

**2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook**  
**40 School of Social Policy, Sociology and Social Research**

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

**Availability**

Available 2016/17.

**Contact Hours**

22 weekly lectures and seminars, each of an hour

**Department Checked**

Yes

**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.  
 Farnsworth and Irving, Z. (2011) *Social Policy in Challenging Times*, Polity Press.  
 Taylor-Gooby P (2009) *Reforming Social Citizenship*, Oxford University Press  
 Castles, F, Leibfried, S, Lewis J., Obinger, H and Pierson, C (2010) *The Oxford Handbook of the Welfare State*, Oxford, OUP.  
 Esping-Anderson, G (1990) *The Three Worlds of Welfare Capitalism*. Cambridge Policy Press.

**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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SA519</b>		<b>The Social Politics of Food</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Autumn	H	15 (7.5)	80% Exam, 20% Coursework	

### Availability

Not available 2016/17

### Contact Hours

11 hours of lectures and 11 hours seminars

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Not available 2016/17

### Contact Hours

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

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SA531 The Care and Protection of Children and Families</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	Kirton Dr D

### Availability

Available 2016/17 (spring term)

### Contact Hours

11 weekly lectures and seminars, each of an hour

### Department Checked

Yes

### 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

Shaw, J and Frost N (2013) *Young People and the Care Experience*. Routledge

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SA551</b>		<b>Key Welfare Issues</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Jupp Dr E

### Availability

Runs every year

### Contact Hours

2 hours week

### Department Checked

10/02/2016 LG

### 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
- Assess how age, gender, ethnicity and social class affect welfare provision.

### Method of Assessment

50% coursework (2 essays of 2,000 words and 1 seminar presentation)

50% three hour unseen exam

### Preliminary Reading

Alcock, P. May, M. and K. Rowlingson eds. (2012). *The Student's Companion to Social Policy*. 4th edition. Oxford: Blackwell.

Baldock, J., Mitton, L., Manning, N., & Vickerstaff, S. (2012 4th edition), eds, *Social policy*. Oxford University Press: Oxford.

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

Yeates, N. (2008). *Understanding Global Social Policy*. Bristol: Policy Press.

### Pre-requisites

None

### Synopsis \*

This module will provide an introduction to key issues in welfare. It will adopt a comparative and historical perspective, taking a wide range of analytical and theoretical 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. The course is intended for students of social policy, social work, and social sciences.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### 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)

### Department Checked

Yes

### 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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO506 Popular Culture, Media and Society</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	50% Coursework, 50% Exam	Nettleingham Dr D
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 2016/17

### Contact Hours

1 hour lecture per week 1 hour seminar per week

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

22 weekly lectures and seminars, one hour each

### Department Checked

Yes

### 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 understanding 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.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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 2016/17

### Contact Hours

11 lectures and 10-11 one-hour seminars

### Department Checked

Yes

### 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  
Connolly 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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### 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'.

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### 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,

### Method of Assessment

50% essay (3000 words) and 50% exam

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO534</b>		<b>Violence and Society</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	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 4,000) 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.

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

12 one-hour lectures and 11 one-hour seminars

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	Kirton Dr D
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Kirton Dr D

### Availability

Available 2016/17 not available 2017/18

### Contact Hours

11 lectures and 11 seminars, each of 1 hour

### Department Checked

Yes

### 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 participation, presentation 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

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

Leonard M (2016) *The Sociology of Children, Childhood and Generation*. Sage

### 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*.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

11 weekly lectures and seminars, each of one hour

### Department Checked

Yes

### 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 Environmental Principles (2006)  
Roberts, J. Environmental Policy (2011)  
Garner, R. Environmental Politics, 3rd edition (2011)

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Runs every year

### Department Checked

15/02/2016 LG

### Learning Outcomes

- 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.

