

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook
40 School of Social Policy, Sociology and Social Research

| SA503 A Future for the Welfare State? Social Change, Challenge and Crisis | | | | | | |
|--|------------|-------------------|-------|---------------|--------------------------|-----------|
| 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.

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| SA519 The Social Politics of Food | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|---------------|
| 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 | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | Twiggs Prof J |

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.

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| 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.

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

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.

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

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.

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| SO505 | | Sociology of Crime and Deviance | | | | |
|--------------|------------|--|-------|---------------|--------------------------|-------------|
| 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.

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| SO506 Popular Culture, Media and Society | | | | | | |
|---|------------|-------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 30 (15) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Autumn and Spring | H | 30 (15) | 80% Exam, 20% Coursework | |
| 1 | Canterbury | Autumn and Spring | H | 30 (15) | 90% Exam, 10% Coursework | |

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.

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

Availability

Available 2016/17

Contact Hours

22 weekly lectures and seminars, one hour each

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.

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| 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.

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

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| SO533 Gender, Crime and Criminal Justice | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|-------------|
| 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.

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| SO534 | | Violence and Society | | | | |
|--------------|------------|-----------------------------|-------|---------------|--------------------------|------------|
| 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.

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| SO535 | | Youth and Crime | | | | |
|--------------|------------|------------------------|-------|---------------|--------------------------|---------------|
| 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.

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| SO536 Criminal Justice in Modern Britain: Development, Issues and Politics | | | | | | |
|---|------------|-------------------|-------|---------------|--------------------------|-------------|
| 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

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.

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

Availability

Available 2016/17

Contact Hours

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

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 racism by various ethnic minority groups.
- Explore the comparative experiences of ethnic minorities, for example the ways in which they experience and respond to forms of racial discrimination and abuse in Western advanced capitalist societies.
- Assess the effectiveness of state policies to combat racism, for instance through 'positive discrimination' and EO policies.

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.

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| SO538 | | Childhood, Society and Children's Rights | | | | |
|--------------|------------|---|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

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*.

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| SO539 | | Environmental Policy and Practice | | | | |
|--------------|------------|--|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

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.

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| SO551 BSC Social Sciences Dissertation (UKM) | | | | | | |
|---|--------|-------------------|-------|---------------|--------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn and Spring | H | 30 (15) | 100% Project | Bradley Dr K |

Availability

Runs every year

Department Checked

13/03/2017

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

Restrictions

You cannot join this module after 1 August 2017

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.

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| SO556 | | Social Ethics | | | | |
|--------------|--------|----------------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Medway | Autumn and Spring | H | 30 (15) | 100% Coursework | |

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.

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| SO575 Poverty, Inequality and Social Security | | | | | | |
|--|------------|---------|-------|---------------|-----------------|-------------|
| 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.

| SO580 Practice Learning Placement 2 | | | | | | |
|--|--------|---------|-------|---------------|---|-----------|
| 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 |

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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.

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| SO594 Terrorism and Modern Society | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|----------|
| 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

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

Availability

Not available 2016/17

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.

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| 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.

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| 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

Pre-requisites

This module is a pre-requisite if you wish to take a dissertation in stage 3 (SO679)

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.

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| 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 | Calnan Prof MW |

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.

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| SO605 Crime , Media and Culture | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|-----------------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Exam | Van Hellemond Dr Elke |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | Van Hellemond 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.

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| SO606 | | Year Abroad Mark One | | | | |
|---------|------------|----------------------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 100% Coursework | Lyon Dr D |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | Pass/Fail Only | Lyon Dr D |

Availability

2017/18

Contact Hours

Contact hours are set by the University at which the exchange takes place.

Learning Outcomes

Upon successful completion of this module students will have gained:

1. A detailed knowledge and understanding of contemporary issues and debates in a relevant social sciences discipline i.e. Social Policy/Sociology/Cultural Studies/Criminal Justice.
2. A detailed knowledge and understanding of international and comparative approaches to issues appropriate to a relevant social sciences discipline i.e. Social Policy/Sociology/Cultural Studies/Criminal Justice.

Upon successful completion of this module students will:

1. Have gained the skills and abilities needed to study in a new learning environment, including demonstrating the communication skills and confidence necessary to access learning resources and successfully complete assessments.
2. Have enhanced the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.
3. Have augmented their employment skills through formal and informal learning in an international context.

