to promote engagement, early intervention and maximise outcomes, drawing on a range of research and best practice

11.4 Be able to apply ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as moral and statutory agents. This includes balancing the conflicting rights of members within families

11.5 Develop relevant expertise and theoretical knowledge in a number of key areas, such as the impact of substance misuse, domestic violence and disability on families

11.6 Be able to recognise the importance of conceptualising family issues as cutting across both service and professional boundaries. To understand the factors and processes that facilitate effective inter disciplinary collaboration and partnership

### Method of Assessment

Students will be assessed by coursework (100%) comprising two related assignments.

i) A comprehensive case scenario will be provided for students. This will encapsulate some of the key issues that can occur in family settings. The students will be required to produce a hypothesis of their social work assessment and suggested intervention of the family scenario (of 2000 words). This will require students to process information in line with current social work practice models and guidance. Students will be expected to draw on relevant areas of social work assessment and to include issues in relation to risk or potential risk. This part of the module assessment will test the analysing and synthesising of information (provided in the case scenario). The mark for this assignment will contribute 50% towards the overall mark for the module.

ii) A 2,500-word reflective analysis of the case scenario task, demonstrating an understanding of the social work role in complex family situations. Referring to their hypotheses, students will be required to make links with key practice issues and with the policy and legal context. Students will be expected to refer to core theoretical frameworks, professional values and research and best practice issues linked to outcomes for families will be explored. The mark for this assignment will contribute 50% towards the overall mark for the module.

### Preliminary Reading

Barlow, J, (2010). (Ed) Substance misuse: The implications of Research, Policy and Practice, London: Jessica Kingsley

Chambers, D (2012). A Sociology of Family Life: Change and diversity in Intimate Relations, Bristol: Polity Press

Featherstone, B, (2004). Family Life and Family Support: A feminist analysis, Houndmills: Palgrave Macmillan

Reder, P, Mc Clure, M & Jolly, (2005). Family Matters: Interfaces between Child and Adult Mental Health, London:

Routledge

Social Care Institute for Excellence, (2009). Think child, think parent, think family: A guide to parental mental health and child welfare, London: SCIE.

### Synopsis

This module provides an exploration of contemporary family life with a focus on diversity and emerging sociological trends in relation to family. The legal and policy framework of both adults and children's services across the spectrum is examined.

The key issue of multi and interagency working at both a policy and practice level is addressed. In particular, cross service divisions and tensions, particularly in the interface between adult and child services are explored in depth.

A core knowledge of some key issues and their effect on families – namely: disability, mental health, caring, alcohol & substance misuse, illness, learning disability, loss are discussed. The issues in engaging with a variety of family members and partnership working in complex situations along with the multiple perspectives of service users are examined.

Throughout the module, key messages from research around best practice in assessment and intervention will be utilised.

<b>SO718 Critical and Reflective Practice</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	

  

<b>SO719 Advanced Interventions</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn	H	15 (7.5)	100% Coursework	Taylor Ms R

  

<b>SO720 Practice Placement 1</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	I	30 (15)	Pass/Fail Only	Camp Mr M

### Learning Outcomes

The principal intended learning outcomes for students are that on completion of the module, they will show practice competence at End of First Placement level of the Professional Capabilities Framework (College of Social Work 2012). By successfully completing this module, students will:

11.1 Identify and behave as a professional social worker, committed to professional development. Including:

- ? Recognise the role of the professional social worker in a range of contexts
- ? Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- ? With guidance take responsibility for managing their time and workload effectively
- ? Be able to show awareness of personal and professional boundaries
- ? With guidance recognise their limitations, and how to seek advice
- ? Recognise and act on own learning needs in response to practice experience
- ? Show awareness of own safety, health, wellbeing and emotional resilience and seek advice as necessary
- ? Identify concerns about practice and procedures and how they can be questioned

11.2 Apply social work ethical principles and values to guide professional practice. Including:

- ? Understand and, with support, apply the profession's ethical principles
- ? Recognise and with support manage the impact of own values on profession practice. Identify and, with guidance, manage potentially conflicting values and ethical dilemmas
- ? Elicit and respect the needs and views of service users and carers and, with support, promote their participation in decision-making wherever possible
- ? Recognise and, with support, promote individuals' rights to autonomy and self-determination
- ? Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing

11.3 Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice. Including:

- ? Understand how an individual's identity is informed by factors such as culture, economic status, family composition, life experiences and characteristics, and take account of these to understand their experiences
- ? With reference to current legislative requirements, recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged
- ? Recognise and, with support, manage the impact on people of the power invested in their role

11.4 Advance human rights and promote social justice and economic well-being. Including:

- ? Understand and, with support, apply in practice the principles of social justice, inclusion and equality
- ? Understand how legislation and guidance can advance or constrain people's rights
- ? Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefits
- ? Recognise the value of independent advocacy within the principles of human and civil rights and equalities legislation

11.5 Apply knowledge of social sciences, law and social work practice theory. Including:

- ? With guidance apply research, theory and knowledge from sociology, social policy, psychology, health and human growth and development to social work practice
- ? Understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to placement setting

? Understand forms of harm, their impact on people, and the implications for practice

? Apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them

? Value and take account of the expertise of service users and carers and professionals