### 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.

### Pre-requisites

SO647 Sociological Research Methods

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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

### Availability

Runs every year (not available in 2017-18)

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

At the end of this module successful students will:

- gain a basic understanding of key concepts and theories in moral philosophy particularly where they are relevant to contemporary social practice
- be familiar with competing ethical perspectives
- be able to critically evaluate the relevance of ethical theory to understanding contemporary public policy and 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

James Rachels and Stuart Rachels (2012), *The Elements of Moral Philosophy*, 7th Edition. McGraw-Hill, Boston  
Christopher Bennett (2010), *What is This Thing Called Ethics?* Routledge: London  
Sandel, Michael (2009), *Justice: What's the right thing to do?* London: Penguin Books  
Tom Beauchamp (2001), *Philosophical Ethics: An Introduction to Moral Philosophy*. McGraw-Hill, Boston

### Pre-requisites

None

### 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 practices and relationships. The module explores how everyday encounters and practices 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, private property, professionalism and charity. We will draw upon several ethical perspectives, such as utilitarianism, deontology, virtue ethics, feminist ethics and theories of justice, to understand these topics.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

11 weekly lectures and seminars of one hour each

### Department Checked

Yes

### 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>						
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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	
1	Canterbury	Spring	H	15 (7.5)	50% Coursework, 50% Exam	

### Availability

Not available 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)

### Department Checked

Yes

### 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

### 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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Not available 2016/17

### Contact Hours

11 lectures and 11 seminars, each of an hour

### Department Checked

Yes

### 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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO601		Welfare in Modern Britain				
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

### Department Checked

Yes

### 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.

### 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.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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.

### Department Checked

Yes

### 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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Not available 2016/17

### Contact Hours

11 weekly lectures and seminars, one hour each

### Department Checked

Yes

### 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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

20 hours - 11 of lectures, 9 hours of seminars

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO618</b>		<b>Women, Crime and Justice</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	Logan Dr A

### Availability

Normally every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

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 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.

### Method of Assessment

The module is assessed by one 3,000 word essay and one 2 hour examination, with six questions, two of which should be attempted.

The essay and the exam are each worth 50% of the total marks.

### Preliminary Reading

D'Cruze, S. and Jackson, L. (2009) *Women, crime and justice in England since 1660*. Palgrave.

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

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

### Pre-requisites

None

### Synopsis \*

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 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

By the end of this module, successful 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, privatization, and partnership-working. This relates to A.4 The origins and development of UK Criminal Justice Policy institutions, A.5 The principles that underlie criminal justice policy, how they have changed over time and how they relate to the workings of particular agencies of welfare and crime control, and A.6 Contemporary issues and debates in specific areas of criminal justice of the Criminal Justice Studies Programme Outcomes.

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. This relates to A.1 The principal concepts and theoretical approaches in Criminology, A.7 The main sources of data about crime and social welfare and a grasp of the research methods used to collect and analyse data, A.10 The competing theories of punishment and social control, C.1 Identify and use theories and concepts in criminology to analyse issues of crime and criminal justice, C.2 Be able to analyse and provide a critique of specific CJS policies and practices and create new policies, and C.3 Seek out and use statistical data relevant to issues of crime and criminal justice of the Criminal Justice Studies Programme Outcomes.

Have acquired an enhanced appreciation of the professional challenges faced by, and the professional skills required by, those working in offender management. This relates to A.6 Contemporary issues and debates in specific areas of criminal justice and C.2 Be able to analyse and provide a critique of specific CJS policies and practices and create new policies of the Criminal Justice Studies Programme Outcomes.

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. This relates to A.9 Interdisciplinary approaches to issues in criminal justice and the ability to use ideas from other social sciences of the Criminal Justice Studies Programme Outcomes

### Method of Assessment

One essay and one exam, each worth 50 per cent of the final mark.

### Preliminary Reading

Cavadino, Michael and Dignan, James (2007) *The Penal System: An Introduction*, 4th edition. London: Sage.

Robinson, Gwen and Crow, Iain (2009) *Offender Rehabilitation: Theory, Research and Practice*. London: Sage.

### Pre-requisites

None

### Synopsis \*

The correctional services are fundamental to the exercise of criminal justice and to the punitive bite of the criminal justice system. This module offers students the opportunity to examine critically the complex contemporary role, use, and work of prisons and probation in England and Wales and their sometimes ability to enable the rehabilitation of serious offenders. Besides its focus on the Prison and Probation Services, the module considers prisoners' experiences of being 'behind bars', models of offender rehabilitation and methods of working with serious (violent and sexually violent) offenders to help them to change, risk assessment and parole, the resettlement of former prisoners in the community, and why and how people stop committing crime. Seminar discussions include debate about the merits and demerits of prison privatization and the use of 'real life' examples of exercises undertaken with offenders to challenge their thinking and case studies of released prisoners who re-offended.