Method of Assessment

Varied

Preliminary Reading

Compulsory modules previously taken at Kent are sufficient preparation.

Pre-requisites

Students must meet the programme requirements to undertake this module. In addition, they must take co-requisite SO607 which accounts for the other 60 credits of the year abroad.

Progression

Students who successfully complete this and SO607 will graduate as follows: Degree Title 'with a Year Abroad'.

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| SO607 | | Year Abroad Mark Two | | | | |
|---------|------------|----------------------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | 100% Coursework | Lyon Dr D |
| 1 | Canterbury | Autumn and Spring | H | 60 (30) | Pass/Fail Only | Lyon Dr D |

Availability

2017/18

Contact Hours

Contact hours are set by the University at which the exchange takes place.

Learning Outcomes

Upon successful completion of this module students will have gained:

1. A detailed knowledge and understanding of contemporary issues and debates in a relevant social sciences discipline i.e. Social Policy/Sociology/Cultural Studies/Criminal Justice.
2. A detailed knowledge and understanding of international and comparative approaches to issues appropriate to a relevant social sciences discipline i.e. Social Policy/Sociology/Cultural Studies/Criminal Justice.

Upon successful completion of this module students will:

1. Have gained the skills and abilities needed to study in a new learning environment, including demonstrating the communication skills and confidence necessary to access learning resources and successfully complete assessments.
2. Have enhanced the breadth of their subject understanding by positively interacting with an alternative learning and research culture and environment.
3. Have augmented their employment skills through formal and informal learning in an international context.

Method of Assessment

Varied

Preliminary Reading

Compulsory modules previously taken at Kent are sufficient preparation.

Pre-requisites

Students must meet the programme requirements to undertake this module. In addition, they must take co-requisite SO606, which accounts for the other 60 credits of the year abroad.

Progression

Students who successfully complete this and SO606 will graduate as follows: Degree Title 'with a Year Abroad'.

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

13/03/2017

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.

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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO619 Prisons, Probation and Offender Rehabilitation | | | | | | |
|---|--------|---------|-------|---------------|--------------------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | Akoensi Dr T |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

13/03/2017

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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO621 Narrative, Myth and Cultural Memory | | | | | | |
|--|------------|---------|-------|---------------|-----------------|-------------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | Nettleingham Dr D |

Availability

2017/18, 2018/19

Contact Hours

1 hour lecture per week 1 hour seminar per week

Learning Outcomes

Upon successful completion of the module, students will be able to:

- Use cultural, sociological, historical and media theories and approaches to discuss and debate the study of personal and collective memory, and the social experience of time.
- Critically approach and analyse key debates surrounding the ideas, practices and institutions of cultural heritage.
- Develop a critical understanding of processes of mediation and remediation in the narrative construction of personal and collective identities.
- Relate the concepts and practices of heritage, memory, narrative construction and imagination to wider sociological issues of inequality, power and identity.
- Contextualise specific cultural texts and practices within a variety of social, cultural, historical and political frameworks.

Method of Assessment

100% coursework: 1 x essay preparation assignment of 1,000 words (20%) – due Spring Term; 1 x essay of 4,000 words (70%) – due early Summer Term; class participation (10%).

Preliminary Reading

- Andrews, M. (2000) *Lines of Narrative*. Routledge.
Barthes, R. (1972) *Mythologies*. Jonathan Cape.
Baudrillard, J. (1983) *Simulations*. Semiotext(e).
Boym, S. (2001) *The Future of Nostalgia*. Basic Books.
Cowie, J. and J. Heathcott (2003) *Beyond the Ruins: the Meanings of Deindustrialisation*. ILR Press.
Dicks, B. (2000) *Heritage, Place and Community*. University of Wales Press.
Edmunds, J. and B.S. Turner (2002) *Generations, Culture and Society*. Open University Press.
Erll, A. and A. Rigney (2009) *Mediation, Remediation and the Dynamics of Cultural Memory*. DeGruyter & Co.
Levitas, R. (2013) *Utopia as Method: The Imaginary Reconstitution of Society*. Palgrave Macmillan.
Macdonald, S. (2013) *Memorylands: Heritage and Identity in Europe Today*. Routledge.
Misztal, B.A. (2003) *Theories of Social Remembering*. Open University Press.
Rieff, D. (2016) *In Praise of Forgetting: Historical Memory and its Ironies*. Yale University Press.
Russo, J. and S.L. Linkon (2005) *New Working-class Studies*. ILR Press.
Samuel, R. (1994) *Theatres of Memory, Volume 1: Past and Present in Contemporary Culture*. Verso.
Smith, L. (2006) *Uses of Heritage*. Routledge.