11.6 Apply critical reflection and analysis to inform and provide a rationale for professional decision-making. Including:

- ? Recognise the importance of applying imagination, creativity and curiosity to practice
- ? Inform decision-making

### Method of Assessment

The module is assessed by completion of a Practice Assessment Portfolio. The student should complete a Weekly Placement Learning Record for discussion in supervision sessions. From the weekly Placement Learning Record, in consultation with the practice educator (PE) and on-site supervisor (OSS), significant evidence should be compiled and used for completion of elements of the portfolio, including reflective practice summaries of significant work undertaken. The contents of the portfolio will comprise of the following:

Brief Introduction to the agency or agencies where the student has undertaken practice learning

Brief summary of student's previous qualifications and experience

Copy of completed University Practice Learning Agreement

A minimum of four Reflective Practice Summaries (1000 words each in length)

At least two process recordings (using University guidelines)

Written feedback from a minimum of four direct observations

Practice Educator's Interim and Final Report

Service user feedback

Student evaluation of placement

The portfolio assessment (100%), incorporating these various elements will demonstrate achievement of learning outcomes

PE's include a Pass/Fail recommendation to the Board of Examiners in their final placement assessment report. Members of the programmes' Practice Assessment Panel (a long standing and experienced group of PEs read all portfolios, including PE's placement assessment reports, as part of their QA role, to verify that the evidence provided supports the PE's recommendation).

**Preliminary Reading**

Recommended reading will include:

Banks, S. (2001) *Ethics and Values in Social Work*, London: BASW/Palgrave  
 Coulshed, V. & Orme, J. (1998) *Social Work Practice: an introduction*, London: BASW/Palgrave  
 Maclean, S. & Harrison, R. (2011) *Theory & Practice, A Straightforward Guide for Social Work Students 2nd Edition*, Litchfield: Kirwin Maclean Associates  
 Maclean S. & Harrison R. (2009) *Making the Most of Your Practice Learning Opportunities*, Rugeley: Kirwin Maclean Associates  
 Parker, J. and Bradley, G. (2003) *Social Work Practice: Assessment, Planning, Intervention and Review*, Exeter: Learning Matters Ltd  
 Thompson, N. (2001) *Anti Discriminatory Practice 3rd ed*, London: Palgrave Macmillan

**Synopsis**

Students will attend placement for a total of 70 days (420 hours) and carry out direct work with service-users in a social work or social care environment. They will develop skills, knowledge and values through experiential learning. They will be supervised by either an on-site or off-site practice educator.  
 By the end of the first placement students should demonstrate effective use of knowledge, skills and commitment to core values in Social Work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions

<b>SO721</b>		<b>Practice Placement 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	30 (15)	Pass/Fail Only	

<b>SO722</b>		<b>Practice Assignments 2</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	H	30 (15)	100% Coursework with Compulsory Numeric Elements	

<b>SO723</b>		<b>Practice Assignments 1</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	I	30 (15)	100% Coursework	

**Learning Outcomes**

The following learning outcomes will be gauged at the level appropriate to that of a first placement as set out in the Professional Capabilities Framework.

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

- 11.1 Demonstrate an ability to apply theoretical perspectives and analysis to their experience and learning in practice settings
- 11.2 Demonstrate underpinning knowledge appropriate to the specific area of practice in which they are involved.
- 11.3 Demonstrate an ability to practice in ways that maximise safety and effectiveness in situations of uncertainty and incomplete information.
- 11.4 Demonstrate an ability to help people gain, regain or maintain control of their own affairs, insofar as this is compatible with their own or others' safety, well-being and rights.
- 11.5 Demonstrate an ability to work in partnership with service-users, carers and other professionals to foster dignity, choice and independence and effect change.
- 11.6 Recognise the nature of social work services in a diverse society, with particular reference to concepts such as prejudice, interpersonal, institutional and structural discrimination, empowerment and anti-discriminatory practices.
- 11.7 Integrate clear understanding of ethical issues and codes of values and practice with their interventions in specific situations.
- 11.8 Reflect on and modify their behaviour / practice in light of experience and take responsibility for their own further and continuing acquisition and use of knowledge and skills.
- 11.9 Demonstrate clarity regarding the process of assessment, planning, intervention, review and management of risk.

**Method of Assessment**

The module will be assessed in the form of two written academic assignments comprising of:

**Significant Incident Analyses**

Students will be required to present, as one assignment, three Significant Incident Analyses. The assignment in total should not be longer than 5,000. The focus should be on reflection and analysis rather than description. The mark will count for 40% of the final grade of the Module. This will meet learning outcomes 11.1, 11.3, 11.4, 11.5 and generic learning outcomes 12.3, 12.4 and 12.5

**Practice Case Study**

Students are required to write a 5,000 word account of a piece of direct social work practice carried out during the 2nd year practice placement. The mark will count for 60% of the final assessment of the Module. This will demonstrate learning outcomes 11.2, 11.6, 11.7, 11.8, 11.9 and generic learning outcomes 12.1 -12.5

It is necessary to achieve a Pass grade in both the Significant Incident Analysis assignment and the Practice Case Study to Pass the module.