Please note: This module requires, at times, explicit discussion of sexual offending and the treatment needs of sexual offenders. Students who think they will find these topics uncomfortable or upsetting are advised not to take this module.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO628 Drugs - Production and Use in their Cultural Context</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	Dimou Ms E

### Availability

Runs every other year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

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

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

An appreciation of how the assessment of risk and danger of substances is determined by cultural values and the social framing of consumption

The impact of trade and globalisation on cultures of consumption

The ability to critically evaluate the social, cultural and biological effects of drugs and the complex relationship of policy on patterns of use

A knowledge and understanding of the prevailing models and theories of drug production and drug consumption

### Method of Assessment

The assessment process will contain three components: a 2,000 word essay (30%), assessment of seminar participation (20%) and a two hour examination (50%).

### 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

### Synopsis \*

The course will explore the role of drug use in religion, ritual, and different social settings, and look for contrasts between integrated and dysfunctional patterns of use. Topics include methods of classification of substances, the association with economic expansion, political domination and social stratification. It will further explore the emergence of different cultures of consumption and how these are aligned with prevailing social and ethical values. By examining use and function in different cultural contexts, students will learn about the social significance of drugs and the complexity of policy making.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

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

Demonstrate an understanding of the main approaches to conducting psychological research including the strengths and weaknesses of each.

Demonstrate an understanding of sound research design, and be able to critically evaluate psychological research.

Select and perform appropriate statistical tests by hand or using SPSS.

Interpret data and consider the theoretical and practical implications of research findings.

Understand and apply the conventions for reporting research in psychology.

Have the necessary skills to design, conduct and report an individual research project on a psychological topic as a dissertation in the final year of the degree course.

### 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. (2012). *Research Methods and Statistics : A Critical Thinking Approach*. (3rd Ed.) Belmont, Calif: Wadsworth.  
Holt, N. & Walker, I. (2009). *Research with People: Theory, plans and practicals*. Basingstoke: Palgrave Macmillan.  
McBurney, D. H. & White, T. L. (2013). *Research methods* (7th Ed.). Australia; Belmont, CA: Thomson/Wadsworth.

### Pre-requisites

SA310

### Synopsis \*

This module will introduce students to methodological approaches in psychology with a focus on quantitative methods. The aims are to strengthen skills in designing and conducting practical work, to acquaint students with a range of descriptive and analytical statistical techniques (including training with SPSS), to provide experience with reporting research, and to prepare students for the dissertation module in the final year. The module is also designed to cover requirements for some postgraduate psychology courses that do not require an accredited psychology degree. As well as developing research skills, the module should enhance the ability to critically evaluate published psychological research. Completion is a requirement to undertake a psychology dissertation in Stage 3. Techniques will be demonstrated through their application to practical work carried out by students.

Content will include:

- Reliability and validity in research design
- Descriptive statistics.
- Probability and significance testing.
- Different analytical tests.
- Correlation and causation.
- Reporting research.
- Critical evaluation of research claims.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO647</b>		<b>Research Methods in Sociology</b>				
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

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

At the end of the module students will be able to

Understand the logics of social research

Identify a range of different research strategies and methods and their respective advantages and disadvantages

Be able to apply specific research techniques to empirical case studies

Judge and evaluate the validity of research evidence

### Method of Assessment

This will be 100% coursework:

One 1,500 word assignment on research design 30%

One 3,500 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO648 Historical Research Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Medway	Autumn	I	15 (7.5)	100% Coursework	Bradley Dr K
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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

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

Critically assess and evaluate youth justice issues.

To define and conceptualise 'youth' 'youth crime' and 'youth justice', being sensitive to their historical and cultural meanings.

Specifically understand issues of youth social control mechanisms and punishment.

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.

### Method of Assessment

The module is assessed by one 2,500 word essay (40%), one seminar presentation (10%) and one 2 hour examination, with six questions, two of which should be attempted (50%).

### Preliminary Reading

Bateman, T. (2016) *Incarcerating Children: Understanding youth imprisonment*. London: Routledge

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

Goldson, B. and Muncie, J. (eds.) (2015) *Youth Crime & Justice* (2nd edition). London: Sage

Muncie, J. (2015) *Youth & Crime* (4th edition). London: Sage

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

Sharpe, G. (2012) *Offending Girls: Young women and youth justice*. London: Routledge

Smith, R. (2011) *Doing Justice to Young People: Youth crime and social justice*. London: Routledge

### Pre-requisites

None

### Synopsis \*

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, demonstrating that youth crime is neither a new nor novel phenomenon. The course then moves on to examine the developing and competing theories which seek to explain why young people commit crime.