Pre-requisites

none

Synopsis *

This module combines theoretical and methodological approaches from sociology, cultural and media studies, history and literature to examine how our understandings of the past, present and future are formed, framed, mediated and remediated in a variety of social, cultural and political contexts. It aims to introduce students to key themes and issues related to the social experience of time. It will encourage them to reflect on how this experience informs our approaches to social problems, relationships of power and inequality, and the formation of collective identities. Over the course of the term, we will debate and critically explore the roles of heritage, nostalgia, the imagination, narrative and imagery at the heart of both processes of social change and cultural continuity. We will question what it is that forms the constitutive narrative of a cultural identity, its foundations, expression and trajectory. We will also examine the material and symbolic construction of social groups such as generations, classes and communities.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO645 The Third Sector: Charities and Social Enterprises in Modern Societies | | | | | | |
|---|------------|---------|-------|---------------|--------------------------|-----------|
| 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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO646 Psychology Research Methods and Data Analysis | | | | | | |
|--|--------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | I | 15 (7.5) | 100% Coursework | |

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.

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| SO647 | | Research Methods in Sociology | | | | |
|--------------|--------|--------------------------------------|-------|---------------|-----------------|---------------|
| 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

13/03/2017

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.

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| 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 | |

Availability

Runs every year

Contact Hours

2 hours a week

Department Checked

13/03/2017

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

Course work portfolio.

Preliminary Reading

Davies, S. (2003) *Empiricism and History*. Basingstoke: Palgrave

Evans, R.J. (2nd Ed. 2000) *In Defence of History*. London: Granta

Hobsbawm, E. (1997) *On History*. London: Weidenfeld & Nicolson

Jenkins, K. A (1998) *The Postmodern History Reader*. Routledge

Lambert, P. (ed.) (2004) *Making History*. Routledge

Lee Downs, L. (2004) *Writing Gender History*. London: Hodder Arnold

MacRaild & Taylor (2004) *Social Theory & Social History*. Basingstoke: Palgrave Macmillan

Marwick, A. (2001) *The New Nature of History*. Basingstoke: Palgrave

Perry, M. (2002) *Marxism and History*. Basingstoke: Palgrave

Samuel, R. (1993) *People, History & Socialist Theory*. London: Routledge & Kegan Paul

Thompson, A. (1998) *The Oral History Reader*. London: Routledge

Thompson, P. (2000) *The Voice of the Past*. Oxford: Oxford University Press

Thompson, W. (2004) *Postmodernism & History*. Basingstoke: Palgrave Macmillan

Tosh, J and S. Lang – 5th ed. (2009) *The Pursuit of History*. Harlow: Longman

Pre-requisites

SA310 Methods of Social Research

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 such as 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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

13/03/2017

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.

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

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

13/03/2017

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.

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

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

13/03/2017

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 three components, assessment of seminar participation, a 2,000 word essay (50%) and a three hour examination (50%).

Preliminary Reading

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.

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| 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.

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| SO659 | | Risk and Society | | | | |
|---------|------------|------------------|-------|---------------|-----------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Autumn | 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 Arndt, Risk (Oxford: Polity, 2009)

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

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

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

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

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

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.

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| 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.

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| SO669 Women and Work: Britain 1850 - 1975 | | | | | | |
|--|--------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | I | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every other year

Contact Hours

2 hours per week

Department Checked

13/03/2017

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 *****

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

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

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| SO676 | | Cultures of Embodiment | | | | |
|--------------|------------|-------------------------------|-------|---------------|--------------------------|-----------------|
| 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?'

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

Availability

Not available 2016/17

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.

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

Availability

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.

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| SO681 Restorative Justice: Concepts, Issues, Debates | | | | | | |
|--|--------|---------|-------|---------------|--------------------------|----------|
| 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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO683 | | Cultural Studies Research Dissertation | | | | |
|--------------|------------|---|-------|---------------|-----------------------------|-------------------|
| 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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

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?

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO686 | | Social Justice Practice | | | | |
|--------------|--------|--------------------------------|-------|---------------|-----------------|-----------|
| 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

13/03/2017

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

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

Musick, M. and Wilson, J. (2007) *Volunteers: A Social Profile*. Bloomington: Indiana University Press.

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

Pre-requisites

SO647 Sociological Research Methods

Restrictions

Students cannot do this module and SO705 Criminal Justice Practice

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 related theoretical concepts such as social capital, social justice, volunteering, 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. Once you sign up for this module you will be invited for an interview to discuss your volunteering plans and so you can find out more about the module and the volunteering you plan to do for it. Register in the usual way and you will be invited for an interview towards the end of the summer term (late May or early June).

2017-18 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

13/03/2017

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.

2017-18 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 | 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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO702 Sociology and Social Politics of the Family | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 60% Coursework, 40% Exam | Lee Dr E |

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 seminar participation. 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 <span style =

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

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO706 | | Crime and Punishment in England, 1750-1900 | | | | |
|--------------|--------|---|-------|---------------|--------------------------|------------|
| 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

13/03/2017

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* Cambridge: Cambridge University
 Emsley, Clive (2010) *Crime and Society in England 1750-1900* (4th edition) Harlow: Longman
 Godfrey and Lawrence (2014, second edition) *Crime and Justice 1750-1900* London: Routledge

Pre-requisites

SO329 Introduction to Criminal Justice & Criminology

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.

| SO709 | | Modern Chinese Societies | | | | |
|--------------|------------|---------------------------------|-------|---------------|-----------------|---------------------|
| 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 | Zhang Dr J (SPSSSR) |

Availability

Available 2016/17

Contact Hours

1 hour lecture and 1 hour seminar each week

Department Checked

Yes

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Available 2016/17

Contact Hours

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

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

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Available 2016/17 (Autumn), 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 5000 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

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Available 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.

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

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.

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

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 *

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

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

Availability

Available 2014/15 and 2015/16

Contact Hours

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

Learning Outcomes

This 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.

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| SO730 Management in Primary Care Organisations | | | | | | |
|---|------------|---------|-------|---------------|-----------------|----------|
| 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.

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| 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.

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| 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.

| SO735 Primary Health Care: Theory and Practice | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------|
| 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.

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| SO736 | | Sociology of Religion | | | | |
|--------------|------------|------------------------------|-------|---------------|--------------------------|-----------------|
| 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.

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

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.

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| SO742 Emotion, Media and Culture | | | | | | |
|---|------------|---------|-------|---------------|-----------------|--------------|
| 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 | 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.

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| SO743 Crime, Society and Documentary Filmmaking | | | | | | |
|--|------------|---------|-------|---------------|-----------------|-------------|
| 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.

2017-18 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO747 Issues in Criminology: The Inside-Out Programme | | | | | | |
|--|------------|---------|-------|---------------|-----------------|--------------|
| 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.

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| SO748 Placement: The Practice of Quantitative Social Research | | | | | | |
|--|------------|-------------------|-------|---------------|-----------------|---------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 30 (15) | 100% Coursework | Cunliffe Dr J |

Availability

2017/18

Contact Hours

200 hour placement and 10 hours contact time.

Learning Outcomes

Critically understand the difference between quantitative research in theory and quantitative research in practice.
Critically understand the pressures on quantitative analysts in real-life-settings, such as producing quick results, data protection, pressures for certainty and/or simplicity,
or to produce 'useful' results.
Conduct advanced quantitative analyses in an applied setting;
Report (verbally and in writing) on quantitative analyses, to both technical and non-technical audiences.
Demonstrate an ability to reflect on their own position as a quantitative analyst in an applied setting.

Method of Assessment

100% coursework (portfolio 50%, presentation 25% and an essay 25%)

Preliminary Reading

Cook, T., & Campbell, D. (1979) Quasi-experimentation: Design and analysis issues for field settings. Rand McNally College Publications
Robson, C and McCartan, K (2016), Real-World Research, 4th edition. Wiley.
Scott Long, J (2009), The Workflow of Data Analysis Using Stata. Stata Press.
Stevens, A (2011), 'Telling Policy Stories: An Ethnographic Study of the Use of Evidence in Policy-making in the UK'. Journal of Social Policy, 40:237-255. DOI: 10.1017/S0047279410000723

Restrictions

The module is only available to students taking the Q-Step Major degree (BSc Statistical Social Research) or any of the Q-Step Minor degrees (any programme that includes 'with Quantitative Research')

Synopsis *

This module will involve students undertaking quantitative research in a placement setting, while simultaneously reflecting on the process of undertaking real-life quantitative research (through a log), culminating in an assessed reflection on their placement. Aside from the support of the Q-Step Placements Officer and an academic placements advisor, students would also receive lectures covering:

- Turning an organisations ideas into a viable research project (noting that the Q-Step team will already have worked with placement organisations to do this);
- Good practice in undertaking quantitative research projects (e.g. data security, data management, replicability);
- Ethics in applied quantitative research (certainty/uncertainty, power, and 'usefulness');
- Reflecting on research practice (linked to the assessments below).

Matching students to placements

While the Kent Q-Step Centre will arrange a number of potential placements for students on this module, it is the student's responsibility to negotiate a suitable placement – placements depend on finding a successful match between a student's abilities/interests and the placement hosts' needs, and this cannot be guaranteed in advance. However, the Q-Step Centre's Placements Officer (in collaboration with the Q-Step Academic Placement Lead and (where appropriate) the Schools' Placements Officer) will provide considerable support for students in finding a placement, including:

- o Providing a range of possible placement opportunities for students that have been negotiated with employers across the private, public and voluntary sectors;
- o Helping match students to these placement opportunities;
- o Helping students find their own placement opportunity, if they cannot find a successful match in the existing placement opportunities.

The Placements Officer will also provide the further support.

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| SO750 Popular Culture, Media and Society | | | | | | |
|---|------------|---------|-------|---------------|-----------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | Pedwell Dr C |

Contact Hours

The module will be composed of 11 lecture hours and 11 seminar hours (22 contact hours) and approx. 128 private study hours.

Lectures provide key information, explain ideas and concepts with reference to examples and contexts relating to the theme or topic. An introduction to cultural and sociological theories are central to the course, and this is always integrated into the introduction of topics and themes. Lecture slides will be made available on Moodle along with an array of other useful reading material uploaded on a week to week basis. Additionally students are expected to source relevant articles and other academic sources through the library.

Seminars provide a forum for further discussion of the lecture topic and associated reading and for structured learning activities (such as group work, presentations, etc.) as deemed appropriate. Specific preparation tasks and additional reading are also frequently suggested (or supplied) by seminar teachers and lecturers.

Learning Outcomes

On successfully completing the module students will be able to:

Use various theoretical approaches to popular culture, media and mediated communications.

Engage in a range of critical debates surrounding media and popular cultural production and consumption.

Examine how social critique and media culture interact and cross-inform each other.

Understand a number of social and cultural issues concerning the integration of media technologies into everyday life.

Develop a critical understanding of processes of mediation and remediation in the narrative construction of personal and collective identities.

Method of Assessment

The module will be assessed by one mid-term essay of 2,500 words (45%), one end of term essay of 2,500 words (45%), and a class participation mark taking into account the level of classroom performance (10%).

Essays will require students to critically engage with the themes, theoretical and methodological issues of the module's content in comparative and contextual ways, making connections across the topics of the module as well as speaking to each directly. Students will be expected to provide evidence-based argument and evaluation, developed through both a depth and breadth of library and media-based research.

The class participation mark will draw on preparedness for and participation in class discussion. This component assesses students' weekly engagement with the topics, and presentational abilities.

Preliminary Reading

Gill, R. (2006) *Gender and the Media*. Polity

Hall, S. (1997) *Representations: Cultural Representations and Signifying Practices*. Sage

Hjarvard, S. (2013) *The Mediatization of Culture and Society*. Routledge

Hodkinson, P. (2001) *Media, Culture and Society*. Sage

Jenkins, H. (ed.) (2006) *Convergence Culture: where old and new media collide*. New York University Press

Long, P., Wall, T. (2012) *Media Studies: Texts, Production and Context*. Pearson

Storey, J. (2012) *Cultural Theory and Popular Culture*. Routledge

Synopsis *

This 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.

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| SO751 Young People and Violence | | | | | | |
|--|--------|---------|-------|---------------|--------------------------|----------|
| 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 a week

Department Checked

13/03/17

Learning Outcomes

On completing this module students will be able to:

- Effectively compare and contrast different kinds of empirical research.
- Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.
- Locate and assess academic and policy sources to develop a balance argument.
- Synthesise key conceptual arguments coherently in written form.

Method of Assessment

The module will be assessed by an essay of 2,500 words (50%), and a 2-hour written exam (50%).

Preliminary Reading

Athens, L. (1992) *The Creation of Dangerous Violent Criminals*. Illinois: University of Illinois
Collins, R. (2008) *Violence: A Micro-Sociological Theory*. New Jersey: Princeton University Press.
Ellis, A. (2016) *Men, Masculinities and Violence: An Ethnographic Study*. Oxon: Routledge
Ferrell, J., Hayward, K., Morrison, W. and Presdee, M. (2004) *Cultural Criminology Unleashed*. London: Glass House
Hall, S. (2012) *Theorising Crime and Deviance: A New Perspective*. London: Sage Publications
Katz, J. (1990) *Seductions of Crime: Moral and Sensual Attractions of Doing Evil*. New York: Basic Books.

Pre-requisites

SO329 Introduction to Criminology and Criminal Justice

Synopsis *

This module, Young People and Violence, approaches the study of interpersonal violent crime as it relates to young people. It will explore violence experienced in everyday life paying particular interest to the social context in which it can occur; for example urban spaces, schools, familial setting and 'gang, gun and knife culture'. The concern with youth, crime and violence is critically appraised in the context of shifting political focus on disaffected young people. It will seek to understand violence within the context of youth in late modernity. One of the primary objectives of this module will be to engage students in analytical debates on crime and violence as experienced by young people as perpetrators and victims. It will examine and apply criminological theory to youth violence exploring the connection between crime and violence through the intersection of race, gender, ethnicity and class. In particular, the module will investigate the link between structure and agency. In this module, students will have the opportunity to review the impact of changing political and criminal justice responses to the youth crime problem. The module will have a national as well as international focus.

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| SO752 | | Britain on Film | | | | |
|---------|--------|-----------------|-------|---------------|-----------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 100% Coursework | Bradley Dr K |

Availability

Runs alternate years

Contact Hours

2 hours a week

Department Checked

13/03/17

Method of Assessment

This module is assessed by 100% coursework, of which a 2,000 word close analysis of a set film accounts for 30% of the final mark, and a 3,000 word essay which accounts for 70% of the final mark.

Preliminary Reading

Aldridge, Mark. (2012) *The Birth of British Television: A History*. Basingstoke: Palgrave

Barr, Charles. (1986) *All Our Yesterdays: 90 Years of British Cinema*. London: BFI

Chapman, James. (2015) *A New History of British Documentary*. Basingstoke: Palgrave

Crisell, Andrew. (2002) *An Introductory History of British Broadcasting*. London: Routledge

Schaffer, Gavin. (2014) *The Vision of a Nation: Making Multiculturalism on British Television, 1960-1980*. Basingstoke: Palgrave

Street, Sarah. (2009) *British National Cinema*. London: Routledge

Synopsis *

This module will introduce students to the ways in which visual sources – in this case, films, television programmes and other visual broadcast media – can be used in historical research. The module will focus upon the case study of British film and television from the 1930s. Students will consider the role of film and television programmes in a variety of historical contexts: the impact of economic depression and rising affluence upon the consumption of leisure products; the utilisation of film by governments for propaganda and morale-boosting in wartime; for social and political critique; and the cinematic codes by which idea[s] of Britain[s] could be conveyed to domestic and overseas audiences.

Students will explore films from a range of genres, including feature film, documentaries and wartime propaganda. Within this, students will also consider the development of subgenres, such as Ealing comedies, kitchen-sink realism, soap opera and reality television. The module will also introduce students to the broader historical contexts of cultural production and exchange. Alongside close analysis of set films and television programmes, students will also be required to read and discuss critical studies of these texts. The course will explore the evolution of leisure in Britain, and the economic and political history of the media and film industries. Students will also consider the relationships between cultural consumption and social identities.

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| SO754 | | Victims and Crime | | | | |
|---------|--------|-------------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

2 hours a week

Department Checked

13/03/2017

Learning Outcomes

By the end of this module students will be able to:

- Effectively compare and contrast different kinds of empirical research.
- Understand and effectively apply differing theoretical positions to aid in the analysis of a complex subject matter.
- Locate and assess academic and policy sources to develop a balanced argument.
- Synthesise key conceptual arguments coherently in written form

Method of Assessment

The assessments for this module are one essay (2500 words) and a 2- hour written exam both worth 50%.

Preliminary Reading

Augustina, J. R. (2015) Understanding Cyber Victimization: Digital Architectures and the Disinhibition Effect. *International Journal of Cyber Criminology*, Vol. 9 (1) January 2015.

Davies, P. (2011) *Gender, Crime and Victimization*. London: Sage Publications

Davies, P. and Francis, P. (2014) *Invisible Crime and Social Harms*. Basingstoke: Palgrave Macmillian

Karmen, A. (2015) *Crime Victims: An Introduction to Victimology*. Boston: Cengage Learning.

McGarry, R. and Walklate, S. (2015) *Victims: Trauma, Testimony and Justice*. Oxon: Routledge.

Vanfraechem, I., Pemberton, A., & Ndahinda, F.M. (2014) *Justice for Victims: Perspectives on Rights, transition and reconciliation*. Abingdon, Oxon: Routledge.

Walklate, S. (2013) *Victimology: The Victim and the Criminal Justice Process*. Oxon: Routledge

Synopsis *

For much of its history criminology has been concerned with the offender and the victim was largely absent from criminological discourse, research and the criminal justice process. It was not until the early 20th century that criminologists [re] discovered the victim and began to consider the role they played in the commission of crime. From these initial investigations, the victim became the central focus of academic scholarship from which the discipline 'victimology' emerged. The victim is no longer considered to be 'a bit part player' in understanding crime. They are deemed to be central to crime detection and the prosecution of criminal acts. This module charts the birth and growth of victimology and considers some of its major theoretical concepts. It will explore the nature and extent of criminal victimisation in society and critically examine it from a number of different perspectives. The module will also examine the changing role of the victim within the criminal justice system.

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| SO755 Migration and Belonging | | | | | | |
|--------------------------------------|------------|---------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | Garbin Dr D |

Availability

2017/18

Contact Hours

11 lecture hours and 11 seminar hours (22 contact hours)

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

Develop a critical understanding of the process of migration, its diversity and consequences for sending and receiving societies

Demonstrate knowledge and critical understanding of the key theories and concepts deployed to analyse contemporary processes of migration, transnationalism and diaspora

Relate processes of migration and transnationalism to wider sociological debates on the politics of social and cultural belonging

Demonstrate a clear appreciation of the extent to which migration raises complex questions of nationality and citizenship in global societies

Contextualise specific constructions of individual and collective identities within a variety of migration situations

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Critically evaluate varied multidisciplinary theoretical and analytical approaches

Analyse and contextualise theoretical and empirical case studies

Draw on relevant materials and analytical tools to develop considered arguments and evaluations

Effectively articulate complex arguments in written form, including the ability to structure information in a coherent manner

Method of Assessment

An essay of 2,500 words (50%), and a 2 hour written exam (50%).

Preliminary Reading

Brettell, C. and Hollifield, J. F. 2015. *Migration Theory: talking across discipline*. London: Routledge

Castles, S. and Miller, M. J. 2013. *The Age of Migration: international population movements in the modern world*, 3rd Edition, Basingstoke: Palgrave Macmillan

Dickinson, E. 2016. *Globalization and Migration*. London: Rowman and Littlefield.

Faist, T. et al. 2013. *Transnational Migration*. London: Polity

Geddes, A. and Scholten, P. 2016. *The politics of migration and immigration in Europe*. London: Sage.

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

Pre-requisites

None

Restrictions

Unable to take this module if previously taken SO684.

Synopsis *

This module aims to develop a critical understanding of one of the most timely and pressing issues of recent times, namely, migration, and its relationship to politics of identities, belongings and citizenship in global societies. It aims to introduce students to key themes and issues related to the social experience of migration in a diversity of contexts. Over the course of the term, we will debate and critically explore the ways in which migrants, refugees and diaspora communities shape their societies of settlement and origin and how they have become key actors of a process of 'globalisation from below' at different social and spatial scales. We will critically discuss key concepts and theories deployed to analyse contemporary processes of migration, transnationalism and diaspora and assess their relevance across a wide range of migration case studies. Examples of the central questions this module will address are: what are the main drivers of contemporary migration? To what extent can migrants become transnational citizens? What is the link between migration and homeland development in third world countries? How are gender, class and race relations affected by migration?

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| SO756 Quantitative Research Dissertation | | | | | | |
|---|------------|-------------------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn and Spring | H | 30 (15) | 100% Coursework | Haux Dr T |

Contact Hours

300 hours

Comprising:

10 hours of contact time involving two one hour lectures and one two hour lecture (Autumn Term of Year 3), and six individual or group 1 hour meetings with supervisors. In addition individual meetings with supervisors are scheduled as necessary. The lectures will cover topics such as identifying research questions, locating data and locating relevant literature. The remaining 290 hours are spent on private study. These hours comprise working on research questions, assessing and employing appropriate methodological techniques, independent research, and the writing up of findings.

Learning Outcomes

On successfully completing the module students will be able to:

8.1 Identify a research question

8.2 Identify and critically evaluate the literature relevant to the question

8.3 Identify appropriate data sources (can be primary or secondary data) for investigating selected research question

8.4 Identify and apply appropriate analytical methods for investigating selected research question

8.5 Understand and put into practice links between theory, research questions, quantitative analysis, and findings

8.6 Systematically convey the process of quantitative data gathering, analysis, findings, and their implications of a specified research question

Method of Assessment

The module will be assessed by a 25% research proposal (2000 words) and a 75% dissertation (10,000 words).

The research proposal will include a research question (and sub-question where appropriate), an outline of relevant literature and a discussion of the proposed design. For example, containing information about the data source and the analytical methods proposed.

Preliminary Reading

Allison, P. D. (1999). *Multiple regression: A primer*. Pine Forge Press.

Longhi, S., & Nandi, A. (2014). *A Practical Guide to Using Panel Data*. Sage.

Mills, M. (2011). *Introducing survival and event history analysis*. Sage Publications.

Morgan, S. L., & Winship, C. (2014). *Counterfactuals and causal inference*. Cambridge University Press.

Rabe-Hesketh, S., & Skrondal, A. (2008). *Multilevel and longitudinal modeling using Stata*. STATA press.

Tarling, R. (2008). *Statistical modelling for social researchers: Principles and practice*. Routledge.

Pre-requisites

SO746 (How to win arguments with numbers) and SO744 (The Power and Limits of Causal Analysis)

Restrictions

Cannot be taken with SO679

Synopsis *

The aim of the module is that students choose and then answer their own research question. The objectives are to develop a research question and appropriate research design. This will be followed by identifying suitable data sources based on existing literature. This will be followed by identifying data sources and data analysis techniques to interrogate the data and answer their research question. The final part objective is write up the research in a clear and coherent manner.

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| SO757 Social Policy in Global Contexts | | | | | | |
|---|--------|---------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | Jupp Dr E |

Availability

Runs every year

Contact Hours

2 hours a week

Department Checked

13/03/2017

Learning Outcomes

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

- Demonstrate critical understanding of the debates, risks and challenges surrounding contemporary welfare provision
- Demonstrate critical understanding of approaches to welfare within different national contexts, as well as comparisons and links between them
- Apply this understanding to evaluate and analyse case studies of social policy and programmes in practice
- Communicate understanding of social policy in global contexts in both written and oral forms.

Method of Assessment

100% coursework (1 essay of 3,000 words, 1 seminar presentation and 1 policy report of 2,000 words)

Preliminary Reading

Baldock, J., Mitton, L., Manning, N., & Vickerstaff, S. (Eds.). (2011). *Social policy*. Oxford University Press.
Clarke, J. (2004). *Changing welfare, changing states: New directions in social policy*. Sage.
Cochrane, A., Clarke, J., & Gewirtz, S. (Eds.). (2001). *Comparing welfare states (Vol. 5)*. Sage
Lister, R. (2010). *Understanding theories and concepts in social policy*. Policy Press
Yeates, N., & Holden, C. (2009). *The global social policy reader*. Policy Press

Pre-requisites

SO545 Welfare Histories, Welfare Futures or SO749 Social Policy and Everyday Lives

Restrictions

Stage 3 only

Synopsis *

This module encourages students to take an international view of social policy, beyond the national state, and to develop understanding of the global links and comparisons that can be used to consider welfare in this way. It is recommended that students take this in their third year having studied one or both of the second year social policy modules (SO545 or SO749).

Introductory lectures and seminars will introduce the challenges and risks facing contemporary welfare regimes, including neoliberalism, globalisation and financial uncertainty, and the notion of mixed economies of welfare. Another block of learning will provide accounts of comparative approaches to welfare and explore histories and contemporary dynamics of welfare in the US and in mainland Europe. Finally a series of welfare topics on migration, care, work and citizenship will be introduced in order to explore issues and policy responses within a global framework.