The rationale for the method of assessment. The Practice Case Study will test the students' ability to reflect on their practice and show their ability to understand the place of Social work theories, models and methods for working with service users. The study and significant incident analyses will show the students ability to marshal evidence in support of their own practice.

**Preliminary Reading**

Banks, S (2001) Ethics and Values in Social Work, London: BASW/Palgrave

Egan, G (2002) The Skilled Helper: A problem management and opportunity development approach to helping 7th ed, Belmont: Brooks/Cole

Fook, J (2002) Social Work: Critical Theory and Practice, Wiltshire: Cromwell Press

Parker J and Bradley G (2003) Social Work Practice: Assessment, Planning, Intervention and Review, Exeter: Learning Matters Ltd

Stepney P and Ford D (1998) Social Work Models, Methods and Theories, Lyme Regis: Russell House Publishing

Watson F, Burrows H, Player C (2001) Integrating Theory and Practice in Social Work, London: Jessica Kingsley Publishers

**Synopsis**

This module is an integral part of the practice learning and is designed to sit alongside the Practice Placement module. It offers an opportunity for students to demonstrate their learning in academic form. The two assignments incorporated in the module enable the student to demonstrate their competence in both short term and longer term pieces of practice carried out over the course of the placement. The student will have the opportunity to apply relevant theoretical learning to their own practice and demonstrate reflection and critical thinking

The students will also attend for 5 full days (25 hours total) of skills development. These days will expand and consolidate both the skills development days undertaken prior to placement and the practice learning opportunities.

<b>SO724 Social Work with Adults</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	Milne Prof A
1	Medway	Spring	I	15 (7.5)	70% Coursework, 30% Exam	Milne Prof A

**Learning Outcomes**

The assessment for this module will comprise 100% coursework consisting of the following:

An Assignment: One long essay of not more than 3,500 words will be required, counting for 80% of the overall module assessment (to demonstrate achievement of learning outcomes 11.1-11.8; 12.1-12.4).

An In Class Law Test: comprising a two-hour test contributing 20% of the overall module assessment (the In Class Law Test primarily demonstrates the achievement of learning outcome 11.9, however it also contributes to demonstrating the achievement of learning outcomes 11.1, 11.2, 11.4, 11.6, 11.7, and 11.8).

The assessed work for this module will encourage students to gather and evaluate library and web-based resources appropriate for intermediate level degree study, and integrate a range of theoretical perspectives and evidence from research in order to construct a coherent argument in writing.

**Method of Assessment**

The assessment for this module will comprise 100% coursework consisting of the following:

An Assignment: One long essay of not more than 3,500 words will be required, counting for 80% of the overall module assessment

An In Class Law Test: comprising a two-hour test contributing 20% of the overall module assessment

The assessed work for this module will encourage students to gather and evaluate library and web-based resources appropriate for intermediate level degree study, and integrate a range of theoretical perspectives and evidence from research in order to construct a coherent argument in writing.

**Preliminary Reading**

Bytheway, B., Bacigalupo, V., Bornat, J., Johnson, J., & Spurr, S. (2002) Understanding Care, Welfare and Community, London: Routledge.

Cambridge, P and Carnaby, S (Eds). (2005) Person Centred Planning and Care Management with People with Learning Disabilities, London: JKP.

Lymbery, M (2005) *Social Work with Older People*, London: Sage

Ray, M., Bernard, M and Phillips, J (2008) *Critical Issues in Social Work with Older People*, Hampshire: Palgrave Macmillan

Ryan, T & Pritchard, J (2004) *Good Practice in Adult Mental Health*, London: JKP

Sharkey, P (2007) *The Essentials of Community Care*, Hampshire: Palgrave Macmillan

Swain, J, French, S, Thomas, C, Barnes, C (2004) *Disabling Barriers, Enabling Environments*, London: Sage

### Synopsis

The overall aim of the module is to equip students with the knowledge and understanding required for them to function effectively as social workers in the context of adult social care settings. This might include working with older people, people with a physical or learning disability, or people from all of these groups. The module will enable them to appreciate the impact of injustice, social inequalities and oppressive social relations on the lives of adult service users. It should enable them to critically analyse and evaluate key concepts such as 'care' and 'risk' in adult services, and demonstrate the knowledge necessary for them to design and implement effective social work interventions with service users

The module equips students with knowledge of the main types, indicators and patterns of incidence of abuse affecting adult service users, including discriminatory abuse. This includes guidance on how they can plan appropriate strategies for protecting vulnerable adults whilst remaining aware of the potential for defensive practice in adopting a 'risk-minimising' approach. Through group work and seminar discussions, student will demonstrate their capacity for effective and appropriate communication with others.

In this module, a critical understanding of different models of disability including individual/medical and social models and an awareness of ageism and how 'old age' is socially constructed will be discussed. The concepts of personalisation and person-centred practice and how these relate to processes of self-directed support and individual budgets as ways of delivering services will be outlined. Terms such as 'learning disability', 'physical disability' and forms of chronic illness with awareness of key diagnostic and descriptive categories/labels, their potentially problematic nature and their action in mobilising particular service responses will be examined.

The practical and emotional support needs of carers and the complexity of the social work role in relation to them, including understanding of the contested nature of the concepts of 'care' and 'caring' will be explored. The key procedures involved in safeguarding/adult protection and the role of the social worker in this context including awareness of the importance of balancing rights with risk in decision-making in working with 'vulnerable adults' will be covered as a core area in this field. Knowledge of the main legal and professional responsibilities of a qualified social worker, including the key legislative systems and guidance they are expected to use, and awareness of the changing role of social work in adult services

SO725 Making Sense of Mental Health						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Spring	I	15 (7.5)	100% Coursework	Graham Mr M
1	Medway	Spring	I	15 (7.5)	70% Coursework, 30% Exam	Graham Mr M

### Learning Outcomes

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

11.1 Knowledge and critical understanding of how 'mental health', 'mental distress', and 'mental illness' can be defined, drawing on perspectives from sociology, psychology and other disciplines

11.2 Knowledge of medical and social models of mental health/distress, how mental illness/disorder is diagnosed and treated in primary care, mental health and older people's services, including the major diagnostic categories utilised in psychiatry

11.3 Understanding of the roles of members of the multidisciplinary team in mental health including the social work role and knowledge of models of care including self-directed care and personalised budgets

11.4 Critical understanding of the effects of stigma, injustice, social inequalities and oppressive social relations throughout the life course including: a) their role in contributing to the development of mental health problems and, b) their impact on the lives of people who already have mental health needs and their families

11.5 Critical understanding of the problematic nature of key concepts such as 'community', 'care' and 'risk' in services for people with mental health needs, including recognising the ethical and professional dilemmas associated with decision-making and 'risk work'

11.6 Knowledge of the legal framework that shapes statutory service provision and the role of the Approved Mental Health Practitioner in mental health services

### Method of Assessment

The assessment comprises 100% coursework consisting of the two following elements:

An Assignment: One long essay of not more than 3,500 words will be required, counting for 80% of the overall module assessment. This essay will demonstrate the students achievement of the module learning outcomes in relation to particular knowledge, overall critical understanding of the key issues in this area and generic learning outcomes

An In Class Law Test: comprising a 2 hour test contributing 20% of the overall module assessment. Though relevant to a wider range of learning outcomes, this assignment contributes particularly to the demonstration of the achievement of learning outcomes

### Preliminary Reading

Coppock, V. and Dunn, R (2010) *Understanding Social Work Practice in Mental Health*, London: Sage

Coppock, V. Hopton, J. (2000) *Critical Perspectives in Mental health*, London: Routledge

Keating, F., D. Robertson, et al. (2002). *Breaking the Circles of Fear: a Review of the Relationship Between Mental Health Services and African and Caribbean Communities*, London: The Sainsbury Centre for Mental Health

Moore, D and Jones, K (2012) *Social Work and Dementia*, Exeter: Learning Matters

Pilgrim, D (2005), *Key Concepts in Mental Health*, London: Sage

Reynolds, J. Muston, R. Heller, T. Leach, J. McCormick, M. Wallcraft, J. and Walsh, J (2009) *Mental Health Still Matters*, Basingstoke: Palgrave Macmillan

Rogers, A. And Pilgrim, D. (2010, 4th Edition), *A Sociology of Mental Health & Illness*, Maidenhead: Open University Press

Williamson, T (2009) (Ed) *Older People's Mental Health Today: A Handbook*, Brighton: OLM Pavilion.

### Synopsis

The overall aim of this module is to equip students with the knowledge required for them to respond and intervene appropriately in their work with individuals who are experiencing mental distress and their families. It will enable students to function effectively in contemporary service settings including mental health services.

The module curriculum comprises a basic introduction to the key definitions, the professional roles and tasks, the medical model of mental health and the broad diagnostic categories in psychiatry, as well as a detailed account of social models of mental distress. The module provides students with a critical introduction to key concepts including stigma and labelling theory, and problematic concepts such as 'care' and 'risk'. Using case study material, the module emphasises the importance of understanding diversity in experiences of mental distress, particularly in terms of the social location of individuals (including 'race', social class, gender and age) and the impact of disadvantage and discrimination. The module introduces students to different models of care in mental health services and also provides specialist input on mental health law.

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

### Availability

Available 2014/15 and 2015/16

### 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.

### Learning Outcomes

This modules 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

### Method of Assessment

100% course work (two essays 2500 - 3500 words).

### 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 Boutiller, 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

### 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.

### 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 a 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.

SO730 Management in Primary Care Organisations						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Merritt Dr R

### Availability

Available 2015/16

### Contact Hours

Each week there will be a one-hour lecture followed by a seminar/workshop activity. Lectures will provide you with an introductory overview of the topics in question and the theory. The seminars and workshops then require you to try and apply the theories you have learnt about to solve real-life examples.

### Learning Outcomes

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

- Explain issues of demand management in primary healthcare
- Describe and evaluate quality initiatives in the delivery of health care
- Understand how GP practice teams operate within their own organisation and with other NHS and public sector organisations
- Make decisions using the epidemiological and demographic data available as to where the practices finite resources should be allocated to ensure the best outcomes/value for money whilst reducing the inequalities gap
- Understand how the NHS has and is adapting to external environmental drivers, such as policy initiatives and patient-centred healthcare

### Method of Assessment

The module is assessed on the basis of 100% coursework. 75% of the overall mark will be derived from a 2,500 word essay (essay topics are given out in the first lecture and students will be able to chosen from a list). The remaining 50% will be from the group assignment, which will require students to work in teams. The make-up of the teams will be decided upon by the Module Convenor as in 'real life' we do not get to choose who we work with and we have to learn to work in a team with a variety of personality types.

### Preliminary Reading

There is no one text which covers the course as a whole, however, there are two or three that crop up in the recommended reading week after week. Copies can be found in the Templeman Library.

- Managing Change in Healthcare: Using Action Research. Paul Parkin. 2009. Sage: London
- Clegg, S. Kornberger, M. Pitsis, T. (2011) Managing and Organizations: An Introduction to Theory and Practice, Third Edition. London: Sage
- Lynch, R. (2012). Strategic Management. 6th ed. London: FT Prentice Hall
- Ginter, P. The Strategic Management of Health Care Organisations. 7th Edition. John Wiley & Sons

### Pre-requisites

None

### Restrictions

This module is ONLY available to students studying the BSc in Management in Primary Care

### Synopsis

This module is intended to develop an understanding of the key issues involved in the management, structure and organisation of health care services. By focusing on health care management rather than general management the module will enable students to develop specific skills which can be used in future work. The module is designed to be practical and will draw on examples of best practice to highlight successful management strategies.

<b>SO731 The Patient/Doctor Consultation</b>						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Hamilton-West Dr K

**Availability**

Available 2015/16

**Contact Hours**

Each week there will be lecture-seminars, where the morning sessions (10am to 12pm) will focus on research and theory relating to doctor-patient communication and the afternoon sessions (1pm to 4pm) will focus on developing effective communication, language and interpersonal skills. During the Spring Term all students will be required to do a one-day per week placement with a GP in a local practice. This placement is approximately 80 hours which contributes not only towards this module but also towards the 'Research Evaluation' module and the 'Primary Health Care: Theory and Practice' module.

**Learning Outcomes**

Subject specific learning outcomes:

On completion of this module, students will:

- \* Understand what a primary care consultation is and be aware of different approaches to the consultation
- \* Have had the opportunity to observe and reflect upon their own consultations and critically analyse 'mock' consultations
- \* Know about and understand a number of different models of the consultation and be able to compare the different models critically
- \* Have an understanding of complex consultations
- \* Have a greater understanding of the use of interpersonal and communication skills and how to adapt and use different language depending on the audience and the aim of the consultation

Generic learning outcomes:

On successful completion of this module, students will have developed:

- \* Enhanced observation and reflexive skills as students observe and reflect upon their own consultations and analyse 'mock' consultations (videos will be taken)
- \* Communication skills and interpersonal skills: aural, oral and written
- \* A greater awareness of the diverse cultures that may be encountered in the UK and a resource of intercultural competencies that can be contextually applied

**Method of Assessment**

The module is assessed on the basis of 100% coursework. 50% of the overall mark will be derived from students' responses to essay questions (2,500 words). 50% comes from students' 2,500 word reflective report to be handed in at the end of the GP placement in Spring Term.

**Preliminary Reading**

\* Chapter 1 of Hamilton-West, K.E. (2011). Psychobiological Processes in Health and Illness. London: Sage Publications Ltd.

\* Chapter 10 of Ogden, J. (2012). Health Psychology: A Text Book: Open University Press.

**Pre-requisites**

This module forms part of the intercalated BSc in Management in Primary Care which is designed to enable medical students to top up 240 credits of prior learning with 120 credit stage at the University of Kent. To be eligible for the iBSc students must have a total of 360 credits.

**Restrictions**

This module is ONLY available to students studying the BSc in Management in Primary Care.

**Synopsis**

This module is intended to give an understanding of what a consultation is and the nature of consultations in primary care. Different approaches and consulting styles are discussed and analysed. Models of the consultation (both for face to face and over the phone) are also covered as well as the processes within the consultation; listening and responding to patient cues, decision making and risk communication.

<b>SO732 Public Health and the Role of Primary Care</b>						
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Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Peckham Prof S

**Availability**

Available 2015/16

**Contact Hours**

In the spring term there will be weekly 2-hour lectures/seminars

**Learning Outcomes**

Subject-specific learning outcomes:

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

- \* Define what constitutes a 'public health approach'
- \* Explain the relevance of public health to primary care, and recognize the main areas of overlap between these sectors
- \* Identify who, within primary care, has an important part to play in improving population health and reducing health inequalities
- \* Illustrate ways in which primary care practitioners might work towards tackling a complex public health issue in their local community
- \* Compare approaches to integrating public health and primary care in other non-UK countries

Generic key skills:

On successful completion of this module students will have learnt:

- \* Communications skills: oral and written, including presentations
- \* Demonstrate problem solving and critical analysis skills
- \* Work with colleagues through seminar presentations and group assignment

**Method of Assessment**

- \* One 2,000 word essay (35% of overall mark)
- \* One group assignment (15% of overall mark)
- \* A two-hour examination (50% of overall mark)

**Synopsis**

There is considerable overlap between public health and primary care, and primary care practitioners are a vital part of a 'system' geared towards population health improvement and the reduction of health inequalities. However, within primary care in England, public health is little understood, and its potential to contribute towards the public health agenda is under-realized.

The rise in preventable illness and the persistence of health inequalities are amongst the greatest challenges that the health system faces. As key agents within the health system, primary care practitioners must understand the part they can play in health improvement, health protection and the prevention of health inequalities at a population level.

This module will help participants to understand what a public health approach to primary care looks like. Students will learn about the role primary care practitioners play within a public health system, and about their relationships with others. The module will introduce participants to innovate approaches to addressing complex public health issues. Students will also learn about approaches taken in other countries to the integration of public health and primary care.

<b>SO734 Research and Evaluation Methods</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	Hotham Ms S

**Availability**

Available 2015/16

**Contact Hours**

Each week in the autumn term there will be a two-hour lecture followed by a one-hour seminar.

**Learning Outcomes**

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

- Understand the different research and evaluation methods
- Know the potential strengths and limitations of different research methods
- Be able to discuss key ethical issues in the conduct of research
- Know how to develop a research plan, including research aims, objectives/hypotheses, appropriate methods, data handling and analysis
- Demonstrate a critical understanding of the complexities in evaluating interventions delivered in primary care
- Appraise, discuss and justify evaluation methods in terms of a project aims

**Method of Assessment**

The module is assessed on the basis of 100% coursework. 25% comes from the 1500 word research project plan. 75% comes from the 3500 word research paper that will be submitted to a peer-reviewed journal.

**Preliminary Reading**

There is no one text which covers the course as a whole; however a number of texts are relevant and will be used as preparatory reading for the lectures:

- Bowling, A. (2014). Research methods in health: Investigating health and health services. Fourth Edition. Open University Press.
- Curtis, E., & Drennan, J. (2013). Quantitative Health Research Methods: Issues and Methods. Open University Press
- Hart E & Bond M (1995) Action Research for Health and Social Care. Buckingham: OU Press.
- Overtveit, J. (1998). Evaluating health interventions: Introduction to evaluation of health treatments, services, policies and organisational interventions. Buckingham, PA: Open University Press.
- Pope C & Mays N (2006) Qualitative Research in Health Care Third Edition. London: Blackwell Publishing Ltd
- Robson C (2011) Real World Research. Chichester: John Wiley and Son
- Rosstad T, Garason H, Steinsbekk A et al (2013) Development of a patient-centred care pathway across healthcare providers: a qualitative study. BMC Health Services Research 13: 121 open access <http://www.biomedcentral.com/1472-6963/13/121>
- Reeve J, Blakeman T, Freeman G et al (2013) Generalist solutions to complex problems: generating practice-based evidence – the example of managing multi-morbidity. BMC Family Practice 14:112 open access <http://www.biomedcentral.com/1471-2296/14/112>
- Saks, M. (2000). Developing research in primary care. Radcliffe Publishing
- Saks, M., & Allsop, J. (2012). Researching Health: Qualitative, Quantitative and Mixed methods. Second Edition. Sage Publications
- Walker, D-M. (2014). An introduction to Health Services Research. Sage Publications.

**Restrictions**

This module is ONLY available to students studying the BSc in Management in Primary Care

**Synopsis**

This research and evaluation methods module will introduce quantitative and qualitative research methods relevant to applied health. It will particularly focus on how to use such methods on your own research projects. This will involve you identifying the research and evaluation techniques most applicable to your projects and topic areas. It will also cover practical issues around the planning of research projects, including research ethics. The module will focus primarily on research and evaluation in relation to long term conditions.

<b>SO735</b>		<b>Primary Health Care: Theory and Practice</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Peckham Prof S

**Availability**

2015/16

**Contact Hours**

Each week in the autumn term there will be a two-hour lecture .

**Learning Outcomes**

Subject-specific learning outcomes:

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

1. Understand the concept of primary care and its relationship with the wider healthcare system.
2. Understand the many and varied primary health care systems across the globe.
3. Evaluate what are the successful elements of the different primary care systems.
4. Manage quality in primary care - definitions and approaches.
5. Critically examine the causes of inequalities in health, and examine primary cares role is reducing the health inequalities gap

**Generic Key skills:**

On successful completion of this course students will be able to show:

1. Enhanced written skills through essays and oral communicative skills in seminars and through the GP practice placement
2. Analytical skills when conducting a critical comparison of the different primary care systems
3. Utilisation of research data, including web-based materials

**Method of Assessment**

The module is assessed on the basis of 50% coursework and 50% examination. The coursework requires you to write a reflective essay based on your experiences in your GP placement, and will be submitted after the placement.

**Restrictions**

This module is ONLY available to students studying the BSc in Management in Primary Care

**Synopsis**

This is a core module of the BSc Management in Primary Care. It will introduce students to the academic study of primary care and situate it within the wider context of health care nationally and internationally. The module is then divided into three further parts. The first explores the three pillars of primary care; participation and engagement, collaboration, and equity. The second focuses on quality of patient care and primary care practice. The third considers and evaluates primary care policy and assesses current and future scenarios of General Practice. Throughout the module curriculum an effort has been made to consider methods, issues and policies in a global, as well as national, context. Particular emphasis is placed on the theoretical arguments underpinning the major debates in this field and up-to-date research is drawn upon throughout.

<b>SO736</b>		<b>Sociology of Religion</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Shilling Prof C

**Availability**

Available 2016/17

**Contact Hours**

11 weekly lectures, 11 weekly seminars, 50 mins each

40% coursework (One 3,000 word essay) 10% seminar contributions and 50% 3-hour examination (summer term)

**Learning Outcomes**

How religion shapes human identities and social relationships

How religion constitutes a basis for the creation, reproduction and transformation of society and culture  
 The relationship between practice and belief in the contemporary era  
 Some of the major sociological theories which have explored the relationship between religion and society  
 How religious practices might be implicated in the construction, maintenance and reproduction of social inequalities  
 The area of 'religious body pedagogics' as explored through competing notions of the habitus  
 The relationship between religious experience and different modes of materiality and media

**Preliminary Reading**

Davie, G. (2013) *The Sociology of Religion*. London: Sage. Chapter 1.  
 Mellor, P.A. and Shilling, C. (2014) *Sociology of the Sacred*. London: Sage.  
 Casanova, J. (1994) *Public Religions in the Modern World*. Chicago: Chicago University Press

Butler, J. et al. (2011) *The Power of Religion in the Public Sphere*. Columbia University Press  
 De Vries, H. (2008) (ed.), *Religion. Beyond a Concept*. New York: Fordham University Press

**Synopsis**

This module covers key issues and debates in the sociology of religion in order to interrogate the significance of religious practice and belief in the modern world. After an introductory lecture, the module is organised into two connected parts. Firstly, it explores classical statements on the sources, meaning and fate of religion in modernity by examining the writings of Karl Marx, Emile Durkheim, Max Weber and Georg Simmel, and using their analyses to interrogate current events (e.g. 'prosperity Pentecostalism', the rise of the supernatural in culture through such media as the Harry Potter novels, and violent responses to transgressions of what religions consider to be sacred). The emphasis here is on developing in students the knowledge and skills necessary to appreciate and engage critically with the significance of religion for the development of sociology, and with key statements about the modern fate of religion in and beyond the West. Second, the module explores core issues concerned with and associated with the secularisation debate. Here, we look not only at conventional arguments concerning secularisation and de-secularisation, but also at the significance of 'the return of the sacred' in society, civil religion, the material experience of religion, and the manner in which religious identities and habits are developed in the contemporary world. This enables us to develop new perspectives on the viability of religion in current times.

SO737 Literature and Society						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Song Prof M

**Availability**

Not available 2016/17

**Contact Hours**

11 weekly lectures, 11 weekly seminars, taught in unified 2 hour block.

**Learning Outcomes**

Able to demonstrate an in-depth understanding of the changing role and consumption of literature(s) in contemporary society, in our media obsessed society  
 Able to demonstrate a critical and systematic knowledge of how different genres address particular social experience and concerns (and capture a specific zeitgeist), give voice to different types of protagonists, and how they are targeted at specific audiences/demographics  
 Have achieved an in-depth and critical understanding of some of the key texts associated with disparate genres of literature  
 Be able to critically analyze how social class, ethnicity, gender, age, and sexuality may influence how readers read and understand texts, at different historical moments and places  
 Have achieved a sophisticated and nuanced understanding of how different types of literature (both fiction and non-fiction) can foster our ability to reflect upon our and others' social experiences, often by addressing key moral and ethical concerns in society  
 Be able to demonstrate a systematic understanding of the relationship between printed literature and other cultural forms and media, especially in a context of media technologies and cultural globalization

**Method of Assessment**

40% coursework (one essay of 3000 words), 10% seminar participation and a 2 hour exam.

**Preliminary Reading**

Robert Coles (2010) *Handing One Another Along*, Cambridge: Harvard University Press  
 James Agee & Walker Evans (1941) *Let us Now Praise Famous Men*, Boston: Houghton Mifflin  
 Lionel Shriver (2003) *We Need to Talk about Kevin*, New York: Perseus Books  
 Hanif Kureishi (1990) *The Buddha of Suburbia*, London: Faber & Faber  
 Jeanette Winterson (1985) *Oranges are not the Only Fruit*, London: Vintage  
 J.M. Coetzee (1999) *Disgrace*, London: Vintage

**Synopsis**

This course will provide students with a sociological understanding of the changing and central importance of literature (in its myriad forms, both fiction and non-fiction) for contemporary society, including the emergence of specific genres which reflect the changing demographics and social and political concerns of Britain, as well as some other societies. These genres and concerns have been articulated through a diverse array of protagonists in contemporary literature, varying in terms of gender, sexuality, religion, and class. Not only do we talk of 'chick lit', but we also read and consume books about vampires and zombies as symbolic vehicles of social otherness. Contemporary literature enables us to examine the ways in which texts address the past, changing social norms, the process of self-discovery and revelation, and the changing boundaries of private and public, in increasingly diverse societies. This module will also emphasize the importance of literature in fostering social reflection, through the ways in which important moral and ethical concerns are often addressed

in a variety of genres. While most of the texts are relatively recent, this module also includes a small number of older works of ethnography.

<b>SO742 Emotion, Media and Culture</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	Pedwell Dr C

**Availability**

Available 2016/17

**Contact Hours**

1 Lecture hour per week, 1 seminar hour per week.

**Learning Outcomes**

Upon successful completion of this module students will have developed a rigorous understanding of:

- The relationships between emotion, media and culture in the contemporary era
- Critical approaches to theorising emotion, affect and feeling in interdisciplinary Cultural Studies.
- How emotions are mediated through a range of cultural forms, processes and technologies.
- How, and with what potential implications, personal feelings are linked to social norms and structural relations of power.
- How universal and binary frameworks for interpreting emotions and affective practices might be critiqued.
- The affective nature of contemporary political and ideological processes and the role of media in such processes.
- The relationships between emotion, affect and contemporary social projects and movements.

**Method of Assessment**

90% coursework (1 essay of 2,500 words and 1 portfolio comprising a set of five responses of 500 words each), 10% class participation. The essay is worth 40% of the final work; the portfolio 50%, and seminar performance 10%, of the final mark.

**Preliminary Reading**

Ahmed, S. (2004) *The Cultural Politics of Emotion* (Edinburgh: Edinburgh UP).

Boler, M. (1999) *Feeling Power: Emotions and Education* (London: Routledge).

Chouliaraki, L. (2006) *The Spectatorship of Suffering* (London: Sage)

Greco, M. and Stenner, P. (2008) *Emotions: A Social Science Reader* (London: Routledge).

Skeggs, B. and Wood, H. (2012) *Reacting to Reality Television: Performance, Audience and Value* (Abingdon: Routledge).

**Pre-requisites**

None

**Synopsis**

This is an optional module for Cultural Studies programmes, but is open to and suitable for students on other programmes in the Social Sciences and Humanities. It may also be taken as a 'wild' option.

The module invites students to explore the critical links between emotion, media and culture in the context of contemporary cultural, socio-political and economic relations. It examines what is meant by 'the affective turn' within the humanities and social sciences and introduces students to a range of interdisciplinary literatures concerned with theorising the cultural

politics of emotion and the mediation of affect. Through various case studies and examples, the module investigates how social, cultural and media theorists have addressed the relationships between emotion, affect, power and identity in the context of postcoloniality, multiculturalism, neoliberalism and various social justice movements.

Attending to contemporary cultural debates concerning happiness, empathy, hope, fear, hate, disgust and melancholia, it explores how personal feelings are linked to social norms and power structures and considers how we might disrupt an assumed division between 'good' and 'bad' emotions. The module explores how emotions, feelings and affects are produced, mediated and circulated through a range of cultural forms, practices and technologies, paying particular attention to the role of film, television, news media, digital culture, literature and popular science.

<b>SO743 Crime, Society and Documentary Filmmaking</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Redmon Dr D

**Availability**

Available 2015/16 and 2016/17, onwards

**Contact Hours**

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

**Learning Outcomes**

Apply the methods and techniques of audio and visual analysis to initiate and carry out the making of a documentary  
 Apply concepts and methodological skills to outline, design, frame, shoot, edit, and complete a short documentary  
 Visually demonstrate how audiovisual methods depict knowledge and communicate the relationship between theories to specialists in the field and non-specialist audiences  
 Communicate the differences between explanatory, autobiographical, and experiential documentaries  
 Critically evaluate the key methods, arguments, and theories used to make short documentaries

**Method of Assessment**

50% coursework (one up-to 2,000 word essay) and 50% (one documentary between 3 and 10 minutes)

**Preliminary Reading**

Bates, Charlotte. (2014) (ed) Video Methods: Social Science Research in Motion. New York: Routledge.  
 Hayward, Keith and Mike Presdee. (2010) Framing Crime. London: Routledge Press.  
 MacDougall, David. (2006) The Corporeal Image. Berkeley: Univ. of California Press.  
 Redmon, David. (2014) Beads, Bodies, and Trash. New York: Routledge.

**Pre-requisites**

One of: SO305, SO337, SA300, SO334

**Publications Synopsis**

The ability of documentaries to entertain, engage, and reach audiences online, on television, and in movie theatres has rapidly increased with the rise of new media. This module provides a hands-on approach to instruct students how to make documentaries from sociological, cultural, and criminological frameworks. Central elements of the module involve watching documentaries, identifying and negotiating entrée into a research site, recording a story, editing footage, and exporting your project online to wider academic and popular audiences. Cameras, software, and audio equipment will be provided to students. Students will develop transferable skills that can be utilized in marketing, business, criminal justice, educational, policy, entertainment, medical, and social justice industries. You can work in groups or individually.

**Restrictions**

Available to Stage 2 & 3 Students ONLY

**Synopsis**

The ability of documentaries to entertain, engage, and reach audiences online, on television, and in movie theatres has rapidly increased with the rise of new media. This module provides a hands-on approach to instruct students how to make documentaries from sociological, cultural, and criminological frameworks. Central elements of the module involve watching documentaries, identifying and negotiating entrée into a research site, recording a story, editing footage, and exporting your project online to wider academic and popular audiences. Cameras, software, and audio equipment will be provided to students. Students will develop transferable skills that can be utilized in marketing, business, criminal justice, educational, policy, entertainment, medical, and social justice industries. You can work in groups or individually.