The module traces the way in which young people and their subcultures are frequently made the focus of 'moral panics' by the media, with juveniles themselves becoming the archetypal 'folk devils'. We look at the position that 'persistent young offenders' hold in the public consciousness, and how the politics of youth justice has thrived on the fear of youth crime. The course concludes by providing an overview of how the state seeks to prevent children from committing crime and a critique of the societal responses to young people who violate the law.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO651 Issues in 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

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

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

Critically evaluate contemporary criminal justice policies and developments.

Have acquired an in depth understanding of the complexities of the way the criminal justice system operates and develops.

Critically assess the key theories concerning gender, violence and abuse.

Critically assess the competing theories of punishment and social control mechanisms.

Describe and critically discuss key international policy developments around human rights.

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.

### Method of Assessment

The assessment for this module is composed of 50% coursework and 50% examination. The coursework is made up of two 2,500 word essays and one seminar presentation. The examination will take place in the Summer term and will consist of nine questions (of which you are to answer three).

### Preliminary Reading

Ashworth, A. and Zedner, L. (2014) Preventative Justice. Oxford: Oxford University Press  
Collins, R. (2009) Violence: A Micro-Sociological Theory. Princeton: Princeton University Press  
Iganski, P. and Levin, J. (2015) Hate Crime: A global Perspective. New York: Routledge  
Silverstone, D. (2015) Night Clubbing: Drugs, Clubs and Regulation. London: Routledge

### Pre-requisites

Introduction to Criminology and Criminal Justice (SO329)

SO329: Introduction to Criminology & Criminal Justice

### Synopsis \*

This module offers an overview of the contemporary rationale, powers, procedures and practices of the criminal justice system. It starts by providing students with a theoretical foundation by which they can better understand the functions of the criminal justice system, before moving on to address the social dimensions which affect its operation.

We then focus on some specific forms of crime and deviance that have perplexed both the public and policy makers. What is a 'hate crime'? How should the Government address the problem of domestic violence? What specific problems does the emergence of the night-time economy pose to the operation of the criminal justice system?

The position of the victim in the criminal justice system is then analysed, looking at the rise of the 'victim movement' and broadening our understanding of what we mean by the term 'victim'. We also tackle the role that restorative justice plays in challenging our conventional understanding that 'criminal justice' should operate as an adversarial system, in which the victim and offender take opposing sides.

Finally, the module addresses social responses to crime and deviance, and looks at some of the technologies of social control. Crime is increasingly becoming a political issue and the general public's 'fear of crime' is arguably on the rise. We look at how the Government attempts to tackle the 'problem' of crime and disorder, and the implications that this has for social control.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

At the end of this module successful students will:

Understand the main theories of the relationship between drugs and crime

Have a working knowledge of the UK drug laws

Understand strategies for tackling drugs in the criminal justice system especially with regard to treatment

Be aware of international comparisons in the area of drug control and treatment

Understand the processes of marginalisation, recovery and reintegration of drug users and drug using

### Method of Assessment

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

### Preliminary Reading

Allen, C. (2007) *Crime, Drugs and Social Theory: a phenomenological approach*. London: Ashgate

Klein, A. (2008) *Drugs and the World*. London: Reaktion,

Hammersley, R (2008) *Drugs and crime: Theories and practices*. Polity Press

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

### Pre-requisites

SO306 Introduction to Sociology, SA311 Social Problems and Social Policy or SP310 Introduction to Psychology as a prerequisite

### Synopsis \*

This course examines the relationship between drugs and crime, and the emergence of the prison 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 interventions as a key re-settlement strategy.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO657		Digital Culture				
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 2016/17.

### Contact Hours

One hour lecture and one hour of seminar per week

### Department Checked

Yes

### 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

Siapera, E (2011) Understanding New Media, London, Sage.

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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available Spring 2015/16

### Contact Hours

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

### Department Checked

Yes

### 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 Arnoldi, *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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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.

### Department Checked

Yes

### 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

### 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.



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO669</b>		<b>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

### Availability

Runs every other year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

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

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.

### Method of Assessment

The module is assessed by coursework (one essay and a short presentation) and a two hour examination.

### Preliminary Reading

Holloway, G. (2005) Women and Work in Britain since 1840. Routledge

Witz, A. (1992) Professions and Patriarchy. Routledge.

### Pre-requisites

None

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

This module looks at the theme of gender and work in a historical context, combining insights from both historians and sociologists.

The topics covered include:

- The historiography of women and work
- Women's work and the impact of industrialisation: productive and reproductive work; the 'breadwinner' model; class and gender in the nineteenth century.
- Domestic and home work in the nineteenth and early 20th centuries, paid and unpaid.
- Middle class women: education and employment, the gendering of professions
- The impact of mass production and changes in technology and business organisation upon gender in the workplace
- The effects of two world wars upon women's work
- Changing patterns of women's work in the twentieth century; the Sex Discrimination and Equal Pay Acts

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO670 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

### Department Checked

Yes

### 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.

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

22 weekly lectures, 22 weekly seminars, one hour each

### Department Checked

Yes

### 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: Routledge  
Shilling C (3rd edn. 2012) *The Body and Social Theory*. London: Sage  
Shilling C (2005) *The Body in Culture, Technology and Society*. London: Sage  
Shilling C (2008) *Changing Bodies*. London: Sage  
Thomas H & Ahmed J (eds) (2004) *Cultural Bodies*. Oxford: Blackwell

### 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 become less sure about what is 'natural' about the body, and about how we should care for and treat our bodily selves?'

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Not available 2016/17

### Contact Hours

22 weekly lectures and seminars of 1 hour

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO679 Research Dissertation</b>						
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

Available 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.

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### 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

The assessment process will contain three components, a 2,000 word essay (50%), a seminar presentation and a two 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 \*

Exceptionally high 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO683</b>		<b>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

### Availability

Available 2016/17

### Contact Hours

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

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### 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 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?



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO686</b>		<b>Social Justice Practice</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Medway	Autumn and Spring	I	30 (15)	100% Coursework	Hogg Dr E

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### 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

Assessment is by coursework only.

There are 2 essays of 2000-2500 words each, together worth 50% of the marks, a practice journal worth 30% and presentation worth 20%.

### Preliminary Reading

Anheier, H. H. (2005) Non-profit Organisations: Theory, Management, Policy. London: Routledge.

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

Rochester, C., Ellis Paine, A. and Howlett, S. (2011) Volunteering and Society in the 21st Century. London: Palgrave.

### 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 \*

Would you like to volunteer for a cause you believe in while learning useful skills and gaining real world experience? If you would this is the module for you!

Social Justice Practice provides an opportunity for you 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, altruism and philanthropy. Lectures also cover topics such as the role, management, financing and governance – essential knowledge if you are planning to work in a wide range of different professions.

Students undertake at least 100 hours of voluntary work with a charity in Kent or Medway during the academic year.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO687 The Politics of 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

### Availability

Runs every year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### 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

The assessment for this module is composed of 50% coursework and 50% examination. The coursework is made up of two 2,500 word essays and one seminar presentation. The examination will take place in the Summer term and will consist of nine questions (of which you are to answer three).

### Preliminary Reading

Downes, D., Hobbes, D. and Newburn, T. (eds.) (2010) *The Eternal Recurrence of Crime and Control*. Oxford: Clarendon.  
 McGarry, R. and Walklate, S. (2015) *Victims: Trauma, Testimony and Justice*. London: Routledge.  
 Millie, A. (2009) *Anti-Social Behaviour*. Maidenhead: Open University Press.  
 Rock, P. (2004) *Constructing Victims' Rights*. London: Clarendon.  
 Silverman, J. (2012) *Crime, Police and the Media: The Shaping of Criminal Justice, 1989-2010*. London: Routledge.

### 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 key examples, such as terrorism, dangerous offenders, and capital punishment to highlight the interaction between popular opinion, research, policy formation and the criminalisation of particular groups within society. The module will analyse how and why crime has become such an important issue on the political agenda, as well as examining the important role that pressure groups (such as NACRO and the Howard League for Penal Reform) have played in mediating political rhetoric and policy.

Topics covered within the module include the criminalization of social policy; terrorism; 'dangerous' offenders; penal populism; and the politics of risk.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17 (Spring), 2017/18 (Autumn)

### Contact Hours

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

### Department Checked

Yes

### 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

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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 Prof A

### Availability

Available 2016/17

### Contact Hours

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

### Department Checked

Yes

### 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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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	

### Availability

Runs every Year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

An 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.

An understanding of the relationship between the principles underlying criminal justice and the policies adopted by the state during the given period.

A critical understanding of the origins and historical development of criminal justice policy and institutions.

An awareness of the role played by the voluntary sector, pressure groups and political influences in shaping official responses to crime.

### Method of Assessment

There are two written essay assignments of 1500 words each, together worth 50% of the module marks, and one 3 hour examination, containing six questions of which students answer three. One (compulsory) question will be a data response question; the others will consist of five essay questions of which students will answer two. The examination forms 50% of the overall module mark.

### 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 (2014, second edition) *Crime and Justice 1750-1900*

### 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, capital punishment, the development of the prison, violent crime, and the treatment of victims.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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 2016/17

### Contact Hours

1 hour lecture and 1 hour seminar each week

### Department Checked

Yes

### 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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

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

### Department Checked

Yes

### 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

### Restrictions

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

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17 (Autumn), 2017/18 (Spring)

### Contact Hours

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

### Department Checked

Yes

### 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



## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO712</b>		<b>Urban Sociology</b>				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	50% Coursework, 50% Exam	Garbin Dr D

### Availability

Available 2016/17

### Contact Hours

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

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Runs every other year (not available in 2017-18)

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

At the end of this module successful students will:

Gain a critical understanding of key concepts and theories in political theory

Be familiar with competing political perspectives

Be able to critically evaluate the relevance of political theory to understanding contemporary public institutions and social actions

### Method of Assessment

Argumentative essay of 3,000 words (80%)

Seminar participation (20%)

### Preliminary Reading

Best, S. (2002) Introduction to Politics and Society. London: Sage

Orum, A. (2000), Introduction to Political Sociology, 5th Ed. New Jersey: Prentice-Hall.

Faulks, K. (1999) Political Sociology: A Critical Introduction. Edinburgh: Edinburgh University Press.

### Pre-requisites

None

### Synopsis \*

This module aims to provide an understanding of political ideas and theories, discussing why politics matters in contemporary social life. It will give students various perspectives with which to critically examine power relations and resistance. The module will explore how everyday relationships have political dimensions, affecting people's ability to define and achieve their goals. A range of topics will be examined, including the state, culture, class, gender, social movements, ideologies, the media, civil society, social protests, uprisings, revolutions and violence. We will draw upon major theoretical frameworks, including Marxism, Weberianism, Bourdieusian, Foucauldian, feminism and Habermasian, to understand these topics.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO714 People, Politics and Participation: The Public Sphere in Modern Britain</b>						
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

### Availability

Runs every other year

### Contact Hours

2 hours per week

### Department Checked

15/02/2016 LG

### Learning Outcomes

At the end of the module, students will:

Have acquired detailed knowledge of the importance of a critical, social scientific approach to the public sphere in Britain

Be able to demonstrate an advanced conceptual understanding of the British political system and public sphere, and its development

Be able to critically evaluate arguments, assumptions, abstract concepts and data regarding varying methods and ways in which individuals and groups shape and interact with the public sphere, drawing upon perspectives from sociology, social policy and history

Be able to effectively communicate key debates regarding the factors that shape involvement or non-involvement in British public and political life, drawing upon perspectives from sociology, social policy and history

Be able to draw upon social science techniques and theories to describe and explain the structures and processes involved in British public and political life, including utilising key disciplinary concepts to define the uncertainty, ambiguity and limits of knowledge regarding central political debates.

### Method of Assessment

The assessment for this module is composed of one essay of 3,000 words, worth 80% of the final mark, and a group presentation worth 20%.

### Preliminary Reading

Crowson, Nick et al (2009) NGOs in Contemporary Britain: Non-State Actors in Society and Politics since 1945.

Basingstoke: Palgrave

Deakin, Nicholas. (2001) In Search of Civil Society. Basingstoke: Palgrave

Faulks, Keith. (2000) Citizenship. London: Routledge

Halpern, David. (2005) Social Capital. Oxford: Polity

Bradley, Kate. (2009) Poverty, Philanthropy and the State: Charities and the Working Classes in London, 1918-1979.

Manchester: Manchester University Press

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

This module explores the nature of the public sphere in Britain, how groups and individuals from all social classes engage with the state, non-governmental actors/agencies and party politics. Students will examine topics including the role of the state and NGOs, citizenship, social capital, devolution and the 'new localism' and the internet and politics. The major schools of thought that theoretically represent the interrelationships between politics, social structures, ideologies and culture will be explored throughout the module. Topics of study include:

- The British political system and structure
- The state
- Non-state actors and agents, including the voluntary sector
- Civil society
- Social capital
- Citizenship
- Devolution and the 'new localism'
- Web 2.0, the media and the British public sphere
- The Big Society

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### 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 module is designed to provide students with:

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

### 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 <span style =

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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO730 Management in Primary Care Organisations</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	

### Availability

Available 2016/17

### 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.

### Department Checked

Yes

### 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 choose 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.

SO731 The Patient/Doctor Consultation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	H	15 (7.5)	100% Coursework	

### 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.

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

#### 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)

#### Restrictions

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

#### 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 innovative 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO734 Research and Evaluation Methods						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn and Spring	H	30 (15)	100% Coursework	

### 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 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	

**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 care's role in 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

### Availability

Available 2016/17

### Contact Hours

22 hours - 11 one hour lecture and 11 one hour seminar

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

SO742 Emotion, Media and Culture						
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.

### Department Checked

Yes

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<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). Attendance for this module is compulsory.

### Department Checked

Yes

### 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

### Restrictions

Available to Stage 2 & 3 Students ONLY Module restricted to 16 students due to availability of equipment needed. Acceptance onto the module will be by interview.

### 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.

## 2016-17 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

<b>SO747 Issues in Criminology: The Inside-Out Programme</b>						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	H	15 (7.5)	100% Coursework	Chatwin Dr C

### Availability

Available 2016/17

### Contact Hours

30 hours 10 x 3hr workshops

### Department Checked

Yes

### Learning Outcomes

Generic learning outcomes:

An ability to gather, process and offer a critical reflection from their class engagement and interaction.

Succinct and focused writing skills relating to the production of critically reflective papers.

The ability to plan workload and manage time.

An ability to reflect on the development of interpersonal/teamwork skills.

Experience of giving presentations.

An ability to communicate ideas and arguments, particularly in spoken form.

Sensitivity to the values and interests of others and the dimensions of difference.

Specific learning outcomes:

Knowledge of the prison as a key institution in the criminal justice system

Knowledge and critical understanding of theoretical debates relating to justice

Up to date knowledge and a critical understanding of a selection of issues in criminal justice

Knowledge of the principles that underlie criminal justice policies

Identification, use and application of criminological theory to analyse crime and the response to crime

The ability to critically evaluate social science arguments and evidence

The ability to seek solutions to crime and criminal behaviour

### Method of Assessment

100% course work, 1000 word written reflection on the first joint session (25%) 4000 word reflective learning journal (75%) covering the rest of the module (including reflections on each of the substantive learning topics, the group project and the closing ceremony and debrief

### Preliminary Reading

Cohen, S., (2001) States of Denial: Knowing about Atrocities and Suffering (chapter 1 and extracts)

Nutt, D, King, L and Phillips, L (2010), Drug harms in the UK: a multicriteria decision analysis, *The Lancet*, 376 (9752): 1558-1565.

Pompa, L (2013) One brick at a time: The Power and Possibility of Dialogue Across the Prison Wall *The Prison Journal*.

Roberts, J.V. and Hough, M. (2011) Custody or Community? Exploring the boundaries of public punitiveness in England and Wales. *Criminology and Criminal Justice* 11: 181-197.

### Pre-requisites

None

### Restrictions

Only available to stage 3 single honours criminology students. Acceptance on the module is through application only in the autumn term.

### Synopsis \*

This is a level 6 module that explores contemporary issues in criminal justice focusing mostly on the British context. The curriculum provides the opportunity for Kent students to connect with real world criminal justice issues, including imprisonment, and for Swaleside students to place their own experiences of the criminal justice system in a wider academic context.

The curriculum will be divided into four parts as follows:

- Part one: Prison security training; separate introductory meetings; first joint meeting and introduction to reflective writing and facilitated learning.
- Part two: Substantive topics of criminological interest e.g. what causes crime; do prisons work; how should we regulate drugs; how should victims be treated within the criminal justice system.
- Part three: The development of a group project between small groups of Kent and Swaleside students. This project will be related to one of the substantive topics from part two and will culminate in a group presentation.
- Part four: Closing ceremony and debriefing providing a final space to reflect on the overall learning experience.