

2020-21 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 | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | Sundberg Dr T |
| 2 | Canterbury | Whole Year | H | 30 (15) | 100% Coursework | Sundberg Dr T |

Availability

Contact Hours

44 contact hours including lectures, seminars and workshops
 256 hours of private study
 300 total hours for the module

Department Checked

Yes

Learning Outcomes

Be familiar with the major theories and conceptual approaches to the structure of welfare states
 Have an understanding of the major challenges facing contemporary welfare states
 Understand the value of comparative methods in general and the strengths and weaknesses of the main comparative frameworks
 Be aware of the impact of globalisation and post-industrial shifts in the development of welfare states
 Be able to apply the above to current social policy debates in the UK through analysis of particular areas of social provision.
 Be aware of, and able to evaluate, the relevant social scientific literature and empirical evidence (including both quantitative and qualitative evidence) in the field (in particular, policy monitoring and evaluation)

Method of Assessment

Main assessment methods

Essay 1: 2000 words (30%)
 Class participation (20%)
 Essay 2: 3500 words (50%)

Preliminary Reading

Castles, F. et al (eds.2010). The Oxford Handbook of the Welfare State, Oxford University Press
 Cochrane, A., Clarke, J. and Gewirtz, S. (2002) Comparing Welfare States 2nd Edition Open University Press & Sage.
 Esping-Andersen, G. (1999) Social Foundations of Postindustrial Economies. Oxford: Oxford University Press.
 Gough, I., Wood, O, Barrientos, J. Bevan, J. & Davis, P. (2004) Insecurity and Welfare Regimes in Asia, Africa and Latin America. Social Policy in Development contexts Cambridge University Press
 Yeates, N. (2008) Understanding Global Social Policy, Bristol: the Policy Press.
 Yeates, N. & Holden, C. (2009) (ed.) The Global Social Policy Reader, the Policy Press.

Pre-requisites

None

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 such as globalisation, migration, population ageing, disability and austerity measures.

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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 | |

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

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Department Checked

Yes

Learning Outcomes

Demonstrate understanding of the key policy and practice issues associated with family support, child protection, and substitute (family) care, including adoption

Demonstrate familiarity 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

Demonstrate a critical understanding of the legal framework within which social care services for children and families are delivered

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

Method of Assessment

Main assessment methods

Exam – 2 hours: 50%

Essay – 2,500 words: 35%

Seminar Participation Mark: 15%

Preliminary Reading

Davies, M. (ed) (2012) *Social Work with Children and Families*, Basingstoke: Palgrave

Frost, N. & Parton, N. (2009) *Understanding Children's Social Care: Politics, Policy and Practice*, London: Sage

Kirton, D. (2009) *Child Social Work Policy and Practice*, London: Sage

Rogowski, S. (2013) *Critical Social Work with Children and Families*, Bristol: Policy Press

Stein, M. (2009) *Quality Matters in Children's services : messages from research*, London: Jessica Kingsley

Holland, S. (2011) *Child and Family Assessment in Social Work Practice*. London: Sage

Jowitt, M. and O'Loughlin, S. (2012) *Social Work with Children and Families (3rd edn)* Exeter: Learning Matters

Pre-requisites

None

Restrictions

None

Synopsis *

In broad terms, this module explore the workings of child social care and relationships between children, families and the state. This includes a range of interventions and service provision – covering the areas of family support, child protection and out-of-home care for looked after children. In social scientific terms, the focus is on the dynamic social construction of problems such as child abuse or neglect, their intersection with social divisions and the shaping of state and civil society responses.

The following is an indicative list of topics:

- Social Work & Social Care for Children
- Supporting Families and Children in Need
- Child Protection – An Historical Overview
- What is Child Maltreatment? Contemporary Debates
- (Re)Discovering Child Sexual Abuse and Exploitation
- Understanding Child Maltreatment: private troubles and public issues
- The State as Parent: Looked After Children and Leaving Care
- Adoption: Private Lives and Public Policy
- Interethnic and International Adoption
- Child Welfare and Disabled Children

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO5011 | | Policing & Society | | | | |
|---------------|------------|-------------------------------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | I | 15 (7.5) | 70% Exam, 30% Coursework | |
| 1 | Canterbury | Spring | I | 15 (7.5) | 70% Exam, 30% Coursework | Silvestri Dr M |

Contact Hours

The module will be taught in a 3 hour slot.

Learning Outcomes

Comprehend the theoretical, conceptual, and practical issues in the study of the policing
Demonstrate an understanding of the origins, historical development and contemporary transformation of policing
Critically consider the impact of organisational cultures, social divisions and inequalities on policing
Appreciate the complex nature of the police role and functions, and the factors that influence police effectiveness and performance.
Demonstrate critical reflection in developing alternative policing provision
Understand the complex nature of police accountability, governance and legitimacy

Method of Assessment

Proposal for Change Report 1500 words: 30%)
Exam – 2 hours: 70%

Preliminary Reading

- Brown, J. (ed) (2014) The Future of Policing Routledge
- Bowling, B. and Sheptycki, J. 2011. Global Policing, London Sage
- Cockcroft, T. (2012) Police Culture: Themes and Concepts. London: Routledge
- Lister, S. & Rowe, M. (eds) (2016) Accountability of Policing Oxon: Routledge
- Newburn, T. (Ed.) 2005. Policing: Key Readings. Cullompton, Willan.
- Reiner, R. 2010. The Politics of the Police, 4th Edition. Oxford University Press.
- Rowe, M. (2011) Introduction to Policing Sage.

Restrictions

Cannot be taken with LW542 or SA557

Synopsis *

This module seeks to demonstrate a critical insight into policing and society. It provides an overview of some of the key issues and controversies in the delivery of justice and social control. It encourages students to think critically about the role and function of the state in the regulation of behaviour and protection of citizens through a focus on the public and private spheres. Key issues confronting contemporary policing are explored together with an enhanced theoretical awareness of the historical context within which contemporary policing has developed. Broad base reform agendas are explored and debates about policing are situated within wider discourses of social control, governance, accountability and legitimacy; together with a critical appreciation of the impact of organisational culture, social divisions and inequalities on policing. Whilst the curriculum is predominantly concerned with policing in England & Wales, the module will explore and reflect upon policing in a range of jurisdictions to develop understanding.

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| SO505 | | Sociology of Crime and Deviance | | | | |
|--------------|------------|--|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Whole Year | I | 30 (15) | 50% Coursework, 50% Exam | Carney Dr P |

Availability

Every Year

Contact Hours

42-3 hours: 22 hours of lectures and 20 hours of seminars or workshops (no seminars in weeks 1 or reading weeks, optional seminar in week 24)

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 (20% In-class test: 30% Essay 2500 words) 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.

Carrabine, E. et al. (2014) *Criminology: A Sociological Introduction* (3rd ed.). London: Routledge

Lilly, J. et al (2018) *Criminological Theory: Context and Consequences*. (7th ed.) Thousand Oaks, Ca.: Sage

Tierney, J., (2013) *Criminology: Theory and Context*. (3rd ed.). Edinburgh: Pearson.

McLaughlin, E., J. Muncie and G. Hughes (2013) *Criminological Perspectives: Essential Readings* (3rd ed.). London: Sage.

Downes, D and Rock, P (2016) *Understanding Deviance: A Guide to the Sociology of Rule Breaking* (7th ed.). Oxford: Oxford University Press

M. Maguire, R. Morgan, and R. Reiner, *The Oxford Handbook of Criminology*, various editions. Oxford: Oxford OUP

Morrison, W. J., (1997) *Theoretical Criminology: From Modernity to Postmodernism*. London: Cavendish

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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| SO509 Health, Illness and Medicine | | | | | | |
|---|------------|------------|-------|---------------|--------------------------|------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 90% Exam, 10% Coursework | Lee Prof E |
| 1 | Canterbury | Whole Year | H | 30 (15) | 70% Coursework, 30% Exam | Lee Prof E |
| 1 | Canterbury | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | Lee Prof E |

Availability

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 | |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | Wrenn Dr C |

Availability

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

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 | |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | Baumberg Geiger Dr B |
| 2 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

Contact hours: 22.
Private Study 128

Learning Outcomes

Will have a sound understanding of the current sociology and social policy of mental health including knowledge that is at the forefront of debates around the contribution of sociology to the mental health field.

Will have a critical awareness of the strengths and weaknesses of different approaches to mental health and comment on the complexities surrounding the relationship between different paradigms of the aetiology of mental health.

Will be able to critically assess the social inequalities of e.g. social class, gender, race and additional ways in which society disables individuals with mental health problems including stigma

Will be able to interpret and critique quantitative evidence relevant to the issue of mental health (including on the prevalence of mental health issues and the inequalities referenced in 8.3) and be able to draw appropriate conclusions based on incomplete data/information/knowledge.

Will understand the complex relationship between mental health and other institutions e.g. the criminal justice system, religion/spirituality and critique this

Will have a deep understanding of the sociology of involving mental health users and others e.g. carers in mental health provision

Method of Assessment

Students submit one Poster worth 25% of the marks presenting and interpreting relevant quantitative evidence on their pending chosen essay topic. Plus, one 2,500 word essay for 75% of the course mark.

Preliminary Reading

PPilgrim, D. (2017) Key Concepts in Mental Health. 2nd edition or 4th edition, Los Angeles, Sage

A. Rogers & D. Pilgrim (2014) A Sociology of Mental Health & Illness Pilgrim, D. (2017) Key Concepts in Mental Health. 2nd edition or 4th edition, Los Angeles, Sage

Blastland, M. & Dilnot, M. (2009) The Tiger That Isn't, London, Profile Books

Pre-requisites

None

Restrictions

None

Synopsis *

This module introduces students to the sociological approach to understanding and critiquing 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, 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 other 'actors' within the field such as carers). Mental health and the criminal justice system as well as religion/spirituality 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 |

Contact Hours

Contact time: 22 hours; Private study: 128

Learning Outcomes

Use empirical data (including quantitative and qualitative data) to explore and explain different patterns of offending, victimisation and employment in the criminal justice system amongst women and men
Critically assess traditional criminological theory, feminist critiques and recent debates about the importance of femininity and masculinity to our understanding of criminal behaviour and the workings of the criminal justice system, through engaging directly with theoretical materials
Describe and evaluate the debates surrounding the differential treatment of women and men in the criminal justice systems as victims, offenders and professionals
Recognise and evaluate the main empirical and theoretical studies of gender, crime and criminal justice, as well as key policy documents and legislation
Identify and gather appropriate library and web based resources, make judgments about their merits and use the available evidence to construct an argument to be presented orally or in writing

Method of Assessment

One coursework essay of up to 3,000 words (worth 50% of the module and one examination (worth 50% of the module).

Preliminary Reading

Students are required to purchase one set text: Walklate, S. (2000) *Gendering Criminal and Criminal Justice*, Devon: Willan Publishing.

The following books are also recommended:

Carlen, P. and Worrall, A. (1987) (Eds.) *Gender, Crime and Justice*, Buckingham: Open University Press.

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

Davies, P., Francis, P. and Greer, C. (2014) *Victims, Crime and Society*, London: Sage.

Heidensohn, F. (1996) (2nd ed.) *Women and Crime*, Basingstoke: Macmillan.

Morris, A. (1987) *Women, Crime and Criminal Justice*, Oxford: Basil Blackwell

Silvestri, M. and Crowther-Dowey, C. (2016) *Gender and Crime* (2nd Ed) London: Sage.

Walklate, S. (ed) (2012) *Gender and Crime*, London: Routledge

Students will also be encouraged to make use of relevant websites, particularly the Home Office website.

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 the module are to:

- Explore gender differences in offending, victimisation, and deployment in the criminal justice system
- Examine theoretical approaches in Criminology and their engagement with issues of gender
- Discuss the main ways in which gender impacts on the operation of the criminal justice system

Topics covered in the module will cover:

- gender and patterns of offending
- a critique of traditional criminology; feminist criminologies; masculinities and crime
- media representations of male and female offenders
- gender in the courtroom, penal system and policing
- women and men as criminal justice professionals
- gender, victimisation and fear of crime.

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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 |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

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. (2018) *Violence and Society*, London: Sage second edition
Collins, R (2008) *Violence- a Microsociological Theory*, Princeton: Princeton University Press
Kilby, J and Ray L.J. eds (2015) *Violence and Society-Towards a New Sociology* Sociological Review Monograph, Sociological Review 16 (3)
Scheper-Hughes, N and Bourgeois, P eds (2004) *Violence in war and Peace* Oxford: Blackwell

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) | 55% Coursework, 45% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Contact Hours

Total contact time: 21 hours.

Total Private study time 129.

Learning Outcomes

Understand and recognise the strengths and weaknesses of various criminal justice approaches to youth offending and current debates in youth justice policy

Understand the relationship between young people, crime and deviance, within political, media and historical contexts.

Understand the key theoretical debates that underpin the study of young people, crime and deviance in contemporary British society.

Have an understanding of youth crime and youth justice policy from an international and global perspective

Method of Assessment

One essay of up to 3,000 words, which forms 45% of the overall module mark.

One final exam (45% of the overall mark)

Class participation (10% of the overall mark).

Preliminary Reading

Muncie, John (2014) (fourth edition) Youth Crime London: Sage

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

Goldson and 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 youth crime. More specifically, the module provides both a practical and 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. The module begins by examining current trends in youth offending and explores media responses. We then go on to look at 'the youth problem' from an historical context. The module then goes on to focus in depth on how we can research your crime through a lens of four key substantive themes such as; 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, research methodologies 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 | Whole Year | I | 30 (15) | 50% Coursework, 50% Exam | Cooke Miss E |

Contact Hours

one-hour lecture and one-hour seminar per week

Learning Outcomes

Show understanding of the structure and history of the main institutions of the CJS

Consider the relationships between the formal and informal structures for preventing and reducing crime

Be able to identify, retrieve and interpret information (including quantitative data) on patterns of crime and punishment and to relate these to specific debates and issues

Be able to follow and critically assess debates and controversies surrounding the CJS and how these relate to broader social policy strategies in particular in promoting social exclusion or inclusion

Be able to Assess CJS policies in terms of their impact upon issues concerning race, gender and class

Be aware Indicate awareness of the historical, cultural and political conditions which have moulded the institutions of the CJS

Examine current debates around crime and crime prevention and relate these to the relevant theoretical perspectives

Method of Assessment

Coursework 50% (A reflective court report of 1500 words and one course work essay of 3000 words, which are weighted at 20% and 30% respectively) plus a 3 hour exam 50%

Preliminary Reading

Case, S. et al. (2017) Criminology, Oxford: OUP

Hale, Chris, (2009) Criminology, 2nd ed, Oxford University Press

Davies, Malcolm 1946, (2005) Criminal justice : an introduction to the criminal justice system in England and Wales, 3rd ed, Longman

Maguire, Mike, (2007) The Oxford handbook of criminology, 4th ed, Oxford University Press

Cavadino, Michael 1953, (2007) The penal system: an introduction, 4th ed, SAGE Publications

Pre-requisites

SO305 Introduction to Criminology or SO333 Crime Culture and Control

Synopsis *

The module will be organised around the following themes:

- The history, development and structure of the institutions of the CJS
- Current issues facing the CJS
- Crime, crime control and social exclusion
- Crime prevention and community safety

Within the organisation of the module students will be encouraged to cooperate on issues based around the above themes and to participate verbally within the context of class discussions, group presentation and class debate.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Contact Hours

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

Department Checked

Yes

Learning Outcomes

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

- Clarify and debate the meanings surrounding the term 'racism'. 'Racism' has come to be used so broadly, so that it is in danger of becoming an inflated term. Students taking this module should be able to demonstrate their understanding of the historical evolution of this term, and the contemporary debates surrounding this term.
- Rethink and refine the traditional emphasis upon racism, as something which predominantly affects 'Black' people. Much recent work in this area has addressed the need to explore the potentially disparate experiences of racisms by various ethnic minority groups.
- Explore the comparative experiences of ethnic minorities, for example the ways in which they experience and respond to forms of racial discrimination and abuse in Western advanced capitalist societies.
- Assess the effectiveness of state policies to combat racism, for instance through 'positive discrimination' and EO policies.

Method of Assessment

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

Preliminary Reading

Eds. Martin Bulmer & John Solomos, *Racism* (1999)
George Fredrickson, *Racism: a Short history* (2002)
Andrew Pilkington, *Racial Disadvantage and Ethnic Diversity* (2003)
John Solomos & Les Back, *Racism and Society* (1996)
Mairtin Mac an Ghaill, *Contemporary Racisms and Ethnicities* (1999)
Ali Rattansi, *Racism: an Introduction* (2008)

Synopsis *

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

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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

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

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 | Whole Year | H | 30 (15) | 100% Project | Young Dr T |

Availability

Runs every year

Contact Hours

44

Department Checked

22/01/2020

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

Dissertation (10,000 words) (100%)

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 Research Methods in Sociology

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 | Whole Year | H | 30 (15) | 100% Coursework | Sanghera Dr B |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

22/01/2020

Learning Outcomes

At the end of this module successful students will

Demonstrate detailed knowledge, key concepts and theories in moral philosophy particularly where they are relevant to contemporary ethical issues and social problems.

Effectively articulate knowledge of how competing ethical perspectives offer different solutions to ethical and social problems.

Demonstrate advanced scholarship in terms of accounting for the varying ways in which individuals and groups engage with ethical issues.

Critically evaluate the relevance of ethical theory to understanding contemporary public life.

Draw upon social science theories to describe and explain how social relationships and structures (including power) affect people's moral deliberations and actions.

Method of Assessment

Assessment for this module is based 100% on coursework:

Requires 3 of:

(2 - 1) ESSAY (40 %) - Analytical Essay (2,500 words)

(2 - 2) ESSAY (40 %) - Argumentative Essay (2,500 words)

(2 - 3) ASSESS (20 %) - Debate Participation and Commentary

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 and professional 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, capital punishment, prostitution, cannibalism, lying, charity and fair wage. It 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

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.

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

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 (2,500 words essay 1) 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 | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | Mitton Dr L |
| 1 | Canterbury | Whole Year | H | 30 (15) | 100% Exam | Mitton Dr L |

Availability

Every Year

Contact Hours

22 weekly lectures and seminars, one hour each

Department Checked

Yes

Learning Outcomes

The intended subject specific learning outcomes.

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

Display systematic understanding of, and coherent and detailed knowledge of the relative roles of the following sources of welfare in England: the state, the private sector, the voluntary sector.

Display systematic understanding of, and coherent and detailed knowledge of the organisation in England of at least one of the following welfare services: health, social care, housing, education.

Display systematic understanding of, and coherent and detailed knowledge of the sources of funding for welfare services and the policy processes through which welfare services evolve.

Describe and comment upon current debates regarding the organisation and delivery of welfare services.

Critically evaluate arguments, assumptions, abstract concepts, and data to analyse and evaluate the organisation, cost and impact of welfare services.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

Display progression in ability to communicate information, ideas, problems, and solutions through essay writing and seminar-based group discussion.

Display progression in ability to deploy accurately techniques of analysis and enquiry using statistical data drawn from research and official sources.

Display progression in ability to devise and sustain arguments, both verbal and written.

Display progression in ability to apply scholarly social science theory and refereed research evidence to understanding social problems and policy responses.

Display progression in the exercise of initiative and personal responsibility, and the ability to manage their own learning through reflection on essay feedback.

Method of Assessment

Main assessment methods: Coursework 1 5%, Coursework 2 20%, Coursework 3 25% and Examination 50%

Reassessment methods: 100% Coursework

Preliminary Reading

Alcock, P. with M. May (2014). *Social Policy in Britain*. Palgrave. 4th edition.

Hudson, J., Kuhner, S. and Lowe, S. (2015). *The short guide to social policy*. Policy Press. 2nd edition.

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

Aveyard, H., P. Sharp and M. Woolliams (2011). *A Beginner's Guide to Critical Thinking and Writing in Health and Social Care*. Open University Press.

Spicker, P. (2014). *Social Policy: Theory and Practice*, 3rd edition. Policy Press.

Glennister, H. (2017). *Understanding the Cost of Welfare*. Policy Press.

Synopsis *

This module provides a broad introduction to welfare services in modern Britain, with a focus on England. Successful students will improve their understanding of the recent history and current organisation of the following areas of social welfare provision. These include education, health, social care, and housing.

The module starts with a basic mapping and description of key institutions and issues. It then moves on to: The policy-making process: paying for welfare services; social policy implementation by government and professions; assessing the impact of social policies.

The teaching will emphasise debates, arguments and controversies. Students will learn how to put together an argument and persuade others.

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| SO6011 'Selfies': Individualization and Society | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 60% Coursework, 40% Exam | Burgess Prof A |

Contact Hours

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

Total Contact Hours: 22

Private Study Hours: 128

Learning Outcomes

- 1 Demonstrate an in-depth understanding of the changing character and implications of individualization in contemporary society
- 2 Demonstrate a critical and systematic knowledge of different forms of individualization in different societies, particularly the European, East Asian and American contexts, and understand why these have developed
- 3 Achieve an in-depth and critical understanding of some of the key texts associated with the sociological understanding of individualization
- 4 Critically analyse how social class, ethnicity, gender, age, and sexuality may influence the experience of individualization
- 5 Achieve a sophisticated and nuanced understanding of how individualization can foster our ability to reflect upon our and others' social experiences, and explore how problematic implications of individualization might be critically contested

Method of Assessment

40% Exam and 60% Coursework:

Essay – no more than 2,500 words: 50%

Seminar Participation: 10%

Exam (2 hours; closed book): 40%

Preliminary Reading

Ishikawa, S. 2007. Seeking the Self: Individualism and Popular Culture in Japan. Frankfurt: Peter Lang.

Beck, U. and Beck-Gernsheim, E. 2002. Individualization: Institutionalized Individualism and its Social and Political Consequences, London: Sage Publications

Putnam, R. 2001. Bowling Alone: The Collapse and Revival of American Community. New York: Simon and Schuster.

Storr, W. 2017. Selfie. London: Picador.

Hansen, M. and Svarverud, R. 2010. IChina: The Rise of the Individual in Modern Chinese Society, Copenhagen: NIAS Press

Pre-requisites

None

Restrictions

None

Synopsis *

This course will provide students with a sociological understanding of the changing and central importance of individualization for contemporary society, situated both in historical and global comparative terms. The fracturing of collective bonds and assumptions and the casting of individuals into a 'life of their own making' is driven by a combination of economic, technological and cultural forces and is becoming apparent across the globe. This has provoked concern with the implications for social order, mental health and even the future of families and populations. The neglected theme of individualization allows us to examine changing social norms, the changing boundaries of private and public, the management of social order and cohesion in increasingly diverse societies and how anxieties concerning these developments may be overstated or misplaced. At the same time, this module will also emphasize the importance of attending to the ethical and practical implications of unchecked individualization in a variety of contexts and through different case studies

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| SO602 | | Social Research Methods | | | | |
|--------------|------------|--------------------------------|-------|---------------|--------------------------|---------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | I | 30 (15) | 80% Coursework, 20% Exam | De Vries Dr R |
| 1 | Canterbury | Whole Year | I | 30 (15) | 100% Coursework | De Vries Dr R |

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

Interview Proposal (20%), Interview Project (25%), Quantitative Project (25%), Dissertation Proposal (20%), Seminar Participation (10%)

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 Policy, Power and Politics | | | | | | |
|--|------------|---------|-------|---------------|--------------------------|----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | Calnan Prof MW |

Availability

Contact Hours

22 hours contact time and 128 hours private study

Department Checked

Yes

Learning Outcomes

On successful completion of this module students will:

Have an understanding of recent developments and contemporary debates in health and health policy in the UK the process by which health policy is shaped and implemented in the UK.

Have an understanding of the influence of the state, professional medicine, the pharmaceutical industry and patient groups in shaping these policies.

Apply different theories to the analysis of policy developments in this field.

Evaluate and criticise research evidence, engaging directly with research materials (both quantitative and qualitative) and official data and statistics.

Method of Assessment

50% coursework (one 2,500 word essay) and 50% written examination (summer term)

Preliminary Reading

- *Alaszewski A and Brown P (2012) Making Health Policy: A Critical Introduction, Polity
- Annandale E (2014) The Sociology of Health and Medicine, Polity (chapter 7 and chapter 8)
- *Baggott R (2015) Understanding Health Policy, Palgrave MacMillan
- Bambra C (2016) Health Divides; Where you live can kill you, Policy Press
- Exworthy M et al (eds) (2016) Shaping Health Policy, Policy press
- **Gabe J and Calnan M (eds) (2009) The New Sociology of the Health Service, Routledge
- *Gabe J and Monaghan L (2013) Key concepts in medical sociology, Sage
- *Greener I (2008) Health care in the UK: Understanding Continuity and Change, Polity
- Ham C (2019) Health Policy in Britain: Palgrave MacMillan
- *Harrison S and McDonald R (2008) The Politics of Health Care in Britain, Sage
- Crinson I (2009), Health Policy, A Critical Perspective, Sage
- Hunter, D (2016) Health Debate, Policy Press

Synopsis

'This module provides an analysis of health policy primarily 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 public health policy in the UK over the last two decades involving changes to existing policies and the development of new policy themes. The latter have included the rise and fall of policies aimed at social inequalities and the decline in life expectancy in some areas; the increasing emphasis on 'nudging' lifestyle change and on wellbeing in public health policy; a continued focus on the views and/or the voice of the user and the public and increasing emphasis on democratizing the health service and co-production; the re-emergence of the importance of environmental health policy; the marketisation and privatisation of health care in the context of a reduction in public funding; the introduction of managerialism and the attempts to regulate the medical profession and the effectiveness of priority setting agencies such as NICE with their emphasis on evidence based decision making This module is theoretically informed and the approach taken lays emphasis on the interplay of powerful structural interests such as the influence of professional medicine and other occupational groups, the media (including the social media), the pharmaceutical industry, the food industry, commercial health care companies, the State and the socio-political values associated with the government in power, patient's groups, the third sector and the wider global environment.'

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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) | 50% Coursework, 50% Exam | Mills Dr M |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Exam | Mills Dr M |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 65% Exam, 35% Coursework | |

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 (essay up to 3,000 words) 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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO606 | Year Abroad Mark One | | | | | |
|---------|----------------------|------------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 60 (30) | 100% Coursework | Jupp Dr E |
| 1 | Medway | Whole Year | H | 60 (30) | Pass/Fail Only | Jupp Dr E |
| 1 | Canterbury | Whole Year | H | 60 (30) | Pass/Fail Only | Jupp Dr E |

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'.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO607 | | Year Abroad Mark Two | | | | |
|--------------|------------|-----------------------------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 60 (30) | 100% Coursework | Jupp Dr E |
| 1 | Medway | Whole Year | H | 60 (30) | Pass/Fail Only | Jupp Dr E |
| 1 | Canterbury | Whole Year | H | 60 (30) | Pass/Fail Only | Jupp Dr E |

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'.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Normally every year

Contact Hours

2 hours per week

Department Checked

22/01/2020

Learning Outcomes

At the end of this module successful students will:

Critically evaluate issues relating to women and their role in the criminal justice system (CJS) in England and Wales and the salience of gender in attitudes towards and policies for crime, deviance, offending and victimisation.

Critically assess theories of traditional criminology in relation to women.

Critically assess alternative feminist perspectives in criminology.

Critically evaluate feminist research methods and studies in criminology

Method of Assessment

Essay - 50%

Examination – 50%

Preliminary Reading

Silvestri, M. & Crowther-Dowey, C. (2016) *Gender and Crime: A Human Rights Approach* (Sage)

Annison, J. and Braysford, J. (2015) *Women and Criminal Justice: From the Corston Report to Transforming Rehabilitation* (Policy Press)

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 on theoretical understanding of gender, on feminist theory and on inter-disciplinary approaches.

Amongst the topics under consideration are: feminist criminology; media representations of women; crime and justice; women offenders and the criminalisation of women; female victims of crime; women in penal institutions; women as prosecutors; and women in criminal justice employment.

2020-21 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 | |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | Akoensi Dr T |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

22/01/2020

Learning Outcomes

By the end of this module, successful students will:

- Demonstrate a critical understanding of the historical and contemporary role and work of key criminal justice agencies.
- Demonstrate knowledge and critical understanding of the concepts and processes associated with offender rehabilitation and desistance.
- Demonstrate knowledge and critical understanding of key research related to offender rehabilitation and how they translate into policy and practice nationally and globally.
- Demonstrate a critical appreciation of the professional challenges faced by, and the professional skills required by, those working in offender management.
- Evaluate and critically assess theories associated with offender rehabilitation and desistance and demonstrate understanding of different disciplinary approaches to the subject of offender rehabilitation.

Method of Assessment

- Coursework - Essay (2,500 Words) - 50%
- Examination (2 hours) - 50%

Preliminary Reading

- Cavadino, M. and Dignan, J. (2007) *The Penal System: An Introduction*, 4th edition. London: Sage.
- Gelsthorpe, L. and Morgan, R. (eds.) (2007) *Handbook of Probation*. Cullompton: Willan Publishing.
- Jewkes, Y. (ed.) (2016) *Handbook on Prisons*, 2nd edition. Cullompton: Willan Publishing.
- Liebling, A. with Arnold, H. (2004) *Prisons and their Moral Performance: A Study of Values, Quality, and Prison Life*. Oxford: Oxford University Press.
- McGuire, J. (ed.) (2002) *Offender Rehabilitation and Treatment: Effective Programmes and Policies to Reduce Re-Offending*. Chichester: John Wiley.
- Robinson, G. and Crow, I. (2009) *Offender Rehabilitation: Theory, Research and Practice*. London: Sage.

Pre-requisites

None

Synopsis *

This module will cover key criminal justice agencies, contestability, and privatisation; the contested purposes of prisons; offending behaviour programmes in prison and probation; 'alternative' models of offender rehabilitation such as democratic and hierarchical therapeutic penal regimes and the 'good lives' model; practice skills in working with offenders; parole, risk, and resettlement; and desistance from crime.

2020-21 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 |

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.
Erl, 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.
Miszta, 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.

2020-21 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 | |
| 1 | Medway | Spring | 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.

2020-21 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 | Kendall Dr J |

Availability

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.

2020-21 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.

Indicative topics are:

- 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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO647 Research Methods in Sociology | | | | | | |
|--|--------|---------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | I | 15 (7.5) | 100% Coursework | |
| 2 | Medway | Autumn | I | 15 (7.5) | 100% Coursework | Shaw Dr S |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

22/02/2020

Learning Outcomes

At the end of the module students will be able to

Demonstrate knowledge and critical understanding of the logics and epistemologies of qualitative social research
Identify a range of different qualitative research strategies and methods and their respective advantages and disadvantages
Be able to apply specific qualitative research techniques (e.g. interviews and ethnography) to empirical questions with a critical awareness of the implications of different methodologies for knowledge claims
Judge and evaluate the validity of research evidence
Demonstrate the importance of research ethics in designing and implementing a project

Method of Assessment

This module will be assessed by 100% coursework through two linked pieces of coursework:

Assignment 1: Research Design - 1,500 words (30% of overall grade)

Assignment 2: Research Report - 3,000 words (70% of overall grade)

Preliminary Reading

Bryman, A. (2012) Social Research Methods
Devine, F. & Heath, S. (1999) Sociological Research Methods in Context
Gilbert, N. and P. Stoneman (2015) (eds) Researching Social Life
Hesse-Biber, S. N. & Leavy, P. (2005) Approaches to Qualitative Research
May, T. (1997) Social Research. Issues, Methods and Process
Silverman, D. (2013) Doing Qualitative Research
Thompson, A. (1998) The Oral History Reader

Pre-requisites

SA313 Foundations of Social and Criminological Research

Synopsis *

This module introduces students to the use of qualitative methods for research in the social sciences in the interpretive tradition. It builds on the Stage 1 module, Foundations of Social and Criminological Research SAPO3130 and prepares students for sociological and socio-historical dissertations at Stage 3 SOCI5510. The module looks in detail at how sociologists and social historians do research. It contextualises the evolution of their research methods in relation to different schools of thoughts and critical perspectives, e.g. feminism. It exposes students to different tools of research including semi-structured and oral history interviews, focus groups, archival work and documentary analysis, ethnography, and visual, sensory, mobile and material methods.

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| SO650 | | Youth, Crime and Criminal Justice | | | | |
|--------------|--------|--|-------|---------------|--------------------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | Shaw Dr S |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | Shaw Dr S |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

19/02/2018

Learning Outcomes

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

Critically assess and evaluate youth justice issues.

Have a critical appreciation of the ways in which the definitions and concepts of 'youth crime' and 'youth justice' have evolved, being sensitive to their historical and cultural meanings.

Specifically and critically understand issues of youth social control mechanisms and punishment.

Critically assess contemporary debates and developments in the field of youth justice.

Method of Assessment

Essay (3,000 words): 80%.

Seminar Participation: 20%.

Preliminary Reading

Arthur, R. (2017) *The Moral Foundations of the Youth Justice System: Understanding the principles of the youth justice system* London: Routledge

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

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

Hopkins Burke, R. (2016) *Young People, Crime and Justice* (2nd edition) London: Routledge

Muncie, J. (2014) *Youth and Crime* (4th. Edition) London: Sage

Smith, R. (2013) *Youth Justice: Ideas, policy, practice* (3rd edition) London: Routledge

Pre-requisites

None

Synopsis >

This module will cover: The history of youth crime and youth justice; the age of criminal responsibility; theoretical debates surrounding youth crime; the media construction of youth crime; the politics of youth crime; the structures and technologies of the youth justice system; restorative youth justice; and the relationship between the youth justice system and other branches of social policy.

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| SO651 | Issues in Criminal Justice | | | | | |
|---------|----------------------------|------------|-------|---------------|--------------------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

14/02/2017

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

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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

22/02/2020

Learning Outcomes

At the end of this module successful students will:

Demonstrate critical understanding of the main theories of the relationship between drugs and crime
Critically evaluate strategies for tackling the drug-crime link, especially with regard to issues of equality and diversity
Demonstrate a critical understanding of international comparisons in the area of drug control and treatment

Method of Assessment

Essay - 2,500 words: 30%

Exam – two hours: 50%

Seminar Participation: 20%

Preliminary Reading

Bennett, Trevor & Holloway, Katy (2005) *Understanding Drugs, Alcohol and Crime*, Maidenhead: Open University Press

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

Hucklesby, Anthea & Wincup, Emma (eds) (2010). *Drug interventions in criminal justice*, Maidenhead, Open University Press

MacGregor, Susanne (2017), *The Politics of Drugs: Perceptions, Power and Policies*, London: Palgrave, Stevens, Alex (2011) *Drugs, Crime and Public Health: The Political Economy of Drug Policy*. London: Routledge

Pre-requisites

SO329 Introduction to Criminology and Criminal Justice and SA313 Foundations of Social and Criminological Research I.

Synopsis *

This module will provide an overview of drug-related offending and the rehabilitation of offenders in the context of wider society. There will be a critical exploration of the relationship between drugs and crime and the effectiveness of treatment in the context of reducing criminality. It will review the laws relating to drug offences and look in detail at the development of government policy linking the criminal justice agenda with treatment.

The module will also consider international approaches to the drug-crime link, and address the importance of gender and ethnicity in relation to drug offences.

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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 |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 70% Exam, 30% Coursework | Miller Dr V |

Availability

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

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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO668 The Sociology of Work | | | | | | |
|------------------------------------|------------|---------|-------|---------------|-----------------|----------|
| 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 | |

Availability

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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO670 Kent Student Certificate for Volunteering, Platinum Award | | | | | | |
|--|------------|------------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 15 (7.5) | 100% Coursework | Hogg Dr E |
| 1 | Canterbury | Whole Year | H | 15 (7.5) | Pass/Fail Only | Hogg Dr E |
| 2 | Canterbury | Whole Year | H | 15 (7.5) | 100% Coursework | |

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

Restrictions

Students who choose this module will be required to attend a welcome meeting in May 2020. This meeting will introduce the volunteering requirements of the module and give you a chance to get started on your volunteering over the summer. If you have any questions, please email Dr Eddy Hogg at E.Hogg@kent.ac.uk

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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO676 Cultures of Embodiment | | | | | | |
|-------------------------------------|------------|------------|-------|---------------|--------------------------|-----------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | Shilling Prof C |

Contact Hours

22 weekly lectures, 22 weekly seminars, one hour each

Department Checked

Yes

Learning Outcomes

Demonstrate a systematic understanding of how culture shapes human bodies and embodied relationships.
Possess an understanding of how the body constitutes a basis for the creation, reproduction and transformation of culture.
Demonstrate a systematic understanding of the relationship between the body and self-identity in the contemporary era.
Possess and use a systematic understanding of some of the major theories which have explored the relationship between embodiment and society.
Demonstrate a coherent and detailed understanding of how the culturally patterned body is implicated in the construction, maintenance and reproduction of social inequalities.
Demonstrate a systematic understanding of the area of 'body pedagogics'.
Possess a critical understanding of the relationship between the culturally patterned body and different modes of experience

Method of Assessment

40% coursework (two 2,250 words each) 10% seminar contributions and 50% 3-hour examination (summer term)

Preliminary Reading

Shilling, C. (2016) *The Body. A Very Short Introduction*. Oxford University Press.
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 work, music, sex/gender, cyberbodies, Makeover TV, 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?

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

Not available 2016/17

Contact Hours

22 weekly lectures and seminars of 1 hour

Department Checked

Yes

Learning Outcomes

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

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

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

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

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

Method of Assessment

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

Preliminary Reading

Glasby J (2007) Understanding Health and Social Care, Policy Press

Means R et al (2003) Community Care: policy and practice 3rd edition, Palgrave

Parrott L (2002) Social Work and Social Care, 2nd edition Routledge

Glasby J and Littlechild R (2004) The Health and Social Care Divide, Policy Press

Adams R Social Work and Empowerment 3rd edition, Palgrave

Adams R (ed) (2007) Foundations of Health and Social Care, Palgrave.

Bytheway B (2002) Understanding Care, Welfare and Community, Routledge

Twigg J (2006) The Body in Health and Social Care. Palgrave

Phillipson, C (2013) Ageing, Polity

Synopsis *

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

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO679 | | Research Dissertation | | | | |
|--------------|------------|------------------------------|-------|---------------|-----------------------------|------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 100% Project | Mills Dr M |
| 1 | Canterbury | Whole Year | H | 30 (15) | 75% Project, 25% Coursework | Mills Dr M |

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 or for quants students SO410 or SO342 (summer School) plus SO546

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 Year2 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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| 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 | |
| 1 | Medway | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

19/02/2018

Learning Outcomes

At the end of this module successful students will:

- ¹_{SEP} Be able to describe and critically assess restorative justice as an approach to crime
- ¹_{SEP} Be able to judge and evaluate evidence relating to theoretical and empirically based arguments and data about restorative justice
- ¹_{SEP} Develop an understanding of the links between restorative justice and traditional justice systems
- ¹_{SEP} Further develop their understandings of the social and cultural dimensions of criminal justice
- ¹_{SEP} 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:

- ¹_{SEP} 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
- ¹_{SEP} 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.
- ¹_{SEP} An ability to synthesise knowledge from different schools and disciplines of enquiry
- ¹_{SEP} Enhanced research and organisational skills by using library e-journals and other on-line resources

Method of Assessment

Coursework - Essay (2500 words) : 50%

Examinations (2 hours) : 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 <span style =

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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO683 Cultural Studies Research Dissertation | | | | | | |
|---|------------|------------|-------|---------------|-----------------------------|-------------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 80% Project, 20% Coursework | Nettleingham Dr D |

Contact Hours

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

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

Must have taken either SO546 or SO602

Restrictions

Stage 3 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.

2020-21 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 | |
| 2 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 2 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | Hensby Dr A |

Availability

Not available 2015/16, available 2016/17

Contact Hours

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

Learning Outcomes

On successfully completing the module students will be able to:

1. Demonstrate critical understanding of what is meant by 'globalization' and to be able to identify the multi-dimensional character of these phenomena.
2. Develop a clear conceptual understanding of the different spatial levels at which the term 'society' can be used.
3. Assess the extent and nature of global change, with reference to specific examples in the economic, political, and cultural spheres.
4. Demonstrate a critical understanding of issues and processes that confront contemporary 'global society' and the relationships between the Global North and South.
5. Discuss and critically evaluate competing 'globalization' theories and assess their adequacy with respect to the analyses of specific cases and policy dilemmas.
6. Demonstrate highly developed skills in written debate, and in utilization of research and empirical data.
7. Gather library and web-based resources appropriate for final year degree study
8. Use relevant research evidence and data to construct a critical argument.

Method of Assessment

Coursework - one 2,500 word essay - 50%

Examination - 2 hour examination (summer term) -50%

Preliminary Reading

Appelbaum, Richard, and Robinson, William (eds.). 2005. *Critical Globalization Studies*. London: Routledge.
 Crewe, Emma and Axelby, Richard (2013) *Anthropology and Development: Culture, Morality and Politics in a Globalised World*. Cambridge: Cambridge University Press.
 Crouch, Colin (2019) *The Globalization Backlash*. Cambridge: Polity.
 Klein, Naomi (2007) *The Shock Doctrine: The Rise of Disaster Capitalism*. London: Penguin.
 Lechner, Frank. J. and Boli, John (eds.) (2015) *The Globalization Reader [Fifth Edition]*. London: Blackwell.
 Martell, Luke. (2017) *The Sociology of Globalization [2nd Edition]*. Polity: Cambridge.
 Klein, Naomi (2007) *The Shock Doctrine: The Rise of Disaster Capitalism*. London: Penguin.
 Lechner, Frank. J. and Boli, John (eds.) (2015) *The Globalization Reader [Fifth Edition]*. London: Blackwell.
 Martell, Luke. (2017) *The Sociology of Globalization [2nd Edition]*. Polity: Cambridge.

Pre-requisites

None

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 global social change. In so doing, this module poses a number of key questions: what is globalization, and what forms does it take? How does globalization reconstitute our relationship to society? How is globalization experienced across the world, and what power relations does it create? This module presents contemporary modes and challenges of doing sociology in an increasingly complex and interdependent world. Students will critically evaluate contending theories of globalization, and explore key topical debates in global issues, including the impact of global economic treaties on poverty, trade, and urban growth in the Global South; the flows, opportunities, and conflicts in the creation of global culture, and resistance to global forces and power relations in the form of anti-globalization movements.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| SO686 | | Social Justice Practice | | | | |
|--------------|--------|--------------------------------|-------|---------------|-----------------|-----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Medway | Whole Year | I | 30 (15) | 100% Coursework | Hogg Dr E |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

22/01/2020

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 enhanced research and analytical skills, especially the ability to associate theory with practice.

Demonstrate developed problem-solving skills and critical awareness.

Method of Assessment

Presentation - 20%

Practice Journal - 30%

Assignment 1 (2500 words) - 25%

Assignment 2 (2500 words) - 25%

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.

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).

2020-21 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 | Whole Year | H | 30 (15) | 50% Coursework, 50% Exam | Shaw Dr S |
| 1 | Medway | Whole Year | H | 30 (15) | 100% Coursework | Shaw Dr S |

Availability

Runs every year

Contact Hours

2 hours per week

Department Checked

22/02/2020

Learning Outcomes

At the end of this module successful students will:

Critically assess how and why crime has become such an important issue on the political agenda

Understand and critically analyse different political perspectives on criminal justice

Analyse the implications of political agendas for criminal justice policy making

Critically analyse the criminal justice policy making process

Method of Assessment

Essay - 2,500 essay: 40%

Seminar Participation: 10%

Exam – three hours: 50%

Preliminary Reading

Annisson, H. (2015) *Dangerous Politics: Risk, Political Vulnerability and Penal Policy* Oxford: Clarendon Press

Barton, A. and Johns, N. (2012) *The Policy Making Process in the Criminal Justice System* London: Routledge

Hobbs, S. and Hamerton, C. (2014) *The Making of Criminal Justice Policy* London: Routledge

Jones, T. and Newburn, T. (2007) *Policy Transfer and Criminal Justice* Maidenhead: Open University Press

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

Pratt, J. (2007) *Penal Populism*. London: Routledge

Pre-requisites

None

Restrictions

Stage 3 only

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.

2020-21 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 |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |

Contact Hours

22 hours (11 lectures followed by 11 seminars)

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

- Critically evaluate differing styles of illicit drug control.
- Display a systematic understanding of the links between illicit drugs and cultural contexts.
- Offer systematic and critical analysis of current policy issues in the field of illicit drugs.
- Make links between and critically evaluate important debates in the field of illicit drugs and their theoretical underpinnings.
- Discuss, analyse and critically evaluate illicit drugs issues within a global framework.

They will also be able to:

- Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits accurately utilising techniques for analysing of research and empirical data.
- Synthesise and critically evaluate theoretical contributions of different schools and disciplines of enquiry
- Demonstrate the ability to use the available evidence to construct and sustain an argument to be presented using a range of methods to specialist and non-specialist audiences

Method of Assessment

Coursework - Short Answer Assignment - 15%
Coursework - Essay (3000 words) - 85%

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
Chatwin, C. (2018) Towards more effective global drug policies Palgrave Macmillan

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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

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 convener 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 *

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

2020-21 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 | Spring | I | 15 (7.5) | 50% Coursework, 50% Exam | Bradley Dr K |
| 2 | Medway | Spring | I | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Autumn | I | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Autumn | I | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Spring | I | 15 (7.5) | 100% Coursework | Bradley Dr K |

Availability

Runs every Year

Contact Hours

22 hours

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate 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.

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

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

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

Method of Assessment

Coursework - assignment 1(1500 words) – 50%

Coursework - assignment 2 (1500 words) – 50%

Preliminary Reading

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
 Gray, Drew D.(2016) *Crime, Policing and Punishment in England, 1660-1914* London: Bloomsbury
 Knepper, Paul (2016) *Writing the History of Crime* (Bloomsbury Academic)

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.

| 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 | |

Availability

Available 2016/17

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

Contact Hours

1 hour lecture and 1 hour seminar each week

Department Checked

Yes

Learning Outcomes

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

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

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

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

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

Method of Assessment

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

Preliminary Reading

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

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

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

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

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

Pre-requisites

None

Synopsis *

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

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

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

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

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| S0711 The Sociology of Imprisonment | | | | | | |
|--|------------|---------|-------|---------------|-----------------|--------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | Chatwin Dr C |

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:

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| SO712 | | Urban Sociology | | | | |
|--------------|------------|------------------------|-------|---------------|--------------------------|-------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 60% Coursework, 40% Exam | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | Garbin Dr D |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 60% Coursework, 40% Exam | Garbin Dr D |

Contact Hours

22 hours contact time, 128 hours private study

Department Checked

Yes

Learning Outcomes

Demonstrate a systematic understanding of key problems, debates, and approaches in urban sociology.
 Critically evaluate writings on key themes and issues in this field at an advanced level.
 Demonstrate a detailed knowledge of comparative urbanism, enabling them to describe and comment upon particular aspects of current urban developments in local and global contexts.
 Demonstrate higher level sociological analytical skills

Method of Assessment

1 x 3,000 – 5,000 word Essay 40%
 Seminar Participation 20%
 Exam 40%

Preliminary Reading

Hubbard, P. (2006) *The City*. London: Routledge.
 Legates, T. and Stout, F. (2011) *The City Reader*. 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.
 Parker, S. (2015) *Urban Theory and the Urban Experience (2nd ed)*. London: Routledge

Pre-requisites

None

Restrictions

None

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 | |
| 1 | Medway | Spring | 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 | |
| 1 | Medway | Spring | 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. Indicative 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

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

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

Availability

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 Boutillier, S. (2011) *Introducing Social Theory*, Cambridge: Polity
- Ritzer, G and Stepnisky, J. (2011) *The Wiley-Blackwell Companion to the Major Social Theorists (Vol 2 on the 'Contemporary')* Wiley-Blackwell
- Seidman, S. (2012 5th edition) *Contested Knowledge: Social Theory Today*, Wiley-Blackwell

Pre-requisites

SO408

Restrictions

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

Synopsis *

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

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

Availability

Available 2016/17

Contact Hours

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

Department Checked

Yes

Learning Outcomes

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

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

Method of Assessment

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

Preliminary Reading

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

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

Pre-requisites

None

Restrictions

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

Synopsis

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

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

Availability

Available 2015/16

Contact Hours

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

Learning Outcomes

Subject specific learning outcomes:

On completion of this module, students will:

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

Generic learning outcomes:

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

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

Method of Assessment

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

Preliminary Reading

- * Chapter 1 of Hamilton-West, K.E. (2011). Psychobiological Processes in Health and Illness. London: Sage Publications Ltd.
- * Chapter 10 of Ogden, J. (2012). Health Psychology: A Text Book: Open University Press.

Pre-requisites

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

Restrictions

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

Synopsis *

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

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

Availability

Available 2015/16

Contact Hours

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

Learning Outcomes

Subject-specific learning outcomes:

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

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

Generic key skills:

On successful completion of this module students will have learnt:

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

Method of Assessment

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

Restrictions

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

Synopsis *

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

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

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

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| SO734 Research and Evaluation Methods | | | | | | |
|---------------------------------------|------------|------------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | 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 | |

Contact Hours

11 weekly lectures, 11 weekly seminars, one hour each
40% coursework (One 2,250 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 | |

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

Terry Eagleton (2013) How to Read Literature

Hanif Kureishi (1990) The Buddha of Suburbia, London: Faber & Faber

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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| S0742 Emotion, Media and Culture | | | | | | |
|---|------------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | |

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

Coursework - Assignment (2500 words) – 40%

Coursework - Portfolio (2500 words) – 50%

Coursework - Seminar participation – 10%

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.

| 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 | |

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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| S0748 Placement: The Practice of Quantitative Social Research | | | | | | |
|--|------------|------------|-------|---------------|-----------------|---------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Whole Year | H | 30 (15) | 100% Coursework | Sundberg Dr T |

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 | Autumn | H | 15 (7.5) | 50% Coursework, 50% Exam | |
| 1 | Medway | Spring | H | 15 (7.5) | 50% Coursework, 50% Exam | Young Dr T |

Availability

Runs every year

Contact Hours

22

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate knowledge and critical understanding of classical and contemporary debates on youth crime and violence, including the intersection between age, gender, race, ethnicity and class.

Demonstrate knowledge and critical understanding of key political and theoretical debates on the topic of youth crime and violence and be able to apply these to criminology and other criminal justice areas.

Demonstrate an ability to critically appraise the criminal justice response to youth violence and evaluate the impact of national and international responses to juvenile delinquency.

Demonstrate knowledge of conceptual approaches to research into youth crime and violence and how these translate into criminal justice policy and practice.

Demonstrate an ability to identify and evaluate empirical political and academic material on youth related crime and violence, including primary and secondary qualitative and quantitative research, and relate this to theoretical debates within criminology.

Method of Assessment

Essay (2500 words) (50%)

Examination, 2 hour (50%)

Preliminary Reading

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

Maguire, M., Morgan, R., & Reiner, R. (2012) *The Oxford Handbook of Criminology (5th ed)* Oxford University Press

Muncie, J. (2015) *Youth & Crime*. 4rd Edition. Sage Publications Ltd

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

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.

2020-21 Social Sciences Undergraduate Stage 2 & 3 Module Handbook

| 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 |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | |

Availability

Runs alternate years

Contact Hours

22

Department Checked

Yes

Learning Outcomes

On successfully completing the module students will be able to:

Demonstrate a systematic knowledge of the development of the use of visual sources in social history and related disciplines; including assessing the usefulness of visual sources in relation to other types of primary sources for understanding British society

Critically and systematically apply a range of disciplinary approaches to the reading of images, and relate cultural production to economic, political and social forces

Demonstrate a systematic understanding of the role of the visual in the historical analysis of social problems and cultural perceptions

Accurately deploy visual sources to communicate knowledge and ideas

Method of Assessment

Coursework – essay (3000 words) – 70%

Coursework – analytical assignment (2000 words) – 30%

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

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

20/02/2018

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 Macmillan

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 |

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

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 | Whole Year | 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 Year3), 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 | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Medway | Autumn | H | 15 (7.5) | 100% Coursework | Bradley Dr K |

Availability

Runs every year

Contact Hours

2 hours a week

Department Checked

20/02/18

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

Assignment 3000 words (50%)

Policy Analysis Report 2000 words (50%)

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.

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| SO760 The Sociology of Cybercrime | | | | | | |
|--|------------|---------|-------|---------------|-----------------|--------------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | |
| 1 | Canterbury | Autumn | H | 15 (7.5) | 100% Coursework | Van Hellemont Dr E |

Availability

2018/19

Contact Hours

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

Contact hours 22

Private study 128 hours

Learning Outcomes

1. Evaluate the relationship between contemporary cyber- and networked-enabled crime and the more traditional conception of crime and crime control.
2. Critically reflect on the challenges that the digital world poses to criminological understanding and modes of investigation.
3. Discuss issues of crime, control and crime prevention in the networked and digital world at an in-depth level.
4. Offer a critical analysis of the different roles public and private actors play in the management, security and enablement of cyber activity and practices.
5. Evaluate the consequences and implications that the global interconnectedness of cyber offending poses to individual nation states and other institutional bodies.
6. Critically evaluate and reflexively deploy sociological approaches to evaluate online behaviour

Method of Assessment

100% coursework:

3000 word essay or 10-15 min recorded interactive presentation - 75%,

MCQ in class test 15%

Seminar participation 10%

Preliminary Reading

Martellozzo, E., & Jane, E. A. (Eds.). (2017). *Cybercrime and Its Victims*. Taylor & Francis.

Martin, J. (2014). *Drugs on the dark net: How cryptomarkets are transforming the global trade in illicit drugs*. Springer.

Yar, M. (2013). *Cybercrime and society*. Sage.

Pre-requisites

None

Restrictions

Can only be taken by Criminology students

Synopsis *

This module provides students with an understanding of contemporary cybercrime, its implications and its sociological meanings. It examines how cybercrime functions, how it relates to wider criminological debates and theories, and how it raises challenges in our understanding of the nature of crime, criminality, crime control and policing. Students will become familiar with cutting edge research and theories in the field of cybercrime, and debates that are developing both within the UK and across the world. By focusing on the differing levels of both action and actors, this unit will provide a holistic and nuanced understanding of these vital contemporary challenges facing society. This module equips students with the necessary theoretical and practical tools and modes of social enquiry to make sense of an increasingly digital and networked world.

| SO761 Summer School in Urban Ethnography | | | | | | |
|---|--------|---------|-------|---------------|-----------------|----------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Paris | Spring | H | 15 (7.5) | 100% Coursework | |

Availability

Summer (7-14 July 2019)

PLEASE NOTE: YOU WILL NOT BE ABLE TO ADD THIS MODULE VIA OMR. PLEASE EMAIL A.LAITINEN@KENT.AC.U TO BE ADDED TO IT MANUALLY.

Contact Hours

The Summer School will take place for one week from Sunday 7 to Sunday 14 July 2019. Students arrive on Sunday 7 July for a welcome dinner. Teaching takes place Monday to Saturday inclusive, and there is a farewell dinner on Saturday 13 July. Students depart on Sunday 14 July 2019.

15 credits

Cost

Whilst the teaching costs of this module are already covered by student fees, SSPSSR students will need to pay additional associated costs of £470. This covers accommodation, travel in Paris, a welcome dinner, a mid-week buffet and a farewell dinner. In addition, students are responsible for arranging for their own travel to and from Paris. We are looking for funds to offer travel bursaries to assist with this cost.

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Learning Outcomes

The annual SSPSSR UG Summer School in Urban Ethnography provides participants with direct experience of urban ethnography and equips them with skills for future research. The Summer School exposes students to the principles and practices of ethnography in the study of people, place, practices and things in the urban setting of Paris and involves doing ethnography in the city and of the city. It gives students the opportunity to immerse themselves in 'natural' social environments and learn to tune into what is going on around them, making the strange familiar and the familiar strange. It is an opportunity for students to deepen their knowledge of ethnography both in the classroom and in the city, and with an implicitly comparative stance. The Summer School sets ethnography in its intellectual context paying attention to its renaissance through the development of visual and sensory approaches in addition to a reliance on direct observation and interaction. The themes of the 2019 Summer School are: Exploring rhythm in city life; Cultural and religious difference; and Multisensory ethnography in contested spaces: segregation and sex work.

Method of Assessment

A group presentation of 15 minutes (20%)

An individual project report of 4000 words + audio/visuals (70%)

Participation (10%)

Preliminary Reading

Augé, Marc (2002) *In the Metro*, Minneapolis: Minnesota University Press

De Certeau, Michel (1984) *The Practice of Everyday Life*, Berkeley: University of California Press

Duneier, Mitchell (1999) *Sidewalk*, New York: Farrar, Strauss and Giroux

Fincham, Ben, Mark McGuinness and Lesley Murray (eds) (2010) *Mobile Methodologies*, London: Palgrave

Lefebvre, Henri (2004) *Rhythmanalysis*, London: Bloomsbury.

Orwell, George (2013 [1933]) *Down and Out in Paris and London*, London: Penguin

Pre-requisites

This module is available for SSPSSR Stage 2 students progressing to Stage 3 to take in the summer after their Stage 2 studies are complete and in advance of the beginning of the academic year for Stage 3. So students going into Stage 3 in September 2018 will be able to take this module in July 2018.

Students must have a good academic record to be eligible for participation in the Summer School. Since the number of places for SSPSSR students is capped at 20, applications are evaluated on: 1) good academic performance and engagement, e.g. minimum of a 60% average at both Stages 1 and 2, and high levels of attendance; 2) relevant experience such as basic knowledge of French or commitment to undertake 'Bitesize' French language course (where available) and experience of study in relevant areas, e.g. Sociology of Urban Life (SO700) or Urban Sociology (SO712); and 3) motivation based on students' written statements.

Students need to write a motivational statement (max 500 words) to explain why they would like to participate in this Summer School. Please include any details you feel would be useful in assessing your application from your personal, academic or professional life with reference to the selection criteria set out above. This should be sent as a document attached to an email from your Kent email address directly to the module convenor, Dr Dawn Lyon: d.m.lyon@kent.ac.uk by the due date for module selection. No late applications will be accepted. You will be notified as to the success of your application within two weeks of the due date. If your application is not successful, you will be asked to select an alternative module.

Synopsis *

A key benefit of the Summer School is the opportunity for intense learning in situ. We will make the most of this by conducting teaching in the city as well as in the classroom. The Summer School will be highly interactive and combine lecture time and in class discussion, formal visits and walks, and informal exploration.

Provisional timetable (subject to change)

SUNDAY Welcome dinner

MONDAY

Seeing and sensing: the practice of ethnography

Visit to tourist space: the tourist gaze vs ethnographic observation

TUESDAY

Religious and cultural difference

Colonial representations and contestations: museum visit

WEDNESDAY

Grasping the rhythms of the city

Everyday rhythms on the street: practical exercise

Talk from French ethnographer and reception

THURSDAY

Student project work

Multisensory ethnography in contested spaces

Ethnography on the move: guided walk

FRIDAY

Student presentations

Discussion of projects for assessment

Conclusions and feedback

Farewell dinner

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| SO764 Enlightenment, Revolution and the Modern Social World | | | | | | |
|--|------------|---------|-------|---------------|-----------------|------------------|
| Version | Campus | Term(s) | Level | Credit (ECTS) | Assessment | Convenor |
| 1 | Canterbury | Spring | H | 15 (7.5) | 100% Coursework | Wilkinson Prof I |

Contact Hours

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

Total Contact Hours: 22
Private Study Hours: 128

Learning Outcomes

Cassirer, E. (1951) *The Philosophy of the Enlightenment*, Princeton University Press.
Gay, P. (1966 & 1969) *The Enlightenment: An Interpretation* (2 Volumes) W. W. Norton
Israel, J. I. (2002) *Radical Enlightenment: Philosophy and the Making of Modernity 1650-1750*, Oxford University Press.
Outram, D. (2013). *The Enlightenment (New Approaches to European History)* 3rd Edition, Cambridge University Press.
Pagden, A. (2013). *The Enlightenment And Why it Still Matters*. Oxford University Press.
Porter, R. S. (2001) *The Enlightenment*, Palgrave

Method of Assessment

Assessment method

Book Review – 2000 Words (40%)
Essay – 3000 Words (60%)

Preliminary Reading

Demonstrate an advanced understanding of the range of intellectual interests, moral agendas and political concerns that animated debates within the 'Enlightenments' of Europe and North America;
Identify and assess the social forces, political events and cultural conditions that gave rise to the Enlightenment;
Demonstrate an in-depth understanding of the historiography of 'the Enlightenment' and the 'Enlightenment project' from the nineteenth century through to the present day;
Evaluate the significance of the Enlightenment for the emergence and development of sociology;
Critically analyse the enduring legacy of Enlightenment for 21st Century culture and society;
Reflect critically and historically on the cultural proclivities and human consequences of western modernity;
Critically assess the contribution of Enlightenment thought and politics to modern advancements in human rights and movements of humanitarian social reform.

Pre-requisites

None

Restrictions

None

Synopsis *

This module is designed as an exploration of both the social history and historiography of 'the Enlightenment'. It draws a focus to the legacy of Enlightenment in contemporary sociological theory. It explores the bearing of Enlightenment ideas and interests upon the intellectual and political cultures of western modernity. It introduces students to ongoing debates concerned with the legacy of the Enlightenment in twenty-first century society. In this context, it explores the influence of the Enlightenment and its cultural portrayal in contemporary sociology in current disputes concerned with the legacy of colonialism, the gendering of the public sphere, the fate of religion and religious culture through modern times, the cultivation of our social and political democracy and the 'tragic' fate of modern rationality